AMPS
AMETHOD PUBLIC SCHOOLS

Amethod Public Schools

Regular Meeting of the AMPS Board of Directors

Published on September 17, 2020 at 2:14 PM PDT
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Date and Time

Wednesday September 23, 2020 at 6:00 PM PDT

This meeting will be by teleconference pursuant to Executive Orders N-25-20 and N-29-20.

The Board of Directors (Board) and employees of Amethod Public Schools shall meet via the Zoom meeting platform. Members of the public who wish to access this Board meeting may do so at: https://us02web.zoom.us/j/87684883289

Public Comment:

Public Comment: Members of the public who wish to comment about an agenda item or during the public comments section at the beginning of the agenda, please send an email to lromo@amethodschools.org with your name, email address, and your zoom name (if different) and the item under which you would like to comment before the item begins. The Board Chair will call on you. Please note that comments are limited to two minutes. The Board Chair may increase or decrease the time allowed for public comment, depending upon the topic and number of persons wishing to be heard.

Access to Board Materials: A copy of the written materials which will be submitted to the School Board may be reviewed by any interested persons on the Amethod Public School's website at www.amethodschools.org along with this agenda following the posting of the agenda at least 72 hours in advance of this meeting.

Disability Access: Requests for disability-related modifications or accommodations to participate in this public meeting should be made 72 hours prior to the meeting by calling (510) 701 -2415. All efforts will be made for

reasonable accommodations. The agenda and public documents can be modified upon request as required by Section 202 of the Americans with Disabilities Act.

ORDER OF BUSINESS MAY BE CHANGED WITHOUT NOTICE

Agenda

I. Opening Items

A. Call the Meeting to Order

B. Roll Call

C. Announcements

II. Business I

A. MIT Audiobook Learning Initiative Recruitment

III. Disclosure of Items to be Discussed in Closed Session (Government Code 5457.7)

IV. Public Comments on Closed Session Items

V. Recess to Closed Session

A. Conference with legal counsel-Anticipated Litigation (1) [(Government Code section 54956.9(b)]

B. Public Employee Evaluation Pursuant of Government Code 54597-Interim CEO

VI. Reconvene from Closed Session

VII. General Public/Board Comments (2min per speaker)

VIII. Consent Agenda

A. Approval of Board Minutes (08.19.2020, 09.09.2020)

B. Title 1 AMPS Family Engagement Policy

IX. Business II

A. CEO Report

B. Interview and Select Search Firm to Conduct 2020-2021 CEO Search

C. AMPS Financial Update

D. Learning Continuity and Attendance Plan

E. JHHS Academic Plan to be Adopted by 10.1.2020

F. MOU between John Henry High and SBE

X. Closing Items

A. Adjourn Meeting

THE ORDER OF BUSINESS MAY BE CHANGED WITHOUT NOTICE. *Notice is hereby given that the order of consideration of matters on this agenda may be changed without prior notice.* ***REASONABLE LIMITATIONS MAY BE PLACED ON PUBLIC TESTIMONY.*** *The Governing Board's presiding officer reserves the right to impose reasonable time limits on public testimony to ensure that the agenda is completed.* ***SPECIAL PRESENTATIONS MAY BE MADE.*** *Notice is hereby given that; consistent with the requirements of the Ralph Brown Open Meeting Act, special presentations not mentioned in the agenda may be made at this meeting. However, any such presentation will be for information only.* ***REASONABLE ACCOMMODATION WILL BE PROVIDED FOR ANY INDIVIDUAL WITH A DISABILITY.*** *Pursuant to the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, any individual with a disability who requires reasonable accommodation to attend or participate in this meeting of the Governing Board may request assistance by contacting the Amethod Public School Inc., 2101 Livingston Street Second Floor. Oakland, CA 94606; telephone, (510) 434-7017 ext.117 info@amethodschools.org.* ***FOR MORE INFORMATION.*** *For more information concerning this agenda, please contact Amethod Public Schools Main Administration, 2101 Livingston St. Second Floor. Oakland, CA 94606; telephone, (510) 436-0172 ext. 106; Email: lromo@amethodschools.org*

Coversheet

MIT Audiobook Learning Initiative Recruitment

Section:	II. Business I
Item:	A. MIT Audiobook Learning Initiative Recruitment
Purpose:	Vote
Submitted by:	
Related Material:	ALI_Parent_English.pdf TCG Search Proposal for Amethod Public Schools.pdf BenitoJuarez_MOU_final.docx ALI_Parent_Spanish.pdf ALI_Recruitment_BJE.pdf

WILL YOUR CHILD BE STARTING 4TH GRADE THIS FALL?

Get free access to audiobooks for your child!

MIT Audiobook Learning Initiative

Join us this summer for a study about audiobooks and mindfulness online!

WHO?

Children entering 4th grade who:

- May be struggling with reading
- Might benefit from this program
- Will engage well with audiobooks
- Have access to a computer

Participants will earn over $100 in gift cards!

WHAT?

- 8 weeks of free, unlimited access to a large audiobook library or mindfulness lessons.
- Some participants will receive biweekly check-ins from MIT learning facilitators.
- Students will complete reading and cognitive assessments.
- Parents will complete surveys online.

If you think your child might benefit from this opportunity, please use this link to sign up!

bit.ly/ALISTUDYMIT2020

For more information:
ali.study.mit@gmail.com

Powered by Boardmaker

A Leadership Development Corporation

A SUPERINTENDENT SEARCH PROPOSAL

PREPARED FOR

AMETHOD PUBLIC SCHOOLS

Board of Directors

Board Chair, Peter Hanley
Board Vice Chair, Edgar Quiroz
Board Member, Maribel Gonzalez
Board Member, Gilbert Lopez Jr.
Board Member, Nick Driver

AMPS
AMETHOD PUBLIC SCHOOLS

September 15, 2020

714.318.1826 2290 La Mer Court, Costa Mesa CA 92627 TheCoscaGroup@GMail.com

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A Leadership Development Corporation

September 15, 2020

Mr. Andrew Wang, Sr. Director of Finance
Amethod Public Schools
2101 Livingston Street
Oakland, CA 94606

Dear Mr. Wang,

We are pleased to be considered as the search firm that will assist you in the selection of your new chief executive officer.

TCG is proud to be recognized for delivering much more than the mechanics involved in a typical search. Our technique is purposefully inclusive, our strategy is comprehensive, and our consultants are personally engaged. As a result, our consultants are equipped to provide exceptionally well-informed advice and services.

A distinct benefit of our client-centered approach is that it substantially contributes to building confidence in the board and its new CEO and establishing the effective stakeholder relationships so important for successfully serving the needs of your students, parents, staff and community.

While choosing the right person to lead a school district is always a pivotal decision, the threat of Covid-19 has the potential to further complicate an already daunting task. At TCG, we are confident that we can incorporate the means to fully engage you and your stakeholders in the process digitally, while safely providing the quality support and services essential to meeting your expectations and achieving your goal.

Preparation is always key to a successful search, but it is particularly important while dealing with Covid-19. You can rest assured that we stand ready to deliver a fully transparent and open process, complete with ample opportunities to gather input from all of your stakeholders, including families, staff and the community.

It is our pleasure to offer the services of Dr. Jan Britz, Dr. Frederick Navarro, and Dr. Theresa Daem to assist your efforts. They are both widely recognized for their distinguished careers, particularly their expertise in board/CEO relations and district governance. Moreover, with their extensive experience and recognized success working at the secondary level, each is uniquely prepared to recognize the unique aspects and challenges of a district such as yours. We have included their full resumes to underscore their capacity to meet your needs. Focusing on academic success, both consultants have led secondary school recognition in their careers as site administrators. They will also have access to the resources and expertise of the entire TCG membership.

For more information, please visit www.TheCoscaGroup.com or contact Dr. Jan Britz at 805.796.9772. We look forward to presenting our proposal in person.

Thank you for your consideration. It would be an honor to work with you.

Sincerely,

Joel Shapiro
President of the Board
The Cosca Group

Jan Britz, Ed.D.
Partner
The Cosca Group

Enc

ABOUT COVID-19

Adapting the Recruitment Process to the Coronavirus Pandemic Crisis

The threat of coronavirus does not mean no one is hiring or that candidates aren't actively looking for placements. As a matter of fact, our recent experience with a virtual search confirmed that the threat of Covid-19 did not hinder the number of applicants.

It simply demands that we incorporate multiple ways to ensure that you, your staff, your stakeholders, and your prospective employees are protected to the full extent possible throughout the process.

Today's technology offers us the means to digitize our work and recruitment flow, leverage virtual meetings, forge online connections, access networks electronically and even maintain conversations with promising applicants. Working with you and your staff, our consultants will map out a detailed and coordinated plan that integrates and coordinates district and firm tools and resources for maximum effectiveness and efficiency.

Using Zoom, the online video conferencing tool, we can safely and effectively participate in board meetings, perform stakeholder individual and group input sessions, conduct candidate interviews, and more. An online survey will offer stakeholders convenient and easily accessible opportunities to provide input.

Our experience using virtual interviews confirmed their effectiveness. We found that announcing their use in advance encouraged candidate interest in applying for the position and made applicants feel safe and protected during the process so they could concentrate on answering the questions fully and completely.

More importantly, we found that interviewing remotely still allowed the board to confirm candidates' experience, qualifications, and potential to be a successful superintendent as well as allowed the board to assess whether they were a match for the district and possessed the soft skills needed for the job, such as effective communication skills, leadership vs management abilities, and the capacity to think strategically and implement the district's vision.

Virtually collecting stakeholder input was equally as successful.

Prior to any direct contact, participants will be asked if they've traveled to affected areas in the past few weeks, whether they exhibited symptoms and so on. Though unconventional, these questions are a necessity given the worldwide exposure to this coronavirus. If a candidate is suspected of being exposed to COVID-19, a self-imposed quarantine is highly recommended.

It's important to note that the above is valid so long as it does not breach or conflict with your district policies and local laws and regulations.

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WHAT DISTINGUISHES TCG?

Not the largest firm. Not the most prolific firm. Simply service second to none.

PERSONALIZED

The hallmark of TCG is the personal attention our consultants devote to every detail in the process. TCG consultants give their full attention to your district and do not work on another sear simultaneously.

We understand that, because personalities and relationships are involved, there is far more to matching a district with the right CEO than impersonally pairing requirements with qualifications.

That is why our consultants are personally invested in learning as much as possible about the nature and expectations of each board, district and community. Their concentrated efforts to appreciate the unique needs, traits, cultures, expectations and even the politics of the board, staff and community enables them to deliver well-informed assistance for our clients.

COMPREHENSIVE

While the typical superintendent/CEO search process incorporates one or more ways to collect stakeholder input, our approach is purposefully exhaustive, with a marked emphasis on engaging the full range of district stakeholders in identifying the particular needs of the district and the expectations of the community as well as assisting boards with their efforts to keep their stakeholders fully informed and abreast of the search process as it evolves. As an optional service, the consultants will prepare written updated reports for the board to release to the community at-large or to post on the district website at no additional cost to the district.

This inclusive outreach centered on accurately establishing an in-depth understanding has been pivotal to successfully delivering quality candidates and concurrently launching broad support for the new superintendent, the board and the district. Since the consultants do not know the stakeholders by name, each stakeholder's input is a direct and honest dialogue. When they see their input charted word for word and it is given to the board in the same format, stakeholders feel validated knowing this information goes directly to board members without any names attached to it. This process provides confidence in the board and the selection of the new CEO they appoint.

Our commitment to our clients is further underscored by the fact that we do not maintain a "stable" of applicants like some firms, but instead strive to put forward candidates that are genuinely suited to the district. We are committed to fostering, cultivating and preserving a culture of equity, diversity and inclusion, and we reflect these values in every aspect of our service.

We embrace and encourage differences in age, color, disability, ethnicity, family or marital status, gender identity or expression, language, national origin, physical and mental ability, political affiliation, race, religion, sexual orientation, socio-economic status, veteran status, and other characteristics that make each human being special.

We acknowledge and honor the fundamental value and dignity of all individuals, and we pledge ourselves to promoting an environment that respects diverse traditions, heritages, and experiences.

ABOUT TCG

TCG proudly boasts a five-year longevity of over 92% for TCG-placed superintendents! TCG has earned a reputation for a genuine commitment to its clients as well as for its efforts to purposely form lasting, meaningful relationships with the superintendents, administrators and districts it serves.

With its proven expertise in all phases of school district leadership, TCG has the capacity to assist a governing board in selecting a new CEO and in developing a working relationship that will successfully serve the needs of its students, parents, staff and community.

HISTORY

The Cosca Group (TCG) was founded by Dr. Frank Cosca in 2000. Today it is comprised of 28 partners and associate partners, all recognized for their career achievements, representing all geographical regions of California.

PHILOSOPHY

We believe that education is a cooperative effort of family, school, and community and that all children deserve the opportunity for success in schools.

We believe that every district deserves a leader that will recognize and build on the district's strengths, identify and address its areas of concern, and possess and model the personal characteristics that the district and community value.

We believe in involving district leadership in every phase, conferring with the district board for every key decision and providing continuous communication and frequent updates, and affording convenient and reliable access to assigned lead consultants throughout the process.

QUALIFICATIONS AND EXPERIENCE

- TCG partners, as former superintendents, have successfully led geographically and culturally diverse school systems across California including small, suburban and urban school districts.
- All TCG partners and associates possess broad personal and professional networks within the state and on the national level.
- TCG partners and associates have served in leadership roles in Association of California School Administrators (President and Executive Director), California School Boards Association, American Association of School Administrators, California Association of School Business Officials and California Coalition for Adequate School Housing, California Small Schools Association, California Association of Latino Superintendents, and California Association of Bilingual Educators.
- A TCG partner was recognized by ACSA with the prestigious "Marcus Foster" award.
- Three TCG partners have been California Superintendents of the Year and nationally honored.
- A TCG partner founded the National Association of School Superintendents.
- TCG partners and associates teach or have taught graduate courses in Educational Leadership, School Finance and other specialties within the field of school district administration.
- TCG partners and associates have been honored with awards from educational, community, county and civic organizations.

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- TCG partners have held leadership positions in the Western Association of Schools and Colleges and chaired visitations in California, Hawaii, Pacific Islands and Asia.
- Many TCG partners speak fluent Spanish.

SPECIAL ATTRIBUTES

- TCG is widely recognized for its purposeful, personal attention to all phases of the search process.
- TCG customizes its process to meet the district's unique needs.
- TCG is known for delivering strong, reliable communication throughout the process.
- TCG's extensive network of partners in the state and national level offers unparalleled access to qualified candidates.
- TCG offers an online survey in English and Spanish to augment the stakeholder input collected in the extensive personal meetings.
- TCG focuses on seeking candidates that meet the district needs, not placing an in-house candidate.
- TCG's fee is competitive and all-inclusive.

5 MOST RECENT SUCCESSFUL RECRUITMENTS

- Cotati Rohnert Park Unified School District
- Eastside Union School District
- Keppel Union School District
- Mammoth Unified School District
- Rosemead School District

PERSONNEL

We are pleased to offer Dr. Jan Britz, Dr. Frederick Navarro, and Dr. Theresa Daem as the TCG search consultants for your district.

Dr. Britz is an experienced search consultant with 40 years in education serving as the former Superintendent of the Burbank Unified School District, as an adjunct professor at multiple California universities, and featured speaker and presenter at a variety of educational workshops, conferences and forums across the state. She spent 23 of those 40 years in secondary education. Furthermore, as a principal of three different schools, she led her schools to excel academically achieving recognition as a National Blue Ribbon School, two California Distinguished Schools, and Newsweek Recognition as a America's Best High School validated by the challenge index and ranking in the top four percent nationally.

Dr. Navarro is an educator with 40 years of experience of which 30 years were spent in secondary leadership roles. Recently retired as the Superintendent of the Newport Mesa Unified School District, he was instrumental in the success of numerous top performing schools. Among them, Newport Mesa's Corona del Mar High School has been consistently rated one of the top high school by US an Newsweek, and Anaheim Union High School District's Oxnard Academy, which under the state's Academic Performance became the highest scoring high school in California. Dr. Navarro has also served as an adjunct professor at UCLA's Graduate School of Education and has been a member of the California School Board's Superintendent Advisory.

Dr. Daem is the founder of the National Association of School Superintendents, the former Superintendent of the Laguna Beach Unified School District and the San Bruno Park School District, and the former Associate Superintendent of the Brawley Union High School District; her many achievements include author, presenter, and former Superintendent of the Laguna Beach Unified School District.

Their resume abstracts are provided as pages 19, 20 and 21.

TCG METHODOLOGY

COMMITMENT AND SERVICE

TCG commitment and attention to every detail is unsurpassed.

Our lead consultants offer well-informed guidance and support because they make it a point to be personally and continuously engaged in performing every service in the process.

Unlike some firms, TCG does not outsource services or delegate responsibility for them to office support staff, with all but a few exceptions (such as minor clerical tasks or a need for specialized expertise).

To the contrary, TCG lead consultants collect, organize, and review relevant district data and information themselves; they review, organize and summarize stakeholder input themselves; and they develop marketing materials; and prepare reports and updates themselves, all revolving around constant communication with the board.

The same is true of paper-screening and reference-checking applicants; furthermore, they incorporate the assistance of a TCG Panel of Experts drawn from TCG partners who are similarly knowledgeable and experienced.

TCG search services are conducted by highly skilled professionals at every juncture.

TRANSPARENCY

TCG standard practice is to develop an optimal communication protocol at its first meeting with the board to assure continuous and convenient contact with the lead search consultants.

Regular updates for the board, stakeholders, and community will be provided to the board throughout the process, with in-depth details on request.

While some firms bring forward only candidates they recommend to interview, in the interest of full disclosure, TCG delivers a comprehensive report that includes the complete application package for every applicant.

TCG's commitment to transparency is underscored by the fact that it does not maintain a "stable" of applicants like some firms, but instead strives to put forward candidates that are genuinely suited to the district's needs.

COMPREHENSIVE STAKEHOLDER INCLUSION

TCG's standard practice is a thorough, personally managed, three-step input collection process.

Step 1. Consultants meet with the board and identify the district's strengths and needs/critical issues. Based on those strengths and needs/critical issues, the board also identifies the characteristics desired in the new CEO. The board will also identify groups and individuals representing community members, students, parents, teachers, classified employees, administrators, etc. to provide input to TCG, and recommend custom strategies to engage all representative communities within the district, including its non-English-proficient constituents.

Step 2. Consultants meet with the identified groups and individuals and receive input regarding the district's strengths and needs/critical issues. Concurrently one or more online surveys and/or hard copy questionnaires will be widely publicized and made conveniently available to stakeholders to gather input regarding district needs and the desired characteristics of the new superintendent. All information will be recorded, tallied, and organized into a comprehensive report to be presented to board.

Step 3. Consultants meet with the board to review and analyze stakeholder input, thereby providing an opportunity to reexamine, modify and prioritize its identified lists of district strengths, needs/critical issues, and preferred characteristics of a new superintendent. Based on the board's findings, consultants develop an electronic brochure to be presented to the board for final approval. This brochure will serve as a marketing document.

SCREENING AND BACKGROUND CHECKS

Using the board-adopted candidate criteria to assess each candidate's capacity to meet the district's needs, the lead consultants independently or with a TCG Panel of Experts will screen and identify the most qualified applicants.

Vetting will include, but not be limited to, appraisal of materials, preliminary reference checks and verifications, internet background reviews, and review via TCG networks and contacts.

Comprehensive background checks of finalists are conducted by a background specialist who incorporates the services of an online service that compiles reports from millions of public records and information provided by state and local governments. Reports include an address history, related persons, arrest records, bankruptcy records, government license information, social media profiles, and sex offender records.

CONFIDENTIALITY

While TCG standard practice is to conduct an open and transparent search process, maintaining applicant confidentiality is central to attracting top candidates; as a result, the names of all applicants are kept confidential until the board publicly announces a finalist for the position. The procedure may be adapted to accommodate unique board needs and preferences.

STAKEHOLDER COMMUNICATION

TCG's standard practice is to collaborate with the board and the district staff to identify the processes and procedures currently utilized and customize strategies and schedules that offer the most effective communication strategies for students, parents, employee groups, city officials and staff, and community groups. Most districts opt for a combination of social media and district website announcements and updates.

DISTRICT CONTACT(S)

TCG's standard practice is to contact the Board President for information related to the search process and a district-assigned staff member for scheduling, logistics, and basic operational assistance.

ASSISTANCE REQUIREMENTS

The information, services, and assistance required will vary relative to the preferences of the board, what is available, and the organizational structure and communication practices of the district.

Those anticipated include stakeholder contact information, assistance with arranging stakeholder meetings and their locations, and arranging public notices and reports via district publications and district social media.

SEARCH SCOPE

While many districts prefer candidates with California backgrounds because they are grounded in the state's unique policies and culture, in some cases boards prefer to reach out across the country to seek a fresh approach or a unique talent, or to cast a wider net.

TCG's standard practice is to base a search scope on the district's unique needs, challenges and preferences.

INTERVIEW QUESTIONS

TCG's standard practice is to develop questions in collaboration with the board; however, the board determines the final selection.

TCG typically presents the board with a list of alternatives, including questions carefully selected for the purpose of revealing the applicants' background, experience, style, and personal traits relevant to the district and board's needs and preferences.

WRITING SAMPLE

TCG's standard practice is to propose the writing sample as an option for the board. If included, TCG will include recommendations for board consideration at the same time the board determines which questions will be included in candidate interviews.

GUARANTEES

- TCG guarantees comprehensive disclosure of all applicants.
- TCG guarantees the CEO selection for two years with a second search conducted for expenses only.
- TCG guarantees the placement will not be recruited for other TCG positions for a minimum of five years.
- TCG guarantees its commitment to the district until a suitable candidate is appointed.

THE TCG 5 PHASE PROCESS

(TO BE CUSTOMIZED FOR THE DISTRICT)

TIMELINE

TCG prepared the following tentative timeline, subject to revision to meet district needs:

PHASE I: PRE-RECRUITMENT	October 1 – October 28
PHASE II: RECRUITMENT	October 28 – November 27
PHASE III: INTERVIEWS	December 1 – December 12
PHASE IV: APPOINTMENT OF SUPERINTENDENT	December 23
PHASE V: OPTIONAL SUPPORT SERVICES	One to two Years

PHASE I
PRE-RECRUITMENT

TCG Meets with the Board

- Customize the process and **be flexible to address board priorities**.
- Determine the timeline
- Establish the district's strengths and needs/critical issues and identify the characteristics desired in the new superintendent
- Establish the board's preferences and expectations for its working relationship with the new chief executive officer
- Identify the full range of district stakeholders, including students, parents, teachers, classified employees, administrators, key individuals, and community members, non-English speakers and various other individuals and groups
- Determine the most effective strategies for engaging the stakeholders in determining the district's needs and the community's expectations of the new superintendent

TCG Collects Stakeholder Input

- Organize and personally attend individual and group meetings
- Arrange convenient input alternatives, such as online surveys
- Compile all input into a full report for the board

TCG Meets with the Board

- Review the Stakeholder Input Report together
- Confirm the district's strengths and needs and the characteristics desired in a new CEO

TCG Develops and Implements the Recruitment Plan

- Develop marketing brochure for board approval
- Arrange advertisements, including but not limited to EdCAL
- Prepare announcement distribution
- Contact the 28 TCG partners for recommendations and referrals
- Arrange email announcement to the 1000+ California assistant superintendents

TCG Provides Periodic Status Reports

PHASE II
RECRUITMENT

TCG Organizes and Maintains Search Records

TCG Handles All Applicant Communication

TCG Screens All Applicant Submissions

- Verifies all application packets contain the required information
- Verifies that everything stated in their resume is true

TCG Conducts Extensive Background and Reference Checks

- Works through the assessment process to identify qualified candidates
- Identifies the candidates' hard skills

TCG Organizes a Panel of Experts to Identify Most Qualified Applicants

TCG Develops a Comprehensive Candidate Report for the Board

- Lists all applicants
- Summarizes backgrounds and qualifications
- Provides reference check findings
- Recommends finalists for interviews

TCG Provides Periodic Status Reports

PHASE III
INTERVIEWS

TCG Meets with the Board

- TCG reviews Candidate Report with the board
- Board selects candidates to interview
- TCG facilitates and assists board selection of interview questions

TCG Schedules Interviews

- TCG arranges and facilitates interviews of all selected candidates
- TCG arranges and facilitates subsequent interview(s) as determined by the board
- TCG contacts all candidates who were interviewed regarding their status

PHASE IV
APPOINTMENT OF NEW SUPERINTENDENT

TCG Facilitates Culmination and Final Board Approval

- TCG assists selection and confirmation of finalist
- TCG arranges board visit to finalist's district
- TCG reviews complete Stakeholder Input Report, including the summary and all detail, with new CEO
- TCG assists board announcement of the new district CEO (optional)

PHASE V
SUPPORT

TCG Optional Services

Included in Fee

- Assist negotiation of key sections of the new CEO's employment contract
- Mentor and support new CEO for two years
- Conduct a Leadership Alignment Workshop with all board members and new CEO centered on initiating the new relationship by reviewing the Stakeholder Input Report establishing policies and expectations that are clearly understood by all.

FOCUS ON THE BOARD/CHIEF EXECUTIVE OFFICER RELATIONSHIP

"An effective relationship between the board and the superintendent is key to a successful district."

New Jersey School Board Association

"Perhaps the most important characteristic of a professional governance board is a close and effective working relationship between the Superintendent of Schools and the Board."

By Shipman & Goodwin LLP

"Many studies have examined the connection between superintendents and school boards, and have found that a positive relationship between these two parties ultimately determines the success of the district."

Diligent Insights Resource Hub

Because TCG understands that the degree to which board members and the chief executive officer effectively function as a team is pivotal to the future of a school district, its search process incorporates opportunities to weigh the potential for developing a successful and productive working relationship with each candidate.

- Phase I of the TCG search process includes an opportunity for the board to collectively establish their preferences and expectations for the CEO/board working relationship.
- Phase II of the TCG search process provides an opportunity for applicants to describe their leadership styles and anticipated approach to the superintendent/board working relationship in a writing sample, a questionnaire, and/or the interview.
- Phase III of the TCG search process offers an opportunity for the board to compare the responses of the applicants provided in Phase II with the preferences and expectations established in Phase I.
- Phase V of the TCG search process includes an optional Leadership Alignment Workshop for the board and CEO that is centered on initiating the new relationship with mutually developed, defined and understood policies and expectations.

TESTIMONIALS

"Their process and team leaders have a unique ability to balance driving the process and providing valuable input with listening and engaging the Board . . . "

Board of Education
San Bernardino City Unified School District

". . . we found our association with The Cosca Group to be a very successful experience."

R. Elizabeth Jaka
Board of Trustee, President
Vista Unified School District

"They demonstrated their extensive experience in superintendent searches along with their strong commitment to perform the work outlined in the proposal . . . "

Frank A. Tarantino, Board President
Sweetwater Union High School District

"Our Board, District and community are thrilled with their professional work. We commend The Cosca Group for the high degree of professionalism and organizational skills demonstrated throughout this process."

Jannie Dutton
President, Board of Trustees
Keppel Union School District

"Very professional behavior with our stakeholders in gathering information about district strengths, challenges, and what they wanted to see in the new superintendent."

Peggy Foster
Board President
Eastside Union School District

"The Woodland Joint Unified School District has used The Cosca Group on two occasions and in both instances they have delivered a highly qualified Superintendent."

Samuel Blanco III
Board President

"Our district and community have nothing but the utmost respect and praise for the work they did for us."

Lucy Rangel
President of the Board
Fillmore Unified School District

"The Cosca Group was very professional throughout the entire process. From the onset, the process was thorough, professional, and extremely efficient. The process entailed time to get to know our "District, our staff, and our community, so that we could find a leader that would fit our particular needs."

D. Don Revelo
School Board President
Millbrae School District

"They promised a 'winner' and they delivered."

Brian Clapper
Board President
National School District

"As president of the EUSD school board, and on behalf of the entire board, I highly recommend the services of The Cosca Group as your educational executive search firm."

Martin J. Hranek, Trustee
Escondido Union School District

"They are passionate about education and the importance of getting the right superintendent/district match for the sake of students and staff."

Elisabeth C. Ellers
Board President
South Pasadena Unified School District

"The attention to detail and understanding of our community were tremendous . . . I, on behalf of the Vista Unified School District Board of Trustees, offer our highest recommendation to the company."

Rich Alderson, President
VUSD Board of Trustees
Vista Unified School District

"The Board of Education for the Mammoth Unified School District thanks Mr. Shapiro and Dr. Britz for their selfless, professional, and excellent service in guiding us through the selection and hiring process of our new superintendent. The end result of their process was outstanding."

John Stavio
President of the Board of Education
Mammoth Unified School District

"Steve Goldstone and Dave Brown, Cosca Group consultants, have carefully steered the district through a process that allowed all stakeholders input into this most critical action. This followed Cosca Group's mission statement: 'We involve district leadership in every phase and every key decision and provide continuous communication, frequent updates, and convenient access to consultants throughout the process.' As these consultants have delivered on these promises during the past four months, they have earned the respect of the trustees and the community, so that an extended wait for the right superintendent becomes more than an act of faith."

By: Lanny Lowery, Staff
The Community Voice Newspaper
Rohnert Park-Cotati-Penngrove

"Cosca Group and its two consultants who have led this search realize their task goes far beyond the duties of headhunters. Public education, the foundation of American values, relies on the participation of all community members. Cosca Group asserts its belief system just below its letterhead: 'We believe that education is a cooperative effort of family, school, and community and that all children deserve the opportunity for success in schools'."

By: Lanny Lowery, Staff
The Community Voice Newspaper
Rohnert Park-Cotati-Penngrove

REFERENCES

TCG recently concluded an executive search conducted virtually for the Keppel Union School District:

Dominique Ballante
Board President
Keppel Union School
dballante@keppel.k12.ca.us
(661)269-6599

TCG is also pleased to offer the following references:

Jannie Dutton, Board President
Keppel Unified School District
34004 128th Street East
Pearblossom, CA 93553
(551) 547-0160

Nancy Armenta, Board President
Rosemead Unified School District
3907 Rosemead Blvd.
Rosemead, CA 91770
(626) 632-1398

John Stavlo Board President
Mammoth Unified School Dist.
462 Sierra Park Road
Mammoth, CA 93546
(760) 934-5674

Peggy Foster, Bord President
Eastside Unified School District
45006 30th Street
Lancaster, CA 93535
(661) 350-2553

More are available upon request as indicated in the extensive list of testimonials list provided above.

COST ANALYSIS

A total fee of $19,500 is based on a search design specific to the Amethod Public Schools, inclusive of the services and expenditures described in this search proposal dated September 15, 2020 and presented September 23, 2020. Said fee is all inclusive and includes, but not limited to:

- Providing board support and guidance throughout the process
- Attending or participating in related meetings with the Board
- Conducting all community input sessions
- Providing an online survey for stakeholder input
- Preparing a written report detailing and summarizing all stakeholder input sessions
- Developing an electronic marketing brochure
- All state and national advertising expenses
- Fielding inquiries from potential and active candidates
- All application processing, assessing and paper-screening
- Preparing a written report detailing and summarizing all applicants for the position
- Preparing a list of candidates recommended for board interviews
- Drafting interview questions for the Board
- Informing all applicants of their status throughout the process
- Conducting preliminary reference and background research of all viable candidates
- Conducting in-depth background checks of finalist(s)
- Scheduling and facilitating all interviews
- All candidate formal notifications
- Facilitating finalist site visit
- All proposal guarantees, including a second search conducted for expenses only
- Providing mentoring for the new chief executive officer
- All clerical expenses and copying expenses
- All lead consultant travel, lodging expenses and meals

SAMPLE AGREEMENT

Amethod Public Schools

and

The Cosca Group

THIS AGREEMENT made and entered into this day of , by the Amethod Public Schools, a political subdivision of the State of California (hereinafter "DISTRICT") and The Cosca Group, (hereinafter, "CONSULTANT").

I.

The DISTRICT desires to retain a CONSULTANT to perform special services for the search and recruitment of the chief executive officer.

II.

CONSULTANT is specially trained, experienced and competent to perform such special services and render such advice.

III.

1. CONSULTANT, upon notice to proceed from the DISTRICT, shall provide to the DISTRICT such special services and advice, more particularly as set forth in the Proposal presented to the DISTRICT on September 23, 2020, which is incorporated by reference herein.

2. In consideration of the foregoing, DISTRICT shall pay CONSULTANT A FEE NOT TO EXCEED $19.500. CONSULTANT shall invoice DISTRICT in three installments as follows:

(1) $6,500.00 at the time of the development and presentation of the profile.

(2) $6,500.00 at the presentation of a slate of final candidates.

(3) $6,500.00 at the appointment of the new Chief Executive Officer.

In addition, if the DISTRICT chooses an upgraded brochure the CONSULTANT will bill the DISTRICT for the actual and necessary expenses of said brochure, to be invoiced separately.

Terms of payment shall be net 45 days.

3. CONSULTANT shall well and faithfully perform each and all of the obligations set forth in the Agreement. CONSULTANT shall at all times be deemed an independent contractor, and neither the CONSULTANT nor any of its employees shall be considered employees of the DISTRICT for any purpose.

4. At all times, CONSULTANT shall work in cooperation with, and pursuant to the direction of the CEO of the DISTRICT, or the CEO's designee.

SAMPLE

714.318.1826 2290 La Mer Court, Costa Mesa CA 92627 TheCoscaGroup@GMail.com

5. The DISTRICT shall have the right to terminate this Agreement at any time upon fifteen (15) calendar days' prior written notice. Should the Agreement be terminated, the DISTRICT shall be responsible for payment related to all services provided by the CONSULTANT up to the point of termination.

WHEREFORE, the parties have executed this Agreement on the date first above written:

FOR: Amethod Public Schools (AMPS)

Date: _____

By: _____
Signature
Board President

FOR: The Cosca Group

Date: _____

By: _____
Signature
Jan Britz, Partner

SAMPLE

2290 La Mer Court
Costa Mesa, CA 92627
Phone: 714-318-1826

Federal I.D. Number: 33-0972414

PARTIAL CLIENT LIST

Baldy View Regional Occupational Program
Brawley Union High School District
Cotati-Rohnert Park Unified School District
Delhi Unified School District
El Rancho Unified School District
El Segundo City Police Department
Fillmore Unified School District
Hermosa Beach Unified School District
Keppel Union School District
Laguna Beach Unified School District
Lytle Creek Development Partners
Mammoth School District
Moreno Valley Unified School District
Mountain View-Whisman School District
Novato Unified School District
Orange Unified School District
Palisades Charter High School
Redondo Beach Unified School District
Rosemead School District
San Bernardino Unified School District
San Lorenzo Unified School District
Santee School District
South Pasadena Unified School District
Sulphur Springs School District
Tamalpias Union High School District
Vista Unified School District
Washington Union School District
Windsor Unified School District
Woodland Joint Unified School District
Millbrae School District

Bonita Unified School District
Chino Valley Unified School District
Culver City Unified School District
Desert Sands Unified School District
Eastside School District
Escondido Union School District
Hayward Unified School District
Huntington Beach City School District
King City Unified School District
Livermore Valley Joint Unified School District
Madera Unified School District
Monrovia Unified School District
Morgan Hill Unified School District
National City School District
Oceanview School District
Palos Verdes Peninsula Unified School District
Paradise Unified School District
Rialto Unified School District
Saint Helena Unified School District
San Gabriel Unified School District
Santa Ana Unified School District
Silver Valley Unified School District
Sweetwater Union High School District
Tahoe Truckee Unified School District
University of Southern California
Washington Unified School District
Waugh School District
Wiseburn School District
Yosemite Unified School District

Jan Britz, Ed.D.

A Life-Long Career in Pursuit of Excellence

3240 Texas Avenue
Simi Valley, CA 93063

805.796.9772 Mobile
805.522.1097 Land Line
JanBritz@GMail.com

EXPERIENCE

Partner, The Cosca Group
A Leadership Development Corporation

Superintendent of Schools
Burbank Unified School District

Assistant Superintendent of Schools
Burbank Unified School District

Assistant Superintendent
South Pasadena Unified School District

Director of Human Resources
South Pasadena Unified School District

Principal
Simi Valley High School, Simi Valley Unified School District

Valley View Middle School, Simi Valley Unified School District

Sequoia Junior High School, Simi Valley Unified School District

Adjunct Professor
California Lutheran University

California State University, Los Angeles

California State University, Northridge

Moorpark Community College

EDUCATION

Ed.D. University of Southern California

M.S. California State University

M.A. California State University Northridge

B.A. Eastern Michigan University

PHILOSOPHY

Every child has a right to the finest possible education in a safe and healthy environment.

SPECIAL EXPERTISE

- Program Planning and Implementation
- Personnel Practices
- Board/Superintendent Relationships
- Leadership and Management
- Performance Evaluation
- Policy Development
- Stakeholder Engagement
- Instructional Supervision
- Public Relations

RECOGNIZED FOR

- Leadership
- Loyalty
- Perseverance
- Work Ethic

CERTIFICATIONS

- K-12 Administration
  California Life
- K-12 Teaching, Mathematics
  California Life

21

Frederick Navarro, Ed.D.

*Raising the Academic Achievement **Bar** for Every Child*

6247 E Metz Street
Long Beach, CA 90808

(949) 734-0355 Mobile
(562) 896-0221 Personal
factor3657@gmail.com

SELECTED ACHIEVEMENTS

Partner, The Cosca Group
A Leadership Development Corporation

Superintendent of Schools
Newport Mesa Unified School District

Superintendent of Schools
Lennox School District

Assistant Superintendent of Schools
Anaheim Union High School District

Director of Secondary
Newport Mesa Unified School District

Assistant Director of Human Resources
Long Beach Unified School District

Principal
Costa Mesa High School, Newport Mesa
Mark Keppel High School, Alhambra
DeMille Middle School, Long Beach

Adjunct Professor, Guest Lecturer
UCLA Graduate School of Education

CERTIFICATIONS

K-12 Administration, California

K-12 Single Subject, California

EDUCATION

Ed.D. University of California, Los Angeles

M.Ed University of California, Los Angeles

B.A. California State University, Dominguez Hills

PHILOSOPHY

Cause student success by establishing systems that develop college-ready graduates. These systems focus on building the capacity of leaders and of instructors that are responsive to needs of all learners to succeed in a college preparatory curriculum.

SPECIAL EXPERTISE

- Governance Team Goal Setting
- Instructional Analytics Systems and Responsive Teaching Methods
- Curriculum Design and Instructional Interventions
- Performance Evaluation
- Group Collaboration and Consensus Guided Decision Making
- Policy Analysis and Guidance
- Media and Public Relations
- Community Involvement

RECOGNIZED FOR

- Recruitment and Development of Highly Effective Leaders
- Consensus and Shared Vision Constructs
- Commitment, Conviction and Determination
- Integrity

Theresa A. Daem, Ed.D.

A passionate advocate for serving the unique needs of every child

401 Seaward Road Villa 13
Corona Del Mar, CA 92625

949.922.7300 Mobile
949.723.5023 Office
stdaem@sbcglobal.net

SELECTED ACHIEVEMENTS

Partner, The Cosca Group
A Leadership Development Corporation

Founder and Executive Director
The National Association of School Superintendents

Superintendent of Schools
Laguna Beach Unified School District

Superintendent of Schools
San Bruno Park School District

Associate Superintendent
Brawley Union High School District

State Superintendents Committee Member
Association of California School Administrators

Board President
San Mateo County School Insurance Group

Adjunct Professor, Educational Leadership
University of Santa Clara

Local Program Director
State Department of Education Designated Exemplary School Improvement Program

Chairperson
South Orange County SELPA

School Support Team Leader
Nevada Department of Education

CERTIFICATIONS

K-12 Administration	California	Life
Reading Specialist	California	Life
English	California	Life

PHILOSOPHY

Excellence is not an accident; it is the product of an unrelenting focus on continuous improvement.

SPECIAL EXPERTISE

- Board/Superintendent Relationships
- Leadership and Management
- School Improvement
- Instructional Supervision
- Performance Evaluation
- HR Practices
- Policy Development

RECOGNIZED FOR

- Dedication
- Commitment to Continuous Improvement
- Leadership
- Loyalty
- Perseverance
- Work Ethic

EDUCATION

- Ed.D. University of Southern California
- M.S. Eastern Montana State University
- B.S. Education, Eastern Montana State University

Massachusetts Institute of Technology

AUDIOBOOK LEARNING INITIATIVE
RESEARCH COLLABORATION AGREEMENT

This Agreement is made and entered this 21st day of September, 2020, by and between the Amethod Public Schools (District) and the Gabrieli Lab at the Massachusetts Institute of Technology (University). This agreement establishes a collaboration between the District and the University as part of an ongoing research project called the Audiobook Learning Initiative (ALI).

ALI is a research study aiming to support and understand struggling readers. The project is being conducted by a team of researchers examining reading and listening comprehension in fourth grade students. The team is led by Professor John Gabrieli at MIT.

General Provisions

1. Project Description: In this project, we are testing the effects of an 8-week audiobook intervention (outside of normal school work) on 4th graders' vocabulary, listening comprehension, and reading comprehension skills. In particular, we hope to determine whether this intervention is particularly effective at improving literacy for children at higher risk for academic difficulty due to socioeconomic factors and/or reading difficulty.

   This study is a randomized control trial (RCT). Students will randomly be assigned to one of three groups. Children in the curated audiobook condition will receive unlimited access to audiobooks provided by non-profit Learning Ally and recommendations for titles based on their listening comprehension skills. Children in the scaffolded audiobook condition will receive additional biweekly 30-minute online sessions with a learning facilitator, focused on improving comprehension strategies and supporting intervention adherence. Children in the active control group will receive supported access to a mindfulness app in the first wave of the study, and will subsequently receive access to audiobooks in the second wave (after the 8-week intervention period). Our goal is to boost children's vocabulary and language skills, and possibly ameliorate or buffer these children from the likely learning losses resulting from prolonged remote learning during the COVID-19 pandemic.

2. Research Questions: In this project, we will ask the following research questions:
   a. Does 8-week access to an audiobook service lead to improved vocabulary scores in fourth grade students and/or lead to higher listening and reading comprehension scores? We hypothesize that there may be two possible outcomes:
      i. Greater gains in vocabulary and/or language comprehension in the treatment groups as compared to the control group, or
      ii. Smaller learning losses in the treatment groups as compared to the control group.
   b. Does the addition of high-quality biweekly one-on-one instructional support lead to significantly better outcomes? We hypothesize that there will be greater pre-

post intervention effects when audiobook access is supplemented with biweekly discussions focused on listening comprehension and vocabulary.

c. Which environmental and socio-emotional factors modulate intervention response in students? We expect greater intervention-related differences in children from lower-SES backgrounds and in children with a poorer home literacy environment. Due to the novelty of the current situation we have no predictions about the impact of the pandemic on children's learning response, but we will be measuring these factors.

3. Recruitment Procedures: We are recruiting 4th grade students to participate in this project. We have fliers (attached) that have been approved by our Institutional Review Board (IRB) that detail relevant study information and provide a link to our screening survey: bit.ly//ALISTUDYMIT2020. All of our materials are available in both English and Spanish, and our research staff speak both English and Spanish. Once parents or guardians fill out our screening survey and their child is deemed eligible for the study based on the survey response, we will invite them to schedule a testing session and begin the study.

4. Compensation: All student participants will be compensated in gift cards for their time spent completing assessments during the study ($20/hour for approximately 5-6 hours total), and parents will additionally be compensated for their time filling out surveys ($5/survey for 10 total surveys).

5. Human Subjects Protections: This study has been approved and will be regulated by MIT's Committee on the Use of Humans as Experimental Subjects (MIT's Institutional Review Board). Approval letter attached.

6. Data Collection: Data collection will include: survey responses, standardized and lab-developed measures conducted over secure Zoom links, and child language samples collected over audio and video-recorded Zoom calls. All data will be stored on a secure server only accessible to the research staff. Participant data will be deidentified for all analyses. All participants will receive unique ID numbers and all data records will use these numbers. Databases will include only ID numbers. Data housed on servers will be password protected. Data are coded and there will be one database (RedCap) that has both the participants name and ID number together. This list will be kept on a password-protected, secure server accessible only by research staff. All records and files will only be accessible by research staff.

University's Responsibilities

7. All participants will undergo an informed consent process prior to data collection and study participation (informed consent will be conducted in English or Spanish).

8. Enrolled participants will be randomly assigned to one of three groups (audiobooks, audiobooks plus scaffolding, or mindfulness) and will be provided with 8 weeks of access to these services. Participants will also complete pre-testing and post-testing assessments

via web meeting at the beginning and end of the study.

9. All participating children and families will be compensated for their time spent completing assessments and surveys for this study.

10. We will share participating students' scores on standardized cognitive and reading measures with parents, who can then share these reports with the school, or request us to share with the school or their teacher.

11. We are happy to provide a professional development session for your teachers and/or parents about reading development. We are also happy to present on the study outcomes.

12. We are happy to answer any questions you might have (ali.study.mit@gmail.com).

District's Responsibilities

13. Distribute flier to Benito Juárez ES 4th grade teachers and/or reading specialists to recruit students who may benefit from this intervention, and/or

14. Distribute flier to Benito Juárez ES 4th grade students.

Term and Termination

15. Term. This Agreement is effective beginning September 21st, 2020 and will continue in effect for six months or until the completion of the research project, whichever comes first. The parties may renew this Agreement for an additional six-month term by written agreement prior to the termination date.

16. Termination. Either party may terminate this Agreement with or without cause by giving the other party thirty (30) days advanced written notice.

Miscellaneous Provisions

17. Entire Agreement. This Agreement constitutes the entire agreement between the parties, and supersedes all prior oral or written agreements, commitments, or understandings concerning the matters provided for herein.

18. Amendment. This Agreement may only be modified by a subsequent written Agreement executed by the parties. The provisions in this Agreement may not be modified by any attachment or letter agreement as described elsewhere in this Agreement.

19. Governing Law. The parties' rights or obligations under this Agreement will be construed in accordance with and any claim or dispute relating thereto will be governed by the laws of the State of California.

20. Representatives. The parties designate an individual as their respective representative (each, a "Representative") to manage their respective performance under the terms of this Agreement. All notices, demands, requests, or other communications required to be given or sent by University will be in writing and will be transmitted via email addressed to the Representative as follows.

    University Representative
    Name: ALI Study
    Email: ali.study.mit@gmail.com

    Each party may designate a change of address by notice in writing.

21. Severability. If any provision of this Agreement, or of any other agreement, document or writing pursuant to or in connection with this Agreement, shall be held to be wholly or partially invalid or unenforceable under applicable law, said provision will be ineffective to that extent only, without in any way affecting the remaining parts or provisions of said agreement.

22. Waiver. Neither the waiver by any of the parties hereto of a breach of or a default under any of the provisions of this Agreement, nor the failure of either of the parties, on one or more occasions, to enforce any of the provisions of this Agreement or to exercise any right or privilege hereunder, will therefore be construed as a waiver of any subsequent breach or default of a similar nature, or as a waiver of any of such provisions, rights or privileges hereunder.

23. Mutual Representations and Warranties. Each party represents and warrants that
    a. It will comply with all applicable laws, rules, regulations and orders of any governmental authority in connection with its performance under this Agreement, and
    b. It has the necessary authority to enter into this Agreement and carry out its obligations hereunder.

The following signatures hereby indicate approval of this Agreement:

MIT ("University")	Amethod Public Schools ("District")
Signature: _	Signature:_____
Name: Dr. John D.E. Gabriel	Name: _____
Title: Principal Investigator, MIT	Title: _____

¿ESTARÁ SU HIJA/O EN CUARTO GRADO ESTE OTOÑO?

¡Obtenga acceso gratuito a audiolibros para su hija/o!

MIT Audiobook Learning Initiative

¡Únase a nosotros este verano para un estudio sobre audiolibros y mindfulness en línea!

QUIÉN?

Niños que ingresan a cuarto grado y que:

- Puedan tener problemas leyendo
- Podrían beneficiarse de este programa
- Se relacionarán bien con audiolibros
- Tendrán acceso a una computadora

¡Los participantes ganarán más de $100 en tarjetas de regalo!

QUÉ?

- 8 semanas de acceso gratuito e ilimitado a una gran biblioteca de audiolibros o lecciones de mindfulness.
- Algunos participantes recibirán ayuda dos veces por semana de los facilitadores de aprendizaje del MIT.
- Los estudiantes completarán evaluaciones de lectura y cognitivas.
- Los padres completarán encuestas en línea.

Si cree que su hija/o podría beneficiarse de esta oportunidad, ¡use este enlace para registrarse!

bit.ly/ALISTUDYMIT2020

Para más información:
ali.study.mit@gmail.com

Powered by BoardOnTrack

Massachusetts Institute of Technology

Dear Benito Juarez Elementary Principal and Teachers:

We invite you to join our efforts to support the language development of students in diverse home learning environments due to socioeconomic factors and in response to the ***COVID-19 pandemic***. Our research team is led by Dr. John Gabrieli at MIT. We study the cognitive neuroscience of learning, focusing on understanding the brain and cognitive basis of language development and disabilities in an effort to better support all learners. **We are writing to ask you for your school's collaboration in our current research project.**

We are currently recruiting students in 3rd grade (rising to 4th grade in fall 2020) to participate in our research on the efficacy of an **audiobook intervention with or without additional instructional support.** We are hoping that exposure to audiobooks (including exposure to print) will improve, or at least sustain, vocabulary and reading skills in children

Participating 3rd graders will be asked to complete reading and cognitive assessments via Zoom with one of our researchers. Students will be randomly assigned to one of three groups. Students in the intervention groups will be provided with 8 weeks of free, unlimited access to Learning Ally audiobooks. Learning Ally is a nonprofit education solutions organization with an extensive library of human-read audiobooks and a suite of educator tools and resources. In addition to access to Learning Ally, some participants will receive biweekly check-ins from learning facilitators on the research staff. Students in the control group will be provided with a Mindfulness training program and 8 weeks of access to Learning Ally at the end of the study. We are hoping that mindfulness training will reduce student stress and negative feelings as was shown with in-school mindfulness training at a BCRC school (paper attached – another paper in review reports cognitive benefit from that same mindfulness training).

Collaborating researchers will work with students in one of the intervention groups to scaffold and support students' vocabulary and language comprehension. All student participants will be compensated at least $100 in gift cards for their time spent completing assessments during the study, and parents will additionally be compensated for their time filling out surveys.

How you can help:

- Send our flyer to your 3rd grade teachers to recruit students who will benefit from this intervention, who would be willing to listen to audiobooks on a weekly basis for twelve weeks and meet with our researchers virtually.
- If parents decide to have their children participate, please encourage them to fill out the survey included in the flyer.

Benefits to you and your school:

- **Access to Learning Ally**
- **Student Learning Profile**: Children will complete a comprehensive battery of reading and language assessments. Parents will receive a report of their child's scores and child's relative performance to their peers. If parents agree, the reports will also be shared with teachers.

Although this report is not diagnostic, it can provide information about the child's educational strengths and needs.

- **Professional Development**: Teachers and school personnel will be offered the opportunity to have professional development sessions for teachers/staff. Topics could include neurobiological and behavioral links between oral and written language development, and methods of evaluation and intervention for children with language/literacy impairments.

How you can help:

- Send our flyer to your 3rd grade teachers to recruit students who will benefit from this intervention, who would be willing to listen to audiobooks on a weekly basis for twelve weeks and meet with our researchers virtually.
- If parents decide to have their children participate, please encourage them to fill out the survey included in the flyer.

The MIT team welcomes the partnership of schools. To learn more information or to join this effort, please contact Dr. John Gabrieli (gabrieli@mit.edu), Dr. Ola Ozernov-Palchik (oozernov@mit.edu), or Halie Olson (holson@mit.edu).

Coversheet

Approval of Board Minutes (08.19.2020, 09.09.2020)

Section: VIII. Consent Agenda
Item: A. Approval of Board Minutes (08.19.2020, 09.09.2020)
Purpose: Approve Minutes
Submitted by:
Related Material:
Minutes for Regular Meeting of the AMPS Board of Directors on September 9, 2020
2020_08_19_board_meeting_minutes.pdf
2020_09_09_board_meeting_minutes.pdf

APPROVED

AMPS
AMETHOD PUBLIC SCHOOLS

Amethod Public Schools

Minutes

Regular Meeting of the AMPS Board of Directors

Date and Time
Wednesday September 9, 2020 at 6:00 PM

This meeting will be by teleconference pursuant to Executive Orders N-25-20 and N-29-20.

The Board of Directors (Board) and employees of Amethod Public Schools shall meet via the Zoom meeting platform. Members of the public who wish to access this Board meeting may do so at:
https://us02web.zoom.us/j/87893232470

Public Comment: Members of the public who wish to comment during the Board meeting may use the "raise hand" tool on the Zoom platform. Individual comments will be limited to two (2) minutes. If comments are in Spanish or another language, they will be translated to English and such comments will be limited to four (4) minutes. The Board of Directors may limit the total time for public comment to a reasonable time. The Board reserves the right to mute or remove a member of the public if comments or actions disrupts the Board meeting.

Access to Board Materials: A copy of the written materials which will be submitted to the School Board may be reviewed by any interested persons on the Amethod Public School's website at www.amethodschools.org along with this agenda following the posting of the agenda at least 72 hours in advance of this meeting.

Disability Access: Requests for disability-related modifications or accommodations to participate in this public meeting should be made 72 hours prior to the meeting by calling (510) 701 -2415. All efforts will be made for reasonable accommodations. The agenda and public

documents can be modified upon request as required by Section 202 of the Americans with Disabilities Act.

ORDER OF BUSINESS MAY BE CHANGED WITHOUT NOTICE

Directors Present
E. Quiroz (remote), G. Lopez Jr. (remote), M. Gonzalez (remote), N. Driver (remote), P. Hanley (remote)

Directors Absent
None

Guests Present
L. Romo (remote)

I. Opening Items

A. Call the Meeting to Order

P. Hanley called a meeting of the board of directors of Amethod Public Schools to order on Wednesday Sep 9, 2020 at 6:19 PM.

B. Roll Call

C. Announcements

Next week will be an important meeting that will probably run long.

II. Recess to Closed Session

A. Public Employee Evaluation Pursuant of Government Code 54597-Interim CEO

No public comment on closed session. Estimated half hour in closed session. No action taken during closed session. No general public comments and no Board comments.

III. Consent Agenda

A. Approval of Board Minutes (08.19.2020)

No public or Board comments. Minutes are pulled because they were not prepared in time leaving only one item in consent agenda.

B. University of La Verne MOU

N. Driver made a motion to Approve the consent agenda which only includes item B. E. Quiroz seconded the motion.

The board **VOTED** unanimously to approve the motion.

IV. Business

A. CEO Report

Interim CEO Evelia Villa makes report.

B. Unaudited Actuals Financial Report for 2019-2020

Kelly Ellis makes Financial Update for Board approval.
E. Quiroz made a motion to Approve Unaudited Actuals.
N. Driver seconded the motion.
The board **VOTED** unanimously to approve the motion.

C. JHHS Updated Charter Petition

JHHS Site Director Sylvia Flores makes presentation on the updated JHHS Charter Petition.
E. Quiroz made a motion to accept the Updated JHHS Charter Petition with the changes and give the administration the authority to amend article XIV as they receive feedback from the CDE.
G. Lopez Jr. seconded the motion.
The board **VOTED** unanimously to approve the motion.

D. Present Learning Continuity and Attendance Plan

Mr. Jorge Lopez presents this item to the Board.

V. Closing Items

A. Adjourn Meeting

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 9:36 PM.

Respectfully Submitted,
P. Hanley

Documents used during the meeting

- Richmond Charter Academy MOU.pdf
- AMPS FY20 Balance Sheet.pdf
- AMPS FY20 Financials.pdf
- AMPS - September Board Meeting Presentation FINAL.pptx

- AMPS - September Board Meeting Presentation DRAFT.pptx
- DCA Other Sources Memo.docx
- OCA Other Sources Memo.docx
- DCA Unaudited Actuals.xlsm
- OCHS Other Sources Memo.docx
- OCHS.zip
- RCA.zip
- AMPS FY2020 Cash Reconciliation.xlsx
- BJE FY2020 IS.xlsx
- BJE_19-20_P-2.pdf
- AMPS FY2020 Bank Statements.pdf
- BJE FY2020 GL.xlsx
- BJE 19-20 Unaudited Actuals Checklist.pdf
- BJE FY2020 FCMAT Calculator v21.2.xlsx
- AMPS FY2020 Cash Reconciliation.xlsx
- JHHS 19-20 Unaudited Actuals Checklist.pdf
- JHHS FY2020 GL.xlsx
- AMPS FY2020 Bank Statements.pdf
- JHHS FY2020 FCMAT Calculator v21.2.xlsx
- RCA FY2020 FCMAT Calculator v21.2.xlsx
- John Henry High School Petition for Renewal Filed with SBE.docx
- Enclosure 2.pdf
- JohnHenryHighApprovalLetter (2).pdf
- Enclosure 1.pdf
- AMPS LCEP DRAFT V2 FOR WEBSITE.docx
- LCEP announcemet ENG AMPS.docx

THE ORDER OF BUSINESS MAY BE CHANGED WITHOUT NOTICE. *Notice is hereby given that the order of consideration of matters on this agenda may be changed without prior notice.* ***REASONABLE LIMITATIONS MAY BE PLACED ON PUBLIC TESTIMONY.*** *The Governing Board's presiding officer reserves the right to impose reasonable time limits on public testimony to ensure that the agenda is completed.* ***SPECIAL PRESENTATIONS MAY BE MADE.*** *Notice is hereby given that; consistent with the requirements of the Ralph Brown Open Meeting Act, special presentations not mentioned in the agenda may be made at this meeting. However, any such presentation will be for information only.* ***REASONABLE ACCOMMODATION WILL BE PROVIDED FOR ANY INDIVIDUAL WITH A DISABILITY.*** *Pursuant to the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, any individual with a disability who*

requires reasonable accommodation to attend or participate in this meeting of the Governing Board may request assistance by contacting the Amethod Public School Inc., 2101 Livingston Street Second Floor. Oakland, CA 94606; telephone, (510) 434-7017 ext.117 info@amethodschools.org. ***FOR MORE INFORMATION.*** *For more information concerning this agenda, please contact Amethod Public Schools Main Administration, 2101 Livingston St. Second Floor. Oakland, CA 94606; telephone, (510) 436-0172 ext. 106; Email: lromo@amethodschools.org*

DRAFT

AMPS
AMETHOD PUBLIC SCHOOLS

Amethod Public Schools

Minutes

Regular Meeting of the AMPS Board of Directors

Date and Time
Wednesday August 19, 2020 at 6:00 PM

Location
Zoom Meeting Platform

Join the meeting via web or telephone:
Web: https://us02web.zoom.us/j/82578923215
By Telephone: +16699009128,,82578923215#

This meeting will be by teleconference pursuant to Executive Orders N-25-20 and N-29-20.

The Board of Directors (Board) and employees of Amethod Public Schools shall meet via the Zoom meeting platform. Members of the public who wish to access this Board meeting may do so at: https://us02web.zoom.us/j/82578923215

Participating by Telephone: 669-900-9128 Meeting ID: 82578923215

Public Comment: Members of the public who wish to comment during the Board meeting may use the “raise hand” tool on the Zoom platform or press *9 if you are joining by telephone. Individual comments will be limited to two (2) minutes. If comments are in Spanish or another language, they will be translated to English and such comments will be limited to four (4) minutes. The Board of Directors may limit the total time for public comment to a reasonable time. The Board reserves the right to mute or remove a member of the public if comments or actions disrupts the Board meeting.

Access to Board Materials: A copy of the written materials which will be submitted to the School Board may be reviewed by any interested persons on the Amethod Public School’s website at www.amethodschools.org along with this agenda following the posting of the agenda at least 72 hours in advance of this meeting.

Disability Access: Requests for disability-related modifications or accommodations to participate in this public meeting should be made 72 hours prior to the meeting by calling (510) 701 -2415. All efforts will be made for reasonable accommodations. The agenda and public documents can be modified upon request as required by Section 202 of the Americans with Disabilities Act.

ORDER OF BUSINESS MAY BE CHANGED WITHOUT NOTICE

Directors Present
E. Quiroz (remote), G. Lopez Jr. (remote), P. Hanley (remote)

Directors Absent
M. Gonzalez

Guests Present
E. Villa (remote), L. Romo (remote)

I. Opening Items

A. Call the Meeting to Order

B. Roll Call

C. Announcements

Board Chair announces Board On Track partnership and orientation progress.

II. Nominating Committee

A. Consider Appointment of Nick Driver to the AMPS Board of Directors

Board Vice Chair Edgar Quiroz introduces Nick Driver and Mr. Driver makes a statement to the community.
E. Quiroz made a motion to Accept nomination of Nick Driver to the AMPS Board of Director.
G. Lopez Jr. seconded the motion.
The board **VOTED** unanimously to approve the motion.

III. Recess to Closed Session

A. Conference with legal counsel-Anticipated Litigation (2) [(Government Code section 54956.9(b)]

No public comment on the closed session.Planned continuation of closed session after resuming the open session because the Board needs more time to discuss. No reportable action so far.

B. Public Employee Evaluation Pursuant of Government Code 54597-Interim CEO

IV. Consent Agenda

A. Approval of Board Minutes (07.22.2020)

E. Quiroz made a motion to approve the minutes from.
G. Lopez Jr. seconded the motion.
The board **VOTED** unanimously to approve the motion.

B. Title IX Sexual Harassment, Intimidation, Discrimination and Bullying Policy

E. Quiroz made a motion to Approve the consent agenda.
G. Lopez Jr. seconded the motion.
The board **VOTED** unanimously to approve the motion.

C. Approval of Updated 2020-2021 Employee Handbook
E. Quiroz made a motion to Approve the consent agenda.
G. Lopez Jr. seconded the motion.
The board **VOTED** unanimously to approve the motion.

V. Business

A. CEO Report
Mrs. Villa makes CEO report.

B. Approve Request for Proposal for CEO Search
E. Quiroz made a motion to approve the RFP CEO search firm.
G. Lopez Jr. seconded the motion.
Second made by Nick Driver. The board **VOTED** unanimously to approve the motion.

C. State Budget Update
Kelly Ellis from edtec makes state budget update.
No public comment.

D. Instructional Update
Mrs. Villa presents the AMPS Task Force to provide update.

E. Ratification of Interim CEO Compensation
E. Quiroz made a motion to Approves ratification of interim CEO compensation.
G. Lopez Jr. seconded the motion.
The board **VOTED** unanimously to approve the motion.

F. Resolution to Correct Vacation Pay
Administrative error in vacation pay to George Lopez. Vacation pay was paid based on the incorrect salary based on position help.
Board Chair Peter Hanley describes the discrepancy in vacation pay.
G. Lopez Jr. made a motion to Nick Driver makes motion to approve resolution to correct vacation pay.
E. Quiroz seconded the motion.
The board **VOTED** unanimously to approve the motion.

G. Discuss and Decide on September Meeting Schedule
Board goes to closed session again.
Board took no reportable action.

VI. Closing Items

A. Adjourn Meeting
There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 10:01 PM.

Respectfully Submitted,
P. Hanley

Documents used during the meeting

- A. Approval of Board Meeting Minutes (07.22.2020).pdf
- Nick Driver Resume 2020.doc
- 20 07 21- Title IX Harassment Intimidation Discrim. and Bullying Policy (YMC draft).docx
- B. Title IX Briefing Sheet.docx
- AMPS_2020-2021_Employee_Handbook- Revised (2).pdf
- C Employee Handbook.pdf
- DOCS--4153871-v1--Clean Version AMPS Employee Handbook_August 2020 (1).DOCX
- B. Approve Request for Proposal for CEO Search .pdf
- C. State Budget Update.pdf
- E. Ratification o fInterim CEO Compensation.pdf
- F. Resolution to Correct Vacation Pay.pdf

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AMPS
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Amethod Public Schools

Minutes

Regular Meeting of the AMPS Board of Directors

Date and Time
Wednesday September 9, 2020 at 6:00 PM

This meeting will be by teleconference pursuant to Executive Orders N-25-20 and N-29-20.

The Board of Directors (Board) and employees of Amethod Public Schools shall meet via the Zoom meeting platform. Members of the public who wish to access this Board meeting may do so at: https://us02web.zoom.us/j/87893232470

Public Comment: Members of the public who wish to comment during the Board meeting may use the "raise hand" tool on the Zoom platform. Individual comments will be limited to two (2) minutes. If comments are in Spanish or another language, they will be translated to English and such comments will be limited to four (4) minutes. The Board of Directors may limit the total time for public comment to a reasonable time. The Board reserves the right to mute or remove a member of the public if comments or actions disrupts the Board meeting.

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ORDER OF BUSINESS MAY BE CHANGED WITHOUT NOTICE

Directors Present
E. Quiroz (remote), G. Lopez Jr. (remote), M. Gonzalez (remote), N. Driver (remote), P. Hanley (remote)

Directors Absent

None

Guests Present
L. Romo (remote)

I. Opening Items

A. Call the Meeting to Order
P. Hanley called a meeting of the board of directors of Amethod Public Schools to order on Wednesday Sep 9, 2020 @ 6:19 PM.

B. Roll Call

C. Announcements
Next week will be an important meeting that will probably run long.

II. Recess to Closed Session

A. Public Employee Evaluation Pursuant of Government Code 54597-Interim CEO
No public comment on closed session. Estimated half hour in closed session. No action taken during closed session. No general public comments and no Board comments.

III. Consent Agenda

A. Approval of Board Minutes (08.19.2020)
No public or Board comments. Minutes are pulled because they were not prepared in time leaving only one item in consent agenda.

B. University of La Verne MOU
N. Driver made a motion to Approve the consent agenda which only includes item B.
E. Quiroz seconded the motion.
The board **VOTED** unanimously to approve the motion.

IV. Business

A. CEO Report
Interim CEO Evelia Villa makes report.

B. Unaudited Actuals Financial Report for 2019-2020
Kelly Ellis makes Financial Update for Board approval.
E. Quiroz made a motion to Approve Unaudited Actuals.
N. Driver seconded the motion.
The board **VOTED** unanimously to approve the motion.

C. JHHS Updated Charter Petition
JHHS Site Director Sylvia Flores makes presentation on the updated JHHS Charter Petition.
E. Quiroz made a motion to accept the Updated JHHS Charter Petition with the changes and give the administration the authority to amend article XIV as they receive feedback from the CDE.
G. Lopez Jr. seconded the motion.
The board **VOTED** unanimously to approve the motion.

D. Present Learning Continuity and Attendance Plan
Mr. Jorge Lopez presents this item to the Board.

V. Closing Items

A. Adjourn Meeting
There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 9:36 PM.

Respectfully Submitted,
P. Hanley

Documents used during the meeting

- Richmond Charter Academy MOU.pdf
- AMPS - September Board Meeting Presentation DRAFT.pptx
- AMPS - September Board Meeting Presentation FINAL.pptx
- AMPS FY20 Balance Sheet.pdf
- AMPS FY20 Financials.pdf
- AMPS FY2020 Bank Statements.pdf
- AMPS FY2020 Bank Statements.pdf
- AMPS FY2020 Cash Reconciliation.xlsx
- AMPS FY2020 Cash Reconciliation.xlsx
- BJE 19-20 Unaudited Actuals Checklist.pdf
- BJE FY2020 FCMAT Calculator v21.2.xlsx
- BJE FY2020 GL.xlsx
- BJE FY2020 IS.xlsx
- BJE_19-20_P-2.pdf
- DCA Other Sources Memo.docx
- DCA Unaudited Actuals.xlsm
- JHHS 19-20 Unaudited Actuals Checklist.pdf
- JHHS FY2020 FCMAT Calculator v21.2.xlsx
- JHHS FY2020 GL.xlsx
- OCA Other Sources Memo.docx
- OCHS Other Sources Memo.docx
- OCHS.zip
- RCA FY2020 FCMAT Calculator v21.2.xlsx
- RCA.zip
- Enclosure 1.pdf
- Enclosure 2.pdf
- John Henry High School Petition for Renewal Filed with SBE.docx
- JohnHenryHighApprovalLetter (2).pdf
- AMPS LCEP DRAFT V2 FOR WEBSITE.docx

- LCEP announcemet ENG AMPS.docx

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Coversheet

Title 1 AMPS Family Engagement Policy

Section:	VIII. Consent Agenda
Item:	B. Title 1 AMPS Family Engagement Policy
Purpose:	Vote
Submitted by:	
Related Material:	AMPS Family Engagement Policy.pdf

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Amethod Public Schools Family Engagement Policy

I. General Expectations:

Amethod Public Schools agrees to implement the following legal requirements:

- During Family Staff Team meetings, the school will jointly develop with parents/guardians and distribute to parents/guardians a Family Engagement Policy that the school and parents/guardians agree on.
- The school will notify parents/guardians about the Family Engagement Policy in an understandable and uniform format and, to the extent practicable, will distribute this policy to parents/ guardians in a language that parents/guardians can understand.
- The school will make the Parent and Family Engagement Policy available to the local community. For example, copies of this policy will be available for pickup at the school's office. A notice of the availability of this policy will be posted on the school website to inform community members.
- The school will update the Family Engagement Policy annually to meet the changing needs of parents/guardians and the school.
- The school will adopt the school's " Family School Commitment to Distinction" agreement as a component of its Family Engagement Policy
- The school agrees to be governed by the following legal definition of family engagement, and will carry out programs, activities and procedures in accordance with this definition:
    - Family engagement means the participation of parents/guardians in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring—
        - That parents/guardians play an integral role in assisting their student's learning;
        - That parents/guardians are encouraged to be actively involved in their student's education at school;
        - That parents/guardians are full partners in their student's education and are included as appropriate, in decision-making and on advisory committees to assist in the education of their student;

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- The carrying out of other activities, such as those described in Section 1118 or the ESEA (Elementary and Secondary Education Act).

II. Description of how the school will implement required Amethod Public Schools Family Engagement Policy components

a. Amethod Public Schools will take the following actions to involve parents/guardians in the joint development and joint agreement of its Family Engagement Policy and its schoolwide plan, if applicable, in an organized, ongoing, and timely way under section 1118(b) of the ESEA:
    i. Schedule a meeting of all parents/guardians to discuss the Title 1 program and to disseminate information/
    ii. Review Title 1 policy and needs assessments through a cycle of inquiry as documented in our LCAP.
    iii. Work collaboratively with all parent groups and advisory councils to update and inform parents/guardians of the Title 1 program.

b. Amethod Public Schools will take the following actions to distribute to all parents/guardians and the local community, the Family Engagement;
    i. Copy and distribute the policy school-wide at the beginning of each school year and disseminate the information to all parents/guardians.
    ii. Provide information of the policy through email listserv and online through the school website.

c. Amethod Public Schools will periodically update is Family Engagement Policy to meet the changing needs of parents/guardians and the school:
    i. Family Staff Team will update the Family Engagement Policy annually with input from the parents/guardians.
    ii. Family Staff Team will collect feedback from parents/guardians for the Family Engagement Policy throughout the year.

d. Amethod Public Schools will convene an annual meeting to inform parents/guardians of the following:
    i. That their student's school participates in the Title 1 schoolwide program,
    ii. About the requirements of Title 1, and
    iii. Of their rights to be involved in school activities, functions, and governance.

e. Amethod Public Schools will hold a flexible number of meetings at varying times to make family involvement more convenient for families.

f. Amethod Public Schools will provide timely information about Title 1 programs to all parents/guardians using the following:

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i. Annual Title 1 Meeting (during Fall Open House)
ii. School website- bje.amethodschools.org
iii. Family Staff Team meetings and bulletin board

g. Amethod Public Schools will provide to all parents/guardians a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet by using the following:
    i. Open House
    ii. Quarterly Report Cards
    iii. Parent Teacher Conferences (Fall and Spring- for students at-risk academically)
h. Amethod Public Schools will provide parents/guardians of participating students, if requested by parents/guardians, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their students, and respond to any such suggestions as soon as practicably possible using the following:
    i. Annual Title 1 Meeting
    ii. Parent Teacher Conferences
    iii. Family Staff team Meetings
    iv. Town Halls
i. Amethod Public Schools will submit to the CMO any parent comments if the schoolwide plan under section (1114)(b)(2) is not satisfactory to parents/guardians following the District Uniform Complaint process.

III. Shared Responsibilities for High Student Academic Achievement

a. Amethod Public Schools will build the school's and parents/guardians' capacity for strong family involvement, in order to ensure effective involvement of parents/guardians and to support a partnership among the school, parents/guardians, and the community to improve student academic achievement, through the following activities specifically described below:
    i. Provide opportunities for school, family, community partnership: Back to School Night, Open House, Annual Title 1 Meeting, Parent Teacher Conferences, Family Staff Team, parent volunteer, Literacy Nights, Data Dig Nights, AMPS Wellness Committee
    ii. Update the Family School Commitment to Distinction agreement annually with parents/guardians through the Family Staff Team. The agreement will explain how the responsibility for high student academic achievement will be the shared responsibility of teachers/administrators, parents/guardians, and students.

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iii. Publicize to parents that anyone can participate in the Family Staff Team meetings.

b. Amethod Public Schools will, with the assistance of its CMO, provide assistance to parents/guardians of students served by the school in understanding topics such as the following:
   i. The State's Common Core State Standards (CCSS)
   ii. The State's student academic achievement standards,
   iii. The State and local academic assessments including alternate assessments,
   iv. The requirements of Title 1,
   v. How to monitor their student's progress, and
   vi. How to work with educators;

   Information will be distributed in the following ways to provide assistance to parents/guardians in understanding how to work with their students and school staff
   - Family Handbook, in paper form, in the front office
   - School Enrollment Packets
   - Back to School Night
   - Open House
   - Family Staff Team
   - Report Card and Parent Teacher Conferences
   - Robo calls, emails, and text messages through School Messenger.

c. Amethod Public Schools will, with the assistance of the CMO, provide materials and training to help parents/guardians work with their students to improve their students' academic achievement, such as literacy training, and using technology, as appropriate, to foster family engagement, by:
   i. Distributing information to parents/guardians regarding district-wide trainings.

d. Amethod Public Schools will, with the assistance of its CMO and parents/guardians, educate its staff in how to reach out to, communicate with, and work with parents/guardians as equal partners, in the value and utility of contributions of parents/guardians, and in how to implement and coordinate parent programs and build ties between parents/guardians and schools, by:
   i. Having AMPS Community Outreach Coordinators to present at teacher Professional Development Friday staff meetings
   ii. Welcoming teachers to attend Family Staff Team meetings

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e. Amethod Public Schools will, to the extent feasible and appropriate, coordinate and integrate family engagement and activities with it's afterschool program, ASES through:
    i. Recruiting parent volunteers to share their expertise or hobby with students
    ii. Recruiting parent volunteers as homework helpers
    iii. Having the ASES Coordinator present periodically at Family Staff Meetings informing parents of opportunities offered to their students through the after school program
f. Amethod Public Schools will, to the extent feasible and appropriate, take the following actions to ensure that information related to the school and parents such as programs, meetings, and other activities, is sent to parents/guardians in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents/guardians can understand, by:
    i. Disseminating information to parents/guardians in robo-calls, and email messages through AMPS Communications team
    ii. Posting information to parents/guardians on bulletin boards at the school entrance and on school website
    iii. Disseminating and posting messages in multiple languages as represented by our student population
    iv. Providing interpreters for parents/guardians during parent teacher conferences, Family Staff Meetings, Back to School Night, etc.
    v. Providing required Title 1 information, including parental/guardian rights and program details specific to our school, in a simplified and condensed one page handout

Coversheet

CEO Report

Section:	IX. Business II
Item:	A. CEO Report
Purpose:	FYI
Submitted by:	
Related Material:	UNIDOS Press Release (1).pdf District 5 School Board Candidate Questionnaire from FIA.pdf

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FOR IMMEDIATE RELEASE
September 16, 2020

Contact:
Gabriela Gomez
news@unidosus.org

UnidosUS Announces Inaugural Cohort of the National Institute of Latino School Leaders-California

Promising Latino leaders will work to advance education equity for English learners

WASHINGTON, DC—UnidosUS (formerly National Council of La Raza), the nation's largest Latino civil rights and advocacy organization, announced today the selection of 11 Latino educators and leaders to the inaugural cohort of National Institute for Latino School Leaders (NILSL) in the state of California.

"We are pleased to name our first cohort fellows to the NILSL-CA. Since the launch of the Institute, we have had the pleasure of meeting and working with a talented array of education professionals across the country and this year's cohort is no exception. As we continue to navigate this unprecedented time, I am encouraged by the expertise and insight these leaders will bring to the program, and the collective impact they will have in shaping and strengthening education policies for Latino students and English learners," said Peggy McLeod, Deputy Vice President of Education and Workforce Development Programs, UnidosUS.

NILSL is the only institute that prepares experienced education and community leaders to advocate for national- and state-level policies to strengthen the education of Latino students, dual language learners and English learners(ELs). Members of the inaugural cohort of NILSL-CA will advance the Institute's core mission with a specific emphasis on EL advocacy. California is currently home to the highest population of ELs, where they comprise nearly 20 percent of the state's total public-school enrollment.

The Institute will equip fellows with the tools and training they need to effectively advocate on behalf of the students and communities they serve and offer these leaders a platform to participate in the policymaking process. NILSL-CA is made possible thanks to the generous support of the Sobrato Family Foundation.

The inaugural cohort of NILSL-CA Fellows includes:

- Frances Baez, Local District East, Los Angeles Unified School District (LAUSD)
- Graciela García-Torres, Sacramento County Office of Education
- Nereyda Gonzalez, Hemet Unified School District
- Rocio Gonzalez-Frausto, California Collaborative for Education Excellence

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- Veronica Madrigal, Grant Elementary, Long Beach Unified School District
- Dr. Natalie Mejia, Equitas Academy #2
- Alma-Delia Renteria, Rivera Elementary School, El Rancho Unified School District
- Jonathan Tiongco, Alliance Marine -Innovation & Technology 6-12
- Evelia Villa, Amethod Public Schools
- Maria Villa Marquez, California Association for Bilingual Education
- Dr. Jose Manuel Villarreal,Oceanside High School Oceanside Unified School District

UnidosUS will also convene the Las Madrinas Senior Advisory Council to support the work of the fellows and guide the implementation of the EL roadmap. The Madrinas Council is made up of state and district leaders as well as national advocates who have championed education outcomes for Latino students, dual language learners, and ELs. Members of the Madrinas Senior Advisory Council include **Catalina Cifuentes**, Riverside County Office of Education; **Hilda Maldonado**, Santa Barbara Unified School District;**Dr. Karla Estrada**, California Collaborative for Educational Excellence; **Dr. Rosita Ramirez**, NALEO Educational Fund; **Delia Pompa**, Migration Policy Institute and **Martha Zaragoza-Diaz**, Zaragoza-Diaz and Associates.

Learn more about NILSL-CA here.

UnidosUS, previously known as NCLR (National Council of La Raza), is the nation's largest Hispanic civil rights and advocacy organization. Through its unique combination of expert research, advocacy, programs, and an Affiliate Network of nearly 300 community-based organizations across the United States and Puerto Rico, UnidosUS simultaneously challenges the social, economic, and political barriers that affect Latinos at the national and local levels. For more than 50 years, UnidosUS has united communities and different groups seeking common ground through collaboration, and that share a desire to make our country stronger. For more information on UnidosUS, visit www.unidosus.org or follow us on Facebook, Instagram, and Twitter.

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Good Afternoon NILSL-CA Fellows,

Just wanted to share that the press release with your participation in our program is live and social media announcements are to follow shortly on all UnidosUS social media outlets for you all to share with your respective networks.

Feel free to either push out the sample tweets below or RT @WeAreUnidosUS across all channels – FB, Twitter, IG, and LinkedIn.

Let me know if you have any questions.

SAMPLE COPY

- @WeAreUnidosUS just announced the inaugural class of National Institute for Latino Schools Leaders (NILSL) in CA! These promising Latino leaders will work to advance education equity for California's English learners. https://bit.ly/2FJHg6k **[GRAPHIC]**

- We're joining @WeAreUnidosUS in welcoming the inaugural cohort of fellows to the National Institute of Latino School Leaders in CA! The Institute brings together talented education professionals committed to strengthening #ed policies Latino students & #ELs. https://bit.ly/2FJHg6k **[GRAPHIC]**

- Congratulations to the inaugural class of NILSL-CA fellows! @WeAreUnidosUS's National Institute for Latino School Leaders-California prepares education & community leaders to advocate for policies that strengthen education outcomes for Latino students & #ELs. https://bit.ly/2FJHg6k **[GRAPHIC]**

Best,
Washington

Washington Navarrete (he/him) | Education Leadership Program Manager | Education
t 213.787.9615 | m 619.886.5912 | wnavarrete@unidosus.org
I'd love to connect. Here's my calendar link to make finding time easy.
NCLR is now UnidosUS. Find out more at unidosus.org | Facebook | Twitter | Instagram

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Luis Romo <lromo@amethodschools.org>

Fwd: District 5 School Board Candidate Questionnaire from FIA / Cuestionario de FIA para candidatos a la Junta Escolar del Distrito 5

Evelia Villa <evilla@amethodschools.org> Wed, Sep 23, 2020 at 10:28 AM
To: Luis Romo <lromo@amethodschools.org>

Hola Luis
Let's place this in the CEO report.

Let me know if you have any questions.
Mrs. Villa

---------- Forwarded message ---------
From: **Families in Action for Quality Education** <fiaoakland@gmail.com>
Date: Wed, Sep 23, 2020 at 10:08 AM
Subject: District 5 School Board Candidate Questionnaire from FIA / Cuestionario de FIA para candidatos a la Junta Escolar del Distrito 5
To: <evilla@amethodschools.org>

View as Webpage

FAMILIES
IN ACTION
for quality education

****D5 CANDIDATE FORUM 6PM THIS THURSDAY****
RSVP

District 5 School Board Candidate Questionnaire from FIA

The 2020 election is pivotal for Oakland's 17,000 charter school families. The Oakland school board has four open seats and no incumbent is seeking re-election. **To help families get to know a candidate's position on a range of education issues, we sent every candidate in each district a questionnaire with the same 11 questions. We are publishing every response we receive in full.** Thank you to all the candidates for their time and interest in serving Oakland students.

LEROY GAINES

Read

What do you think about the role of Charter Schools in Oakland?
"The job of the school board is not to join in on the debate around district and charter schools, but to ensure all students in Oakland have access to high-quality education. I believe OUSD should not open any more schools and should focus on making sure the schools we do have are meeting the level of quality Oakland students deserve. As a school board member, I will see to it

that a clear definition of quality schools be determined and charter schools that do not meet this bar will be closed."

MIKE HUTCHINSON

Read

What do you think about the role of Charter Schools in Oakland?
"Charter schools are not public schools. They receive public dollars with no public oversight and they do not have to take all students. I was very involved in the passage of AB 1505 and I plan on fully implementing it as a way to bring community control to the decisions involving charter applications and renewals. Oakland has the highest rate of charters in the state of California and it's proven to be destabilizing to our public schools and financially unsustainable."

JORGE LERMA

Read

What do you think about the role of Charter Schools in Oakland?
"What do we know: They are recognized and been given a place, time and priority by the state of California, the county of Alameda, and the US Department of education. I have trouble with giving public money to private enterprises and I believe we should all play by the same rules. At this time of economic hardship and cutbacks in, I propose all public schools, be they alternatives, semi-independent, or charters should be managed and supervised by the Oakland Unified School District. I believe that under this arrangement the Charters could ask and receive autonomous status, and be responsible for compliance and program accountability."

SHEILA POPE-LAWRENCE

Read

What do you think about the role of Charter Schools in Oakland?
"I believe that the role of charter schools is to offer something unique that is not being offered in traditional public schools. We have too many of them and I would not be in support of more. I also don't think that it's an accident that the majority of them are in low income neighborhoods and it makes me question the equity of how and why they were started and approved."

Want to get involved?

We are building a movement and your voice should be heard. Click the link below to sign up and receive updates, and you can also let us know if you'd like to join us in advocating for family choice in public education.

Join Us

Share your story with us!

We want to hear from you! Your voice is important and we want to amplify it by sharing why you think all families should have continued access to quality schools. Fill out this short google form and let us know about interesting things happening at your school and amazing leaders who deserve a shoutout.

Share Your Story

****EL FORO DE CANDIDATOS DEL DISTRITO 5**
ESTE JUEVES A LAS 6**
RSVP

Cuestionario de FIA para candidatos a la Junta Escolar del Distrito 5

Las elecciones de 2020 son fundamentales para las 17,000 familias de escuelas charter de Oakland. La junta escolar de Oakland tiene cuatro puestos vacantes y ningún titular busca la reelección. **Para ayudar a las familias a conocer la posición de un candidato en una variedad de temas educativos, enviamos a**

cada candidato de cada distrito un cuestionario con las mismas 11 preguntas. Publicaremos todas las respuestas que recibimos en su totalidad. Gracias a todos los candidatos por su tiempo e interés en servir a los estudiantes de Oakland.

LEROY GAINES

Lee

¿Qué opinas sobre el papel de las escuelas charter en la educación pública de Oakland?
"El trabajo de la junta escolar no es unirse al debate en torno a las escuelas charter y distritales, sino garantizar que todos los estudiantes de Oakland tengan acceso a una educación de alta calidad. Creo que OUSD no debería abrir más escuelas y debería centrarse en asegurarse de que las escuelas que tenemos cumplan con el nivel de calidad que los estudiantes de Oakland merecen. Como miembro de la junta escolar, me aseguraré de que se determine una definición clara de escuelas de calidad y se cerrarán las escuelas charter que no cumplan con este requisito."

MIKE HUTCHINSON

Lee

¿Qué opinas sobre el papel de las escuelas charter en la educación pública de Oakland?
"Las escuelas charter no son escuelas públicas. Reciben dólares públicos sin supervisión pública y no tienen que tomar a todos los estudiantes. Estuve muy involucrado en la aprobación de AB 1505 y planeo implementarlo por completo como una forma de llevar el control de la comunidad a las decisiones relacionadas con las solicitudes y renovaciones de charters. Oakland tiene la tasa más alta de escuelas charter en el estado de California y ha demostrado ser desestabilizador para nuestras escuelas públicas y económicamente insostenible."

JORGE LERMA

Lee

¿Qué opinas sobre el papel de las escuelas charter en la educación pública de Oakland?
"Qué sabemos: El estado de California, el condado de Alameda y el Departamento de Educación de los Estados Unidos les reconocen y les otorgan un lugar, tiempo y prioridad. Tengo problemas para dar dinero público a empresas privadas y creo que todos deberíamos seguir las mismas reglas. En este momento de dificultades económicas y recortes, propongo que todas las escuelas públicas, ya sean alternativas, semi-independientes o charter, deben ser administradas y supervisadas por el Distrito Escolar Unificado de Oakland. Creo que bajo este arreglo las escuelas charter podrían solicitar y recibir un estatus autónomo y ser responsables del cumplimiento y la responsabilidad del programa."

SHEILA POPE-LAWRENCE

Lee

¿Qué opinas sobre el papel de las escuelas charter en la educación pública de Oakland?
"Creo que el papel de las escuelas charter es ofrecer algo único que no se ofrece en las escuelas públicas tradicionales. Tenemos demasiadas y no apoyaría más. Tampoco creo que sea un accidente que la mayoría de ellas estén en vecindarios de bajos ingresos y me hace cuestionar la equidad de cómo y por qué se iniciaron y aprobaron."

¿Quiere involucrarse?

Estamos creando un movimiento y tu voz debe ser escuchada. Haga clic en el enlace de abajo para registrarse y recibir actualizaciones, y también puede informarnos si desea unirse a nosotros para abogar para la elección de familias en la educación pública.

¡Únase!

¡Comparte su historia con nosotros!

¡Queremos escuchar de usted! Su voz es importante y queremos ampliarla compartiendo porqué usted cree que todas las familias deberían tener acceso continuo a escuelas de calidad. Llene este breve formulario de Google y háganos saber sobre las cosas interesantes que suceden en su escuela y los líderes asombrosos que se merecen una apreciación.

Comparta su Historia

Families in Action for Quality Education | Fruitvale, Oakland, CA 94601

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--

Evelia Villa

Chief Operating Officer

AMPS
HONOR HARD WORK

Amethod Public Schools

p: 510-452-7854

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e: evilla@amethdoschools.org

a: 2101 Livingston Street, Oakland, CA 94606

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Coversheet

Interview and Select Search Firm to Conduct 2020-2021 CEO Search

Section:	IX. Business II
Item:	B. Interview and Select Search Firm to Conduct 2020-2021 CEO Search
Purpose:	Vote
Submitted by:	
Related Material:	Edgility Cover Letter_Amethod Proposal_091520.pdf Leadership Associates - Amethod PPT 09-23-20.pptx Edgility_Amethod Board Presentation.pdf TCG Search Proposal for Amethod Public Schools.pdf Proposal -Leadership Associates - Amethod PS 09-09-20 (1).pdf Edgility_Amethod Executive Search Proposal_091520 (1).pdf

Edgility

Andrew Wang
Senior Director of Finance
Amethod Public Schools
2101 Livingston Street
Oakland, Ca 94606

Dear Mr. Wang and Amethod Board of Directors,

I am writing on behalf of our firm, Edgility Consulting, to submit this proposal to lead your CEO search this year. As a proud resident of Oakland, fellow charter school board member and someone who has placed dozens of East Bay leaders in schools serving our community's lowest income students of color, I would be thrilled to support you in this effort.

We are the best choice for this assignment for multiple reasons. Leaders like me in our firm have been finding, placing and supporting leaders in charter school organizations for over 15 years. Most of us have experience in the charter school space as in-house recruiters at organizations like KIPP, Uncommon Schools and as recruitment leads at New Leaders for New Schools and Education Pioneers. We know organizations like yours, care deeply about the students and community you serve, and will work tirelessly to make sure we find talented leaders of color as candidates for this important role.

Secondly, we specialize in helping charter boards throughout the country identify talented "board reports" (CEOs, Heads of School and Executive Directors), help them run an outstanding, inclusive and rigorous hiring process, and support them in making the right decisions leading to candidates who stay in their roles longterm.

Finally - and most importantly - as I mentioned above I live in this community. Oakland is my home, where I raise my children, where I work and where I have served as a charter board volunteer for Lighthouse Public Schools and Urban Montessori Charter School for a total of ten years. I know our schools are under attack from outside forces and I am not afraid to fight for our kids and families who deserve better options than the status quo. As a leader of our firm and your search lead in this instance, I will be proud to represent your successes, be candid about your areas of growth, and make sure any individuals we send your way match your passion and commitment to all students.

All my best,

Christina L Greenberg

Building inclusive searches. Placing exceptional leaders. Advancing equity. Every time.
Edgility Consulting | edgilityconsulting.com | info@edgilityconsulting.com

Leadership Associates:

Chief Executive Officer Search Proposal

created for

AMPS

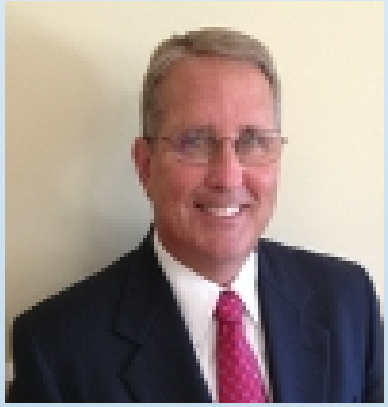
AMETHOD PUBLIC SCHOOLS

LEADERSHIP ASSOCIATES

California's Premier Executive Search & Leadership Development Firm

Leadership Associates

Your Team of Search Consultants



LEADERSHIP ASSOCIATES

Leadership Associates

Administrative Support During Search

Becky Banning
Executive Assistant, Search Services

Penny Pyle
Executive Assistant, Search Services

Linda Hunt
Office Administrator, Leadership Development and Fiscal Services

Leadership Associates has ***highly-qualified executive assistants assigned to each search.*** All are former Senior Executive Assistants to Superintendents who will provide exceptional support to the Board's and Superintendent's administrative staff throughout the entire search process, including:

- Comprehensive, on-call support throughout each phase of the search process
- Detailed guidance related to Brown Act requirements and Board Agenda protocols
- Personalized written guidelines, templates, sample documents, and checklists
- Prompt, responsive communication delivered by dedicated assistants who've experienced searches from every perspective

LEADERSHIP ASSOCIATES

Amethod Public Schools

Accomplishments

- Strong support from students, parents and community members during the Charter's lengthy renewal process
- California Board of Education's approval and direction for the charter renewal process
- Previous State and National Recognition for Excellence
- Charter's well articulated Mission and Core Value statements

LEADERSHIP ASSOCIATES

Leadership Associates

California's Premier Executive Search Firm

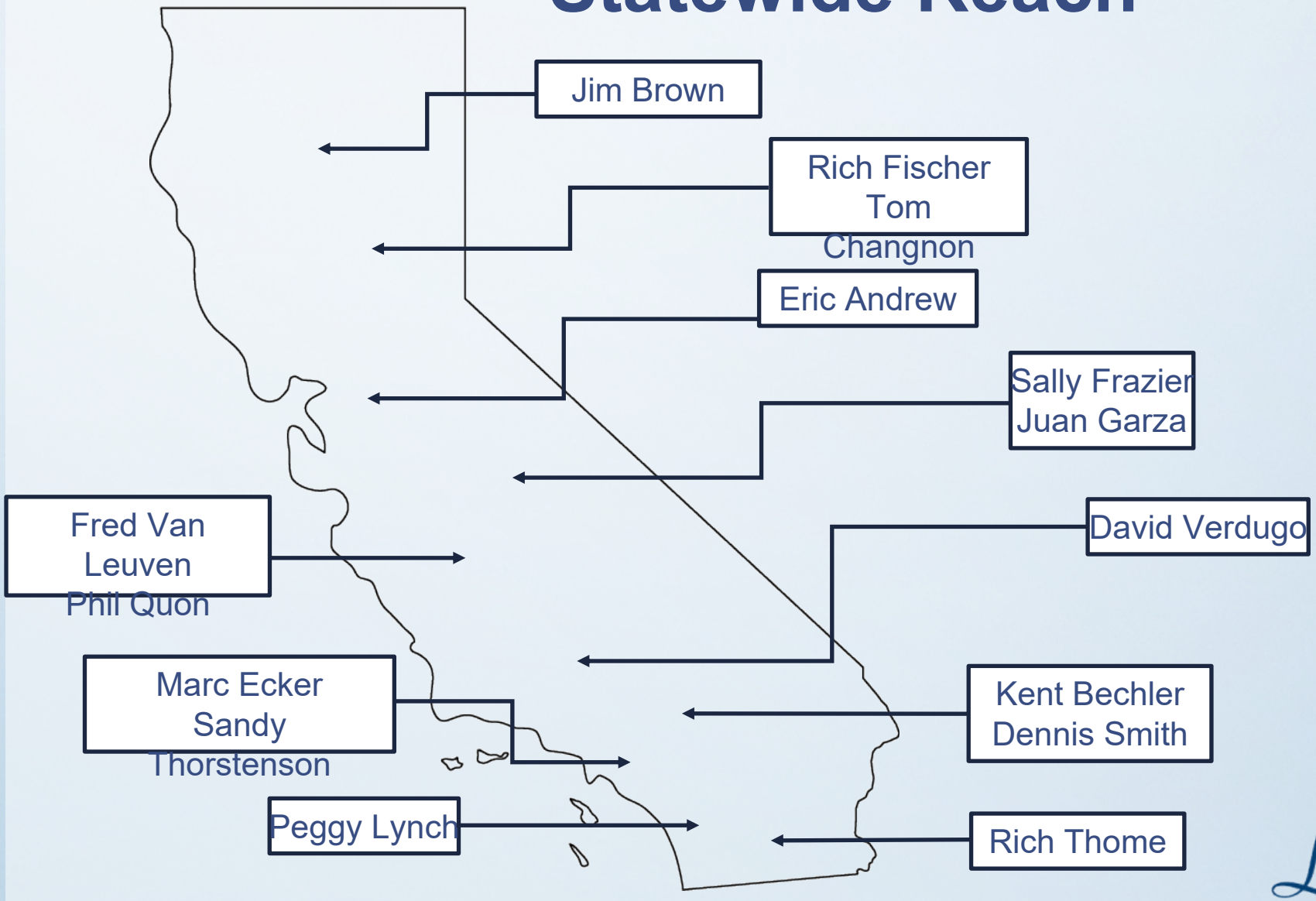
A Sampling of Searches:

- 500+ California Superintendents and Education Leaders since 1996
- 7 out of 10 searches (70%) conducted by Leadership Associates in the State of CA
- Lucia Mar USD
- Olive Grove Charter
- Oakland USD
- San Mateo UHSD
- Santa Clara USD

LEADERSHIP ASSOCIATES

Leadership Associates

Statewide Reach



Leadership Associates

State and National Network Connections

We are affiliated with the following state and national organizations:

- American Association of School Administrators (AASA)
- California Association of Latino Superintendents and Administrators (CALSA)
- Association of California School Administrators (ACSA)
- California Association of African-American Superintendents and Administrators (CAAASA)
- Suburban School Superintendents (SSS)
- California Collaborative for District Reform (CCDR)
- American Leadership Forum
- California County Superintendents Educational Services Association (CCSESA)

LEADERSHIP ASSOCIATES

Leadership Associates

What is our "Why?"

What…

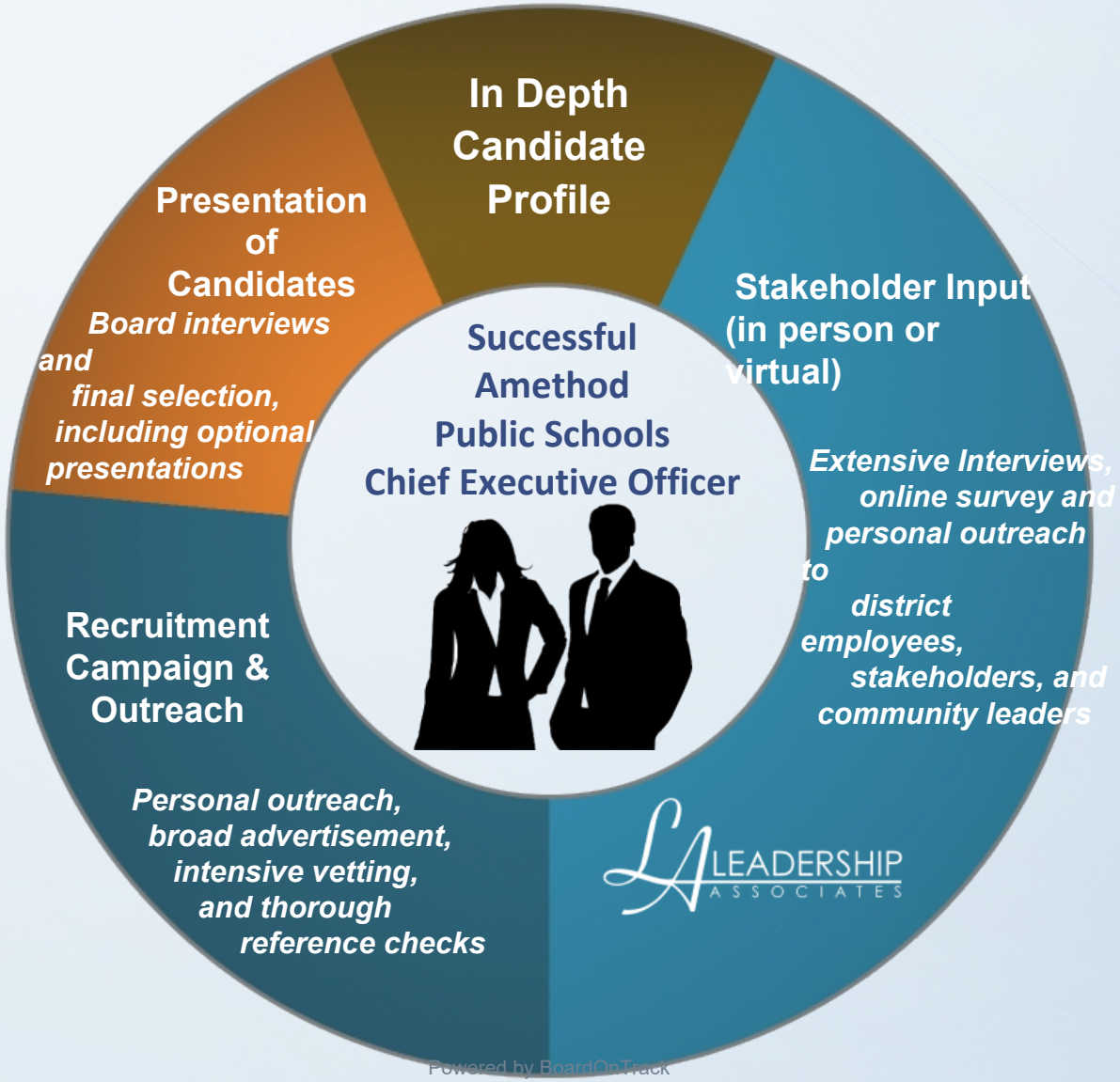
"Assist school boards in the recruitment and selection of their next School District Superintendent"

Why…

"A deep belief that public education is at the core of American society and that every school district deserves a passionate, caring, and inspired leader who is focused on ensuring all children receive the highest quality education"

LEADERSHIP ASSOCIATES

The Leadership Associates 4-Step Key to Success for Over 20 Years



Powered by BoardOnTrack

Leadership Associates…

- We are ***active leaders*** in California public education with a variety of leadership experiences including service on different boards
- We practice what we preach – ***excellence, effective communication, diversity*** of our firm, and vested ownership
- We are committed to ***continuous improvement*** for ourselves and our clients
- We see our mission not just to help Boards find ***high quality leaders*** but also to help find leaders who will ***improve the quality of education*** for all students and be ***culturally responsive.*** Other firms do the ***"what"***; we do the ***"why."***
- We are diverse in our partners and ***able to meet the diverse needs*** of California's population
- We are **California-based** and **California-savvy** with a track record of **success** (over 550 searches)

LEADERSHIP ASSOCIATES

Leadership Associates

Closing Thoughts

- Our search will be ***your search***
- Our search fee is ***all-inclusive***
- Our ***highly-qualified administrative office team*** will support the Superintendent's Executive Assistant throughout entire search process
- Our search processes are ***personalized, effective*** and ***high-tech***
- We are an experienced ***California*** firm with a ***national reach***

LEADERSHIP ASSOCIATES

Questions…

LEADERSHIP ASSOCIATES

AMETHOD
CEO Search

Board Presentation | September 23, 2020

Edgility

Edgility Consulting. Building inclusive searches. Placing exceptional leaders.
Advancing equity. Every time.

WHO WE ARE

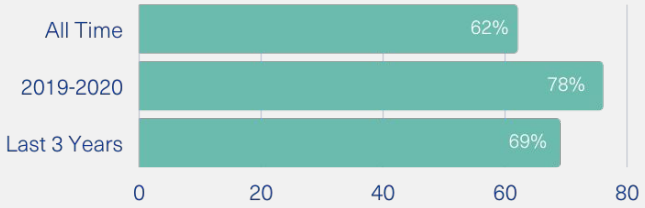
As a national firm, Edgility works with education organizations of varying types and sizes across the country, including school districts, charter schools and school management organizations, mission-driven nonprofits and companies, and funders.

At Edgility, we keep diversity, equity, and inclusion at the core of our work. We believe that a rich variety of networks, perspectives, and abilities help us all to do our best work. We believe solving the challenges related to educational inequity requires a broad and diverse group of people leading the work. Only in this way can we ensure that those most impacted by structural racism and discrimination are represented at the highest levels of the organizations leading that work.

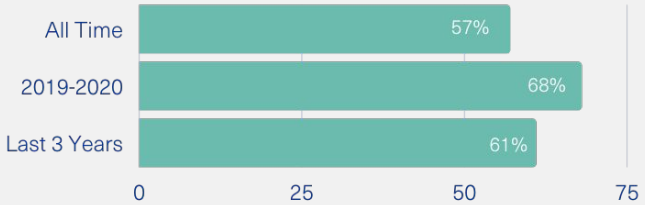
Therefore, we encourage clients to move their culture forward by proactively emphasizing equity and inclusion at each stage of our engagements, including project scoping, needs assessment, outreach, selection strategy, compensation, career pathways, and board advisement.

OUR COMMITMENT TO DIVERSITY

EDGILITY PLACEMENTS IDENTIFIED AS PEOPLE OF COLOR



EDGILITY PLACEMENTS IDENTIFIED AS WOMEN



Edgility

EDGILITY TEAM - AMETHOD SEARCH

Christina L Greenberg, Partner

Christina is passionate about helping entrepreneurial education organizations find, hire and support high-quality diverse talent, building organizations that live up to their promise of equity, excellence and inclusion. Before co-founding Edgility, she was the Founder and Principal of Redwood Circle Consulting and was the Director of Admissions and Strategic Partnerships for New Leaders' California operation from 2006-2010.

Before New Leaders, Christina was the VP, Programs and Development for RISE, worked on Senator Barbara Boxer's 1998 U.S. Senate campaign, served as the Program Officer for the Streisand Foundation and was a budget policy analyst and researcher for government agencies. Christina received a Bachelor of Arts in Political Science from UCLA and a Master in Public Affairs from the Woodrow Wilson School at Princeton University.

Kevin Bryant, Principal

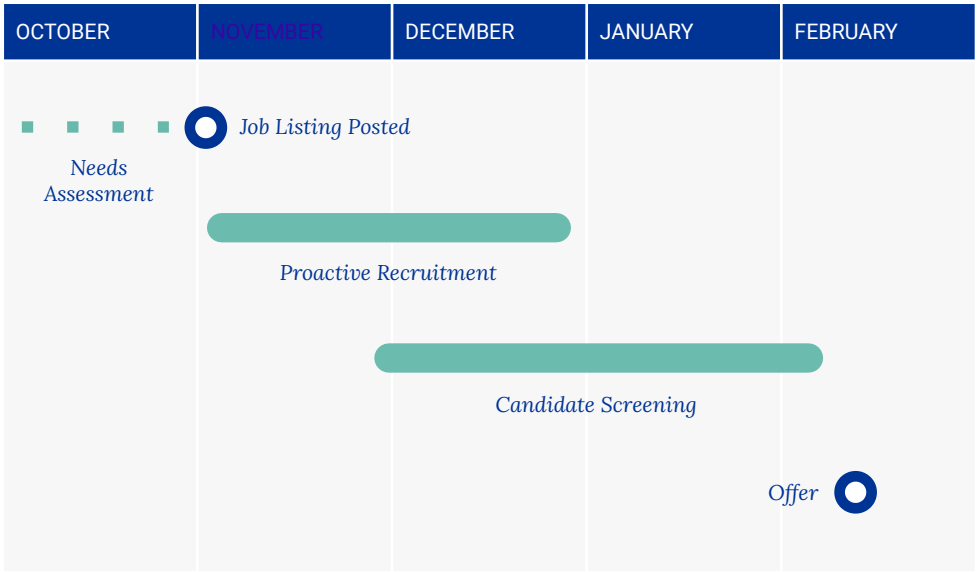
Kevin brings many years of recruitment and outreach experience from his work supporting low-income schools and nonprofits. As the Director of Recruitment for Uncommon Schools, Kevin co-led a team of 21 recruiters that annually hired 700+ teachers, principals, and support staff. In 2016, Kevin was selected as an "Emerging Human Capital Leader" in education: a year-long fellowship headed by Education Pioneers and the Urban Schools Human Capital Academy.

Prior to joining Uncommon Schools, Kevin was the Regional Director of Outreach for Parents for Educational Freedom in Raleigh, NC, where he advocated for expanded school options for low-income families. Kevin holds a Masters in Public Administration from the University of North Carolina Chapel Hill, concentrating in Public Policy, and a Bachelor of Arts in Marketing from Winston-Salem State University.

RECOMMENDED PROCESS

1. Board seats a Search Committee
2. Edgility Team leads introductory cultivation calls, resume screens and formal phone interviews (*Bi-weekly search committee calls to discuss candidates and search process progress*)
3. Search Committee leads screening interviews (*Potentially with a performance task and held by video conference*)
4. Finalist candidates (*typically two individuals*) participate in a series of interviews with the full board with performance tasks integrated; staff, parents and students participate in conversations with finalists and provide input to the board
5. Board makes a final decision and presents candidate with an offer (*Edgility supports*)

SEARCH SCHEDULE



OCTOBER
Conduct needs assessment, including leading interviews with board, leadership team, staff and other key stakeholders to define key qualities and characteristics for the search position

LATE OCTOBER
Finalize job description, application, posting list and initial outreach targets

LATE OCTOBER
Launch outreach to internal networks, preparation programs, potential partner orgs

Ongoing, focused OCTOBER – DECEMBER
Lead proactive recruitment and intro conversations with high potential individuals

Ongoing, beginning Early NOVEMBER
Edgility reviews resumes and conducts initial phone interviews, with input from board leads and search committee

JANUARY
Client hiring team conducts semifinalist interviews

FEBRUARY
Finalist interviews including “meet and greet” sessions with finalist(s) to gather feedback from staff and other stakeholders

thank you!

We appreciate your time and hope to be able to work together.

A Leadership Development Corporation

A SUPERINTENDENT SEARCH PROPOSAL

PREPARED FOR

AMETHOD PUBLIC SCHOOLS

Board of Directors

Board Chair, Peter Hanley
Board Vice Chair, Edgar Quiroz
Board Member, Maribel Gonzalez
Board Member, Gilbert Lopez Jr.
Board Member, Nick Driver

AMPS
AMETHOD PUBLIC SCHOOLS

September 15, 2020

714.318.1826 2290 La Mer Court, Costa Mesa CA 92627 TheCoscaGroup@GMail.com

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A Leadership Development Corporation

September 15, 2020

Mr. Andrew Wang, Sr. Director of Finance
Amethod Public Schools
2101 Livingston Street
Oakland, CA 94606

Dear Mr. Wang,

We are pleased to be considered as the search firm that will assist you in the selection of your new chief executive officer.

TCG is proud to be recognized for delivering much more than the mechanics involved in a typical search. Our technique is purposefully inclusive, our strategy is comprehensive, and our consultants are personally engaged. As a result, our consultants are equipped to provide exceptionally well-informed advice and services.

A distinct benefit of our client-centered approach is that it substantially contributes to building confidence in the board and its new CEO and establishing the effective stakeholder relationships so important for successfully serving the needs of your students, parents, staff and community.

While choosing the right person to lead a school district is always a pivotal decision, the threat of Covid-19 has the potential to further complicate an already daunting task. At TCG, we are confident that we can incorporate the means to fully engage you and your stakeholders in the process digitally, while safely providing the quality support and services essential to meeting your expectations and achieving your goal.

Preparation is always key to a successful search, but it is particularly important while dealing with Covid-19. You can rest assured that we stand ready to deliver a fully transparent and open process, complete with ample opportunities to gather input from all of your stakeholders, including families, staff and the community.

It is our pleasure to offer the services of Dr. Jan Britz, Dr. Frederick Navarro, and Dr. Theresa Daem to assist your efforts. They are both widely recognized for their distinguished careers, particularly their expertise in board/CEO relations and district governance. Moreover, with their extensive experience and recognized success working at the secondary level, each is uniquely prepared to recognize the unique aspects and challenges of a district such as yours. We have included their full resumes to underscore their capacity to meet your needs. Focusing on academic success, both consultants have led secondary school recognition in their careers as site administrators. They will also have access to the resources and expertise of the entire TCG membership.

For more information, please visit www.TheCoscaGroup.com or contact Dr. Jan Britz at 805.796.9772. We look forward to presenting our proposal in person.

Thank you for your consideration. It would be an honor to work with you.

Sincerely,

Joel Shapiro
President of the Board
The Cosca Group

Jan Britz, Ed.D.
Partner
The Cosca Group

Enc

714.318.1826 2290 La Mer Court, Costa Mesa CA 92627 TheCoscaGroup@GMail.com

ABOUT COVID-19

Adapting the Recruitment Process to the Coronavirus Pandemic Crisis

The threat of coronavirus does not mean no one is hiring or that candidates aren't actively looking for placements. As a matter of fact, our recent experience with a virtual search confirmed that the threat of Covid-19 did not hinder the number of applicants.

It simply demands that we incorporate multiple ways to ensure that you, your staff, your stakeholders, and your prospective employees are protected to the full extent possible throughout the process.

Today's technology offers us the means to digitize our work and recruitment flow, leverage virtual meetings, forge online connections, access networks electronically and even maintain conversations with promising applicants. Working with you and your staff, our consultants will map out a detailed and coordinated plan that integrates and coordinates district and firm tools and resources for maximum effectiveness and efficiency.

Using Zoom, the online video conferencing tool, we can safely and effectively participate in board meetings, perform stakeholder individual and group input sessions, conduct candidate interviews, and more. An online survey will offer stakeholders convenient and easily accessible opportunities to provide input.

Our experience using virtual interviews confirmed their effectiveness. We found that announcing their use in advance encouraged candidate interest in applying for the position and made applicants feel safe and protected during the process so they could concentrate on answering the questions fully and completely.

More importantly, we found that interviewing remotely still allowed the board to confirm candidates' experience, qualifications, and potential to be a successful superintendent as well as allowed the board to assess whether they were a match for the district and possessed the soft skills needed for the job, such as effective communication skills, leadership vs management abilities, and the capacity to think strategically and implement the district's vision.

Virtually collecting stakeholder input was equally as successful.

Prior to any direct contact, participants will be asked if they've traveled to affected areas in the past few weeks, whether they exhibited symptoms and so on. Though unconventional, these questions are a necessity given the worldwide exposure to this coronavirus. If a candidate is suspected of being exposed to COVID-19, a self-imposed quarantine is highly recommended.

It's important to note that the above is valid so long as it does not breach or conflict with your district policies and local laws and regulations.

714.318.1826 2290 La Mer Court, Costa Mesa CA 92627 TheCoscaGroup@GMail.com

WHAT DISTINGUISHES TCG?

Not the largest firm. Not the most prolific firm. Simply service second to none.

PERSONALIZED

The hallmark of TCG is the personal attention our consultants devote to every detail in the process. TCG consultants give their full attention to your district and do not work on another sear simultaneously.

We understand that, because personalities and relationships are involved, there is far more to matching a district with the right CEO than impersonally pairing requirements with qualifications.

That is why our consultants are personally invested in learning as much as possible about the nature and expectations of each board, district and community. Their concentrated efforts to appreciate the unique needs, traits, cultures, expectations and even the politics of the board, staff and community enables them to deliver well-informed assistance for our clients.

COMPREHENSIVE

While the typical superintendent/CEO search process incorporates one or more ways to collect stakeholder input, our approach is purposefully exhaustive, with a marked emphasis on engaging the full range of district stakeholders in identifying the particular needs of the district and the expectations of the community as well as assisting boards with their efforts to keep their stakeholders fully informed and abreast of the search process as it evolves. As an optional service, the consultants will prepare written updated reports for the board to release to the community at-large or to post on the district website at no additional cost to the district.

This inclusive outreach centered on accurately establishing an in-depth understanding has been pivotal to successfully delivering quality candidates and concurrently launching broad support for the new superintendent, the board and the district. Since the consultants do not know the stakeholders by name, each stakeholder's input is a direct and honest dialogue. When they see their input charted word for word and it is given to the board in the same format, stakeholders feel validated knowing this information goes directly to board members without any names attached to it. This process provides confidence in the board and the selection of the new CEO they appoint.

Our commitment to our clients is further underscored by the fact that we do not maintain a "stable" of applicants like some firms, but instead strive to put forward candidates that are genuinely suited to the district. We are committed to fostering, cultivating and preserving a culture of equity, diversity and inclusion, and we reflect these values in every aspect of our service.

We embrace and encourage differences in age, color, disability, ethnicity, family or marital status, gender identity or expression, language, national origin, physical and mental ability, political affiliation, race, religion, sexual orientation, socio-economic status, veteran status, and other characteristics that make each human being special.

We acknowledge and honor the fundamental value and dignity of all individuals, and we pledge ourselves to promoting an environment that respects diverse traditions, heritages, and experiences.

ABOUT TCG

TCG proudly boasts a five-year longevity of over 92% for TCG-placed superintendents! TCG has earned a reputation for a genuine commitment to its clients as well as for its efforts to purposely form lasting, meaningful relationships with the superintendents, administrators and districts it serves.

With its proven expertise in all phases of school district leadership, TCG has the capacity to assist a governing board in selecting a new CEO and in developing a working relationship that will successfully serve the needs of its students, parents, staff and community.

HISTORY

The Cosca Group (TCG) was founded by Dr. Frank Cosca in 2000. Today it is comprised of 28 partners and associate partners, all recognized for their career achievements, representing all geographical regions of California.

PHILOSOPHY

We believe that education is a cooperative effort of family, school, and community and that all children deserve the opportunity for success in schools.

We believe that every district deserves a leader that will recognize and build on the district's strengths, identify and address its areas of concern, and possess and model the personal characteristics that the district and community value.

We believe in involving district leadership in every phase, conferring with the district board for every key decision and providing continuous communication and frequent updates, and affording convenient and reliable access to assigned lead consultants throughout the process.

QUALIFICATIONS AND EXPERIENCE

- TCG partners, as former superintendents, have successfully led geographically and culturally diverse school systems across California including small, suburban and urban school districts.
- All TCG partners and associates possess broad personal and professional networks within the state and on the national level.
- TCG partners and associates have served in leadership roles in Association of California School Administrators (President and Executive Director), California School Boards Association, American Association of School Administrators, California Association of School Business Officials and California Coalition for Adequate School Housing, California Small Schools Association, California Association of Latino Superintendents, and California Association of Bilingual Educators.
- A TCG partner was recognized by ACSA with the prestigious "Marcus Foster" award.
- Three TCG partners have been California Superintendents of the Year and nationally honored.
- A TCG partner founded the National Association of School Superintendents.
- TCG partners and associates teach or have taught graduate courses in Educational Leadership, School Finance and other specialties within the field of school district administration.
- TCG partners and associates have been honored with awards from educational, community, county and civic organizations.

714.318.1826 2290 La Mer Court, Costa Mesa CA 92627 TheCoscaGroup@GMail.com

- TCG partners have held leadership positions in the Western Association of Schools and Colleges and chaired visitations in California, Hawaii, Pacific Islands and Asia.
- Many TCG partners speak fluent Spanish.

SPECIAL ATTRIBUTES

- TCG is widely recognized for its purposeful, personal attention to all phases of the search process.
- TCG customizes its process to meet the district's unique needs.
- TCG is known for delivering strong, reliable communication throughout the process.
- TCG's extensive network of partners in the state and national level offers unparalleled access to qualified candidates.
- TCG offers an online survey in English and Spanish to augment the stakeholder input collected in the extensive personal meetings.
- TCG focuses on seeking candidates that meet the district needs, not placing an in-house candidate.
- TCG's fee is competitive and all-inclusive.

5 MOST RECENT SUCCESSFUL RECRUITMENTS

- Cotati Rohnert Park Unified School District
- Eastside Union School District
- Keppel Union School District
- Mammoth Unified School District
- Rosemead School District

PERSONNEL

We are pleased to offer Dr. Jan Britz, Dr. Frederick Navarro, and Dr. Theresa Daem as the TCG search consultants for your district.

Dr. Britz is an experienced search consultant with 40 years in education serving as the former Superintendent of the Burbank Unified School District, as an adjunct professor at multiple California universities, and featured speaker and presenter at a variety of educational workshops, conferences and forums across the state. She spent 23 of those 40 years in secondary education. Furthermore, as a principal of three different schools, she led her schools to excel academically achieving recognition as a National Blue Ribbon School, two California Distinguished Schools, and Newsweek Recognition as a America's Best High School validated by the challenge index and ranking in the top four percent nationally.

Dr. Navarro is an educator with 40 years of experience of which 30 years were spent in secondary leadership roles. Recently retired as the Superintendent of the Newport Mesa Unified School District, he was instrumental in the success of numerous top performing schools. Among them, Newport Mesa's Corona del Mar High School has been consistently rated one of the top high school by US an Newsweek, and Anaheim Union High School District's Oxnard Academy, which under the state's Academic Performance became the highest scoring high school in California. Dr. Navarro has also served as an adjunct professor at UCLA's Graduate School of Education and has been a member of the California School Board's Superintendent Advisory.

Dr. Daem is the founder of the National Association of School Superintendents, the former Superintendent of the Laguna Beach Unified School District and the San Bruno Park School District, and the former Associate Superintendent of the Brawley Union High School District; her many achievements include author, presenter, and former Superintendent of the Laguna Beach Unified School District.

Their resume abstracts are provided as pages 19, 20 and 21.

TCG METHODOLOGY

COMMITMENT AND SERVICE

TCG commitment and attention to every detail is unsurpassed.

Our lead consultants offer well-informed guidance and support because they make it a point to be personally and continuously engaged in performing every service in the process.

Unlike some firms, TCG does not outsource services or delegate responsibility for them to office support staff, with all but a few exceptions (such as minor clerical tasks or a need for specialized expertise).

To the contrary, TCG lead consultants collect, organize, and review relevant district data and information themselves; they review, organize and summarize stakeholder input themselves; and they develop marketing materials; and prepare reports and updates themselves, all revolving around constant communication with the board.

The same is true of paper-screening and reference-checking applicants; furthermore, they incorporate the assistance of a TCG Panel of Experts drawn from TCG partners who are similarly knowledgeable and experienced.

TCG search services are conducted by highly skilled professionals at every juncture.

TRANSPARENCY

TCG standard practice is to develop an optimal communication protocol at its first meeting with the board to assure continuous and convenient contact with the lead search consultants.

Regular updates for the board, stakeholders, and community will be provided to the board throughout the process, with in-depth details on request.

While some firms bring forward only candidates they recommend to interview, in the interest of full disclosure, TCG delivers a comprehensive report that includes the complete application package for every applicant.

TCG's commitment to transparency is underscored by the fact that it does not maintain a "stable" of applicants like some firms, but instead strives to put forward candidates that are genuinely suited to the district's needs.

COMPREHENSIVE STAKEHOLDER INCLUSION

TCG's standard practice is a thorough, personally managed, three-step input collection process.

Step 1. Consultants meet with the board and identify the district's strengths and needs/critical issues. Based on those strengths and needs/critical issues, the board also identifies the characteristics desired in the new CEO. The board will also identify groups and individuals representing community members, students, parents, teachers, classified employees, administrators, etc. to provide input to TCG, and recommend custom strategies to engage all representative communities within the district, including its non-English-proficient constituents.

Step 2. Consultants meet with the identified groups and individuals and receive input regarding the district's strengths and needs/critical issues. Concurrently one or more online surveys and/or hard copy questionnaires will be widely publicized and made conveniently available to stakeholders to gather input regarding district needs and the desired characteristics of the new superintendent. All information will be recorded, tallied, and organized into a comprehensive report to be presented to board.

Step 3. Consultants meet with the board to review and analyze stakeholder input, thereby providing an opportunity to reexamine, modify and prioritize its identified lists of district strengths, needs/critical issues, and preferred characteristics of a new superintendent. Based on the board's findings, consultants develop an electronic brochure to be presented to the board for final approval. This brochure will serve as a marketing document.

SCREENING AND BACKGROUND CHECKS

Using the board-adopted candidate criteria to assess each candidate's capacity to meet the district's needs, the lead consultants independently or with a TCG Panel of Experts will screen and identify the most qualified applicants.

Vetting will include, but not be limited to, appraisal of materials, preliminary reference checks and verifications, internet background reviews, and review via TCG networks and contacts.

Comprehensive background checks of finalists are conducted by a background specialist who incorporates the services of an online service that compiles reports from millions of public records and information provided by state and local governments. Reports include an address history, related persons, arrest records, bankruptcy records, government license information, social media profiles, and sex offender records.

CONFIDENTIALITY

While TCG standard practice is to conduct an open and transparent search process, maintaining applicant confidentiality is central to attracting top candidates; as a result, the names of all applicants are kept confidential until the board publicly announces a finalist for the position. The procedure may be adapted to accommodate unique board needs and preferences.

STAKEHOLDER COMMUNICATION

TCG's standard practice is to collaborate with the board and the district staff to identify the processes and procedures currently utilized and customize strategies and schedules that offer the most effective communication strategies for students, parents, employee groups, city officials and staff, and community groups. Most districts opt for a combination of social media and district website announcements and updates.

DISTRICT CONTACT(S)

TCG's standard practice is to contact the Board President for information related to the search process and a district-assigned staff member for scheduling, logistics, and basic operational assistance.

ASSISTANCE REQUIREMENTS

The information, services, and assistance required will vary relative to the preferences of the board, what is available, and the organizational structure and communication practices of the district.

Those anticipated include stakeholder contact information, assistance with arranging stakeholder meetings and their locations, and arranging public notices and reports via district publications and district social media.

SEARCH SCOPE

While many districts prefer candidates with California backgrounds because they are grounded in the state's unique policies and culture, in some cases boards prefer to reach out across the country to seek a fresh approach or a unique talent, or to cast a wider net.

TCG's standard practice is to base a search scope on the district's unique needs, challenges and preferences.

INTERVIEW QUESTIONS

TCG's standard practice is to develop questions in collaboration with the board; however, the board determines the final selection.

TCG typically presents the board with a list of alternatives, including questions carefully selected for the purpose of revealing the applicants' background, experience, style, and personal traits relevant to the district and board's needs and preferences.

WRITING SAMPLE

TCG's standard practice is to propose the writing sample as an option for the board. If included, TCG will include recommendations for board consideration at the same time the board determines which questions will be included in candidate interviews.

GUARANTEES

- TCG guarantees comprehensive disclosure of all applicants.
- TCG guarantees the CEO selection for two years with a second search conducted for expenses only.
- TCG guarantees the placement will not be recruited for other TCG positions for a minimum of five years.
- TCG guarantees its commitment to the district until a suitable candidate is appointed.

THE TCG 5 PHASE PROCESS

(TO BE CUSTOMIZED FOR THE DISTRICT)

TIMELINE

TCG prepared the following tentative timeline, subject to revision to meet district needs:

PHASE I: PRE-RECRUITMENT	October 1 – October 28
PHASE II: RECRUITMENT	October 28 – November 27
PHASE III: INTERVIEWS	December 1 – December 12
PHASE IV: APPOINTMENT OF SUPERINTENDENT	December 23
PHASE V: OPTIONAL SUPPORT SERVICES	One to two Years

PHASE I
PRE-RECRUITMENT

TCG Meets with the Board

- Customize the process and **be flexible to address board priorities**.
- Determine the timeline
- Establish the district's strengths and needs/critical issues and identify the characteristics desired in the new superintendent
- Establish the board's preferences and expectations for its working relationship with the new chief executive officer
- Identify the full range of district stakeholders, including students, parents, teachers, classified employees, administrators, key individuals, and community members, non-English speakers and various other individuals and groups
- Determine the most effective strategies for engaging the stakeholders in determining the district's needs and the community's expectations of the new superintendent

TCG Collects Stakeholder Input

- Organize and personally attend individual and group meetings
- Arrange convenient input alternatives, such as online surveys
- Compile all input into a full report for the board

TCG Meets with the Board

- Review the Stakeholder Input Report together
- Confirm the district's strengths and needs and the characteristics desired in a new CEO

TCG Develops and Implements the Recruitment Plan

- Develop marketing brochure for board approval
- Arrange advertisements, including but not limited to EdCAL
- Prepare announcement distribution
- Contact the 28 TCG partners for recommendations and referrals
- Arrange email announcement to the 1000+ California assistant superintendents

TCG Provides Periodic Status Reports

PHASE II
RECRUITMENT

TCG Organizes and Maintains Search Records

TCG Handles All Applicant Communication

TCG Screens All Applicant Submissions

- Verifies all application packets contain the required information
- Verifies that everything stated in their resume is true

TCG Conducts Extensive Background and Reference Checks

- Works through the assessment process to identify qualified candidates
- Identifies the candidates' hard skills

TCG Organizes a Panel of Experts to Identify Most Qualified Applicants

TCG Develops a Comprehensive Candidate Report for the Board

- Lists all applicants
- Summarizes backgrounds and qualifications
- Provides reference check findings
- Recommends finalists for interviews

TCG Provides Periodic Status Reports

PHASE III
INTERVIEWS

TCG Meets with the Board

- TCG reviews Candidate Report with the board
- Board selects candidates to interview
- TCG facilitates and assists board selection of interview questions

TCG Schedules Interviews

- TCG arranges and facilitates interviews of all selected candidates
- TCG arranges and facilitates subsequent interview(s) as determined by the board
- TCG contacts all candidates who were interviewed regarding their status

PHASE IV
APPOINTMENT OF NEW SUPERINTENDENT

TCG Facilitates Culmination and Final Board Approval

- TCG assists selection and confirmation of finalist
- TCG arranges board visit to finalist's district
- TCG reviews complete Stakeholder Input Report, including the summary and all detail, with new CEO
- TCG assists board announcement of the new district CEO (optional)

PHASE V
SUPPORT

TCG Optional Services

Included in Fee

- Assist negotiation of key sections of the new CEO's employment contract
- Mentor and support new CEO for two years
- Conduct a Leadership Alignment Workshop with all board members and new CEO centered on initiating the new relationship by reviewing the Stakeholder Input Report establishing policies and expectations that are clearly understood by all.

FOCUS ON THE BOARD/CHIEF EXECUTIVE OFFICER RELATIONSHIP

"An effective relationship between the board and the superintendent is key to a successful district."

New Jersey School Board Association

"Perhaps the most important characteristic of a professional governance board is a close and effective working relationship between the Superintendent of Schools and the Board."

By Shipman & Goodwin LLP

"Many studies have examined the connection between superintendents and school boards, and have found that a positive relationship between these two parties ultimately determines the success of the district."

Diligent Insights Resource Hub

Because TCG understands that the degree to which board members and the chief executive officer effectively function as a team is pivotal to the future of a school district, its search process incorporates opportunities to weigh the potential for developing a successful and productive working relationship with each candidate.

- Phase I of the TCG search process includes an opportunity for the board to collectively establish their preferences and expectations for the CEO/board working relationship.
- Phase II of the TCG search process provides an opportunity for applicants to describe their leadership styles and anticipated approach to the superintendent/board working relationship in a writing sample, a questionnaire, and/or the interview.
- Phase III of the TCG search process offers an opportunity for the board to compare the responses of the applicants provided in Phase II with the preferences and expectations established in Phase I.
- Phase V of the TCG search process includes an optional Leadership Alignment Workshop for the board and CEO that is centered on initiating the new relationship with mutually developed, defined and understood policies and expectations.

TESTIMONIALS

"Their process and team leaders have a unique ability to balance driving the process and providing valuable input with listening and engaging the Board . . . "

Board of Education
San Bernardino City Unified School District

". . . we found our association with The Cosca Group to be a very successful experience."

R. Elizabeth Jaka
Board of Trustee, President
Vista Unified School District

"They demonstrated their extensive experience in superintendent searches along with their strong commitment to perform the work outlined in the proposal . . . "

Frank A. Tarantino, Board President
Sweetwater Union High School District

"Our Board, District and community are thrilled with their professional work. We commend The Cosca Group for the high degree of professionalism and organizational skills demonstrated throughout this process."

Jannie Dutton
President, Board of Trustees
Keppel Union School District

"Very professional behavior with our stakeholders in gathering information about district strengths, challenges, and what they wanted to see in the new superintendent."

Peggy Foster
Board President
Eastside Union School District

"The Woodland Joint Unified School District has used The Cosca Group on two occasions and in both instances they have delivered a highly qualified Superintendent."

Samuel Blanco III
Board President

"Our district and community have nothing but the utmost respect and praise for the work they did for us."

Lucy Rangel
President of the Board
Fillmore Unified School District

"The Cosca Group was very professional throughout the entire process. From the onset, the process was thorough, professional, and extremely efficient. The process entailed time to get to know our "District, our staff, and our community, so that we could find a leader that would fit our particular needs."

D. Don Revelo
School Board President
Millbrae School District

"They promised a 'winner' and they delivered."

Brian Clapper
Board President
National School District

"As president of the EUSD school board, and on behalf of the entire board, I highly recommend the services of The Cosca Group as your educational executive search firm."

Martin J. Hranek, Trustee
Escondido Union School District

"They are passionate about education and the importance of getting the right superintendent/district match for the sake of students and staff."

Elisabeth C. Ellers
Board President
South Pasadena Unified School District

"The attention to detail and understanding of our community were tremendous . . . I, on behalf of the Vista Unified School District Board of Trustees, offer our highest recommendation to the company."

Rich Alderson, President
VUSD Board of Trustees
Vista Unified School District

"The Board of Education for the Mammoth Unified School District thanks Mr. Shapiro and Dr. Britz for their selfless, professional, and excellent service in guiding us through the selection and hiring process of our new superintendent. The end result of their process was outstanding."

John Stavio
President of the Board of Education
Mammoth Unified School District

"Steve Goldstone and Dave Brown, Cosca Group consultants, have carefully steered the district through a process that allowed all stakeholders input into this most critical action. This followed Cosca Group's mission statement: 'We involve district leadership in every phase and every key decision and provide continuous communication, frequent updates, and convenient access to consultants throughout the process.' As these consultants have delivered on these promises during the past four months, they have earned the respect of the trustees and the community, so that an extended wait for the right superintendent becomes more than an act of faith."

By: Lanny Lowery, Staff
The Community Voice Newspaper
Rohnert Park-Cotati-Penngrove

"Cosca Group and its two consultants who have led this search realize their task goes far beyond the duties of headhunters. Public education, the foundation of American values, relies on the participation of all community members. Cosca Group asserts its belief system just below its letterhead: 'We believe that education is a cooperative effort of family, school, and community and that all children deserve the opportunity for success in schools'."

By: Lanny Lowery, Staff
The Community Voice Newspaper
Rohnert Park-Cotati-Penngrove

REFERENCES

TCG recently concluded an executive search conducted virtually for the Keppel Union School District:

Dominique Ballante
Board President
Keppel Union School
dballante@keppel.k12.ca.us
(661)269-6599

TCG is also pleased to offer the following references:

Jannie Dutton, Board President
Keppel Unified School District
34004 128th Street East
Pearblossom, CA 93553
(551) 547-0160

John Stavlo Board President
Mammoth Unified School Dist.
462 Sierra Park Road
Mammoth, CA 93546
(760) 934-5674

Nancy Armenta, Board President
Rosemead Unified School District
3907 Rosemead Blvd.
Rosemead, CA 91770
(626) 632-1398

Peggy Foster, Bord President
Eastside Unified School District
45006 30th Street
Lancaster, CA 93535
(661) 350-2553

More are available upon request as indicated in the extensive list of testimonials list provided above.

COST ANALYSIS

A total fee of $19,500 is based on a search design specific to the Amethod Public Schools, inclusive of the services and expenditures described in this search proposal dated September 15, 2020 and presented September 23, 2020. Said fee is all inclusive and includes, but not limited to:

- Providing board support and guidance throughout the process
- Attending or participating in related meetings with the Board
- Conducting all community input sessions
- Providing an online survey for stakeholder input
- Preparing a written report detailing and summarizing all stakeholder input sessions
- Developing an electronic marketing brochure
- All state and national advertising expenses
- Fielding inquiries from potential and active candidates
- All application processing, assessing and paper-screening
- Preparing a written report detailing and summarizing all applicants for the position
- Preparing a list of candidates recommended for board interviews
- Drafting interview questions for the Board
- Informing all applicants of their status throughout the process
- Conducting preliminary reference and background research of all viable candidates
- Conducting in-depth background checks of finalist(s)
- Scheduling and facilitating all interviews
- All candidate formal notifications
- Facilitating finalist site visit
- All proposal guarantees, including a second search conducted for expenses only
- Providing mentoring for the new chief executive officer
- All clerical expenses and copying expenses
- All lead consultant travel, lodging expenses and meals

SAMPLE AGREEMENT

Amethod Public Schools

and

The Cosca Group

THIS AGREEMENT made and entered into this day of , by the Amethod Public Schools, a political subdivision of the State of California (hereinafter "DISTRICT") and The Cosca Group, (hereinafter, "CONSULTANT").

I.

The DISTRICT desires to retain a CONSULTANT to perform special services for the search and recruitment of the chief executive officer.

II.

CONSULTANT is specially trained, experienced and competent to perform such special services and render such advice.

III.

1. CONSULTANT, upon notice to proceed from the DISTRICT, shall provide to the DISTRICT such special services and advice, more particularly as set forth in the Proposal presented to the DISTRICT on September 23, 2020, which is incorporated by reference herein.

2. In consideration of the foregoing, DISTRICT shall pay CONSULTANT A FEE NOT TO EXCEED $19.500. CONSULTANT shall invoice DISTRICT in three installments as follows:

(1) $6,500.00 at the time of the development and presentation of the profile.

(2) $6,500.00 at the presentation of a slate of final candidates.

(3) $6,500.00 at the appointment of the new Chief Executive Officer.

In addition, if the DISTRICT chooses an upgraded brochure the CONSULTANT will bill the DISTRICT for the actual and necessary expenses of said brochure, to be invoiced separately.

Terms of payment shall be net 45 days.

3. CONSULTANT shall well and faithfully perform each and all of the obligations set forth in the Agreement. CONSULTANT shall at all times be deemed an independent contractor, and neither the CONSULTANT nor any of its employees shall be considered employees of the DISTRICT for any purpose.

4. At all times, CONSULTANT shall work in cooperation with, and pursuant to the direction of the CEO of the DISTRICT, or the CEO's designee.

SAMPLE

714.318.1826 2290 La Mer Court, Costa Mesa CA 92627 TheCoscaGroup@GMail.com

5. The DISTRICT shall have the right to terminate this Agreement at any time upon fifteen (15) calendar days' prior written notice. Should the Agreement be terminated, the DISTRICT shall be responsible for payment related to all services provided by the CONSULTANT up to the point of termination.

WHEREFORE, the parties have executed this Agreement on the date first above written:

FOR: Amethod Public Schools (AMPS)

Date: _____

By: _____
Signature
Board President

FOR: The Cosca Group

Date: _____

By: _____
Signature
Jan Britz, Partner

SAMPLE

2290 La Mer Court
Costa Mesa, CA 92627
Phone: 714-318-1826

Federal I.D. Number: 33-0972414

PARTIAL CLIENT LIST

Baldy View Regional Occupational Program
Brawley Union High School District
Cotati-Rohnert Park Unified School District
Delhi Unified School District
El Rancho Unified School District
El Segundo City Police Department
Fillmore Unified School District
Hermosa Beach Unified School District
Keppel Union School District
Laguna Beach Unified School District
Lytle Creek Development Partners
Mammoth School District
Moreno Valley Unified School District
Mountain View-Whisman School District
Novato Unified School District
Orange Unified School District
Palisades Charter High School
Redondo Beach Unified School District
Rosemead School District
San Bernardino Unified School District
San Lorenzo Unified School District
Santee School District
South Pasadena Unified School District
Sulphur Springs School District
Tamalpias Union High School District
Vista Unified School District
Washington Union School District
Windsor Unified School District
Woodland Joint Unified School District
Millbrae School District

Bonita Unified School District
Chino Valley Unified School District
Culver City Unified School District
Desert Sands Unified School District
Eastside School District
Escondido Union School District
Hayward Unified School District
Huntington Beach City School District
King City Unified School District
Livermore Valley Joint Unified School District
Madera Unified School District
Monrovia Unified School District
Morgan Hill Unified School District
National City School District
Oceanview School District
Palos Verdes Peninsula Unified School District
Paradise Unified School District
Rialto Unified School District
Saint Helena Unified School District
San Gabriel Unified School District
Santa Ana Unified School District
Silver Valley Unified School District
Sweetwater Union High School District
Tahoe Truckee Unified School District
University of Southern California
Washington Unified School District
Waugh School District
Wiseburn School District
Yosemite Unified School District

Jan Britz, Ed.D.

A Life-Long Career in Pursuit of Excellence

3240 Texas Avenue
Simi Valley, CA 93063

805.796.9772 Mobile
805.522.1097 Land Line
JanBritz@GMail.com

EXPERIENCE

Partner, The Cosca Group
A Leadership Development Corporation

Superintendent of Schools
Burbank Unified School District

Assistant Superintendent of Schools
Burbank Unified School District

Assistant Superintendent
South Pasadena Unified School District

Director of Human Resources
South Pasadena Unified School District

Principal
Simi Valley High School, Simi Valley Unified School District

Valley View Middle School, Simi Valley Unified School District

Sequoia Junior High School, Simi Valley Unified School District

Adjunct Professor
California Lutheran University

California State University, Los Angeles

California State University, Northridge

Moorpark Community College

EDUCATION

Ed.D. University of Southern California

M.S. California State University

M.A. California State University Northridge

B.A. Eastern Michigan University

PHILOSOPHY

Every child has a right to the finest possible education in a safe and healthy environment.

SPECIAL EXPERTISE

- Program Planning and Implementation
- Personnel Practices
- Board/Superintendent Relationships
- Leadership and Management
- Performance Evaluation
- Policy Development
- Stakeholder Engagement
- Instructional Supervision
- Public Relations

RECOGNIZED FOR

- Leadership
- Loyalty
- Perseverance
- Work Ethic

CERTIFICATIONS

- K-12 Administration
  California Life
- K-12 Teaching, Mathematics
  California Life

Frederick Navarro, Ed.D.

*Raising the Academic Achievement **Bar** for Every Child*

6247 E Metz Street
Long Beach, CA 90808

(949) 734-0355 Mobile
(562) 896-0221 Personal
factor3657@gmail.com

SELECTED ACHIEVEMENTS

Partner, The Cosca Group
A Leadership Development Corporation

Superintendent of Schools
Newport Mesa Unified School District

Superintendent of Schools
Lennox School District

Assistant Superintendent of Schools
Anaheim Union High School District

Director of Secondary
Newport Mesa Unified School District

Assistant Director of Human Resources
Long Beach Unified School District

Principal
Costa Mesa High School, Newport Mesa
Mark Keppel High School, Alhambra
DeMille Middle School, Long Beach

Adjunct Professor, Guest Lecturer
UCLA Graduate School of Education

CERTIFICATIONS

K-12 Administration, California

K-12 Single Subject, California

EDUCATION

Ed.D. University of California, Los Angeles

M.Ed University of California, Los Angeles

B.A. California State University, Dominguez Hills

PHILOSOPHY

Cause student success by establishing systems that develop college-ready graduates. These systems focus on building the capacity of leaders and of instructors that are responsive to needs of all learners to succeed in a college preparatory curriculum.

SPECIAL EXPERTISE

- Governance Team Goal Setting
- Instructional Analytics Systems and Responsive Teaching Methods
- Curriculum Design and Instructional Interventions
- Performance Evaluation
- Group Collaboration and Consensus Guided Decision Making
- Policy Analysis and Guidance
- Media and Public Relations
- Community Involvement

RECOGNIZED FOR

- Recruitment and Development of Highly Effective Leaders
- Consensus and Shared Vision Constructs
- Commitment, Conviction and Determination
- Integrity

Theresa A. Daem, Ed.D.

A passionate advocate for serving the unique needs of every child

401 Seaward Road Villa 13
Corona Del Mar, CA 92625

949.922.7300 Mobile
949.723.5023 Office
stdaem@sbcglobal.net

SELECTED ACHIEVEMENTS

Partner, The Cosca Group
A Leadership Development Corporation

Founder and Executive Director
The National Association of School Superintendents

Superintendent of Schools
Laguna Beach Unified School District

Superintendent of Schools
San Bruno Park School District

Associate Superintendent
Brawley Union High School District

State Superintendents Committee Member
Association of California School Administrators

Board President
San Mateo County School Insurance Group

Adjunct Professor, Educational Leadership
University of Santa Clara

Local Program Director
State Department of Education Designated Exemplary School Improvement Program

Chairperson
South Orange County SELPA

School Support Team Leader
Nevada Department of Education

CERTIFICATIONS

K-12 Administration	California	Life
Reading Specialist	California	Life
English	California	Life

PHILOSOPHY

Excellence is not an accident; it is the product of an unrelenting focus on continuous improvement.

SPECIAL EXPERTISE

- Board/Superintendent Relationships
- Leadership and Management
- School Improvement
- Instructional Supervision
- Performance Evaluation
- HR Practices
- Policy Development

RECOGNIZED FOR

- Dedication
- Commitment to Continuous Improvement
- Leadership
- Loyalty
- Perseverance
- Work Ethic

EDUCATION

- Ed.D. University of Southern California
- M.S. Eastern Montana State University
- B.S. Education, Eastern Montana State University

LEADERSHIP ASSOCIATES

California's Premier Executive Search & Leadership Development Firm

Proposal to Conduct a Chief Executive Officer Search for

AMPS

AMETHOD PUBLIC SCHOOLS

September 15, 2020

LEADERSHIP ASSOCIATES
California's Premier Executive Search & Leadership Development Firm

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Search Firm and Consultant Contact Information

Lead Consultants

Phil Quon
408.242.7795
pquon@leadershipassociates.org

Fred Van Leuven, Ed.D.
805.714.8413
fvanleuven@leadershipassociates.org

Leadership Associates

3905 State Street #7-407
Santa Barbara, CA 93105
www.leadershipassociates.org

Penny Pyle
Executive Assistant
530.302.5112
ppyle@leadershipassociates.org

3905 STATE STREET, #7-407
SANTA BARBARA, CALIFORNIA 93105
(805) 364-2775
WWW.LEADERSHIPASSOCIATES.ORG

Eric Andrew ✦ Kent Bechler ✦ Marc Ecker ✦ Richard Fischer ✦ Sally Frazier ✦ Juan Garza ✦ Peggy Lynch ✦ Mike Miller ✦ Phil Quon ✦ Dennis Smith ✦ Rich Thome ✦ Sandy Thorstenson ✦ David Verdugo

September 8, 2020

Peter Hanley
Board Chair
Amethod Public Schools
2102 Livingston Street
Oakland, CA 94606

Dear Chair Hanley and Amethod Public Schools Board of Directors:

Leadership Associates is pleased to submit a proposal to partner with you and Amethod Public Schools to select a new Chief Executive Officer.

Our firm has worked with a wide variety of school districts, charters, and various education organizations throughout California since our founding in 1996. Since that time, Leadership Associates has completed more than 500 executive searches, and more than 85% of the finalists selected have remained in their positions for more than five years. We are an executive search firm that focuses its work in California, which has helped us deepen our understanding of the ever-changing California educational landscape.

Our most recent experience incorporates conducting most, if not all, of the phases of a search in a virtual format, given the desires of the Board and the circumstances that exist at the time. We understand the challenges your organization may be facing during this time, and we are prepared to adapt our processes and protocols to meet or exceed your specific expectations throughout the entire search.

Our work includes partnering with Boards for superintendent, superintendent/principal, CEO and executive director positions in several similar and/or nearby districts and organizations such as Lucia Mar USD, Olive Grove Charter, Oakland USD, San Mateo UHSD and Santa Clara USD.

Through the continued participation of several of our partners in education organizations such as the California Collaborative for Educational Excellence (CCEE) and the California County Superintendents Educational Services Association (CCSESA), we have remained current on key education policy and system wide developments including Local Control and Accountability Plan (LCAP) and Local Control Funding Formula (LCFF) legislation. We have a strong record of success in helping districts find superintendents who meet the profile developed by the Board with extensive engagement from staff, parent leaders and community led by Leadership Associates.

Through our years of experience, we have come to understand and respect the uniqueness of each board and organization. While there are similarities among education organizations,

we believe that each education organization has a unique culture that is important to respect and understand. There are many good chief executive candidates but only some will be the right match for Amethod Public Schools. It is our job and our commitment to you to find those candidates that best match your ideals and beliefs.

In considering the uniqueness of Amethod Public Schools, we are aware and respectful of the organization's accomplishments and priorities:

- Strong support from students, parents and community members during the Charter's lengthy renewal process
- California State Board of Education's approval and direction for the charter renewal process
- Previous State and National Recognition for excellence
- Charter's well-articulated Mission and Core Value statements

We would welcome the opportunity to partner with the Board to discuss the search process, including options for staff and community input, an overview of the potential candidate pool, timeline, and the importance of maintaining a confidential process. We also want to obtain from the Board and subsequently from staff, parents and community groups' perspectives on District strengths and challenges as well as the desired qualities and characteristics of the new chief executive officer. Once this is done, we will prepare a summary report for the Board, develop a position description for Board review, and begin recruiting and vetting candidates who will be an excellent fit for you to choose from to serve as your next chief executive officer.

If our firm is selected, Fred Van Leuven and I will be the lead consultants actively involved with this search. We are highly proficient in this field and are also former superintendents with many years of experience. In addition, to ensure the widest possible pool of qualified candidates, all partners who are located in various geographical regions of the state will actively support and assist with the search. Profiles of each partner are provided in the Qualification Statement of our proposal. We will use our extensive leadership network at the state and national level to help find the best candidates for this exciting, challenging, and rewarding position.

We look forward to having an opportunity to discuss this proposal with you and address any questions you may have. We realize how important it is for the Board to have a relationship with its search firm that is based on trust and respect. We will be fully committed to you and will provide the Board with high quality candidates who are a good match for the special community that is the Amethod Public Schools.

Respectfully,

Phil Quon
Lead Consultant
Leadership Associates

Fred Van Leuven, Ed.D.
Co-Lead Consultant
Leadership Associates

EXECUTIVE SUMMARY

"Why Leadership Associates is best for this assignment?"

This Executive Summary is a concise look into our proposal. The Consultants are ready and available to elaborate on any aspects of our proposal and look forward to your questions.

- Most successful and respected executive search firm in California
- More than 2/3 of school boards select Leadership Associates for their search
- A two-year guarantee finding a top match for your education organization
- Longevity of successful leadership placements – 85% of our placements remain with their districts for at least five years or more
- Highly networked and successful former superintendents serve as your consultants
- In addition to a successful search process, we also provide team building to the Board and community
- Our community outreach procedures include the use of technology to maximize stakeholder input which will be summarized in a report to the Board
- All 13 partners in the firm collaborate to identify successful candidates for your district
- All partners have a vested interest in our firm and your successful chief executive officer selection
- We have conducted executive searches for numerous charter organizations – SIATech, Inc., River Charter Schools, Birmingham Community Charter, City Heights Charter School
- The consultants assigned most recently completed the search for Olive Grove Charter in Santa Barbara and San Luis Obispo Counties
- Our Partners and Associates have served in leadership positions in California and Nationally: CCEE, CALSA, ACSA, WASC, CCSESA, California City Superintendents, and AASA.
- We have successfully worked with SBE authorized charter organizations spanning multiple counties

Our fee for this search is all inclusive with no hidden charges or reimbursements due.

$26,500 total fee. Half ($13,250) will be invoiced at the conclusion of Community Input. Half to be billed when a finalist candidate is selected.

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KEY SUCCESS FACTORS

Leadership Associates is a California executive search firm with a national reach that specializes in helping California education agenicies and organizations find new educational leaders. We have done so since 1996 and have assisted with more executive searches than any search firm working in California. Our success is based on the following key factors:

1. We view each education agency as unique and therefore work as partners with the organization to develop a customized approach that the Board may use to select its new leader.

2. Through more than 500 searches in California we have developed processes that lead to the successful hiring of an education executive who meets the profile developed by the Board. These processes include engaging key stakeholders, conducting extensive recruiting and thorough reference checking, and working with the agency throughout the interview and contract approval processes.

3. Our partners are all former superintendents with successful leadership experiences in a variety of education agencies and in state and national organizations. We know the work. And we know who will do it well.

4. We understand and respect the factors that contribute to a highly effective administative team. We are committed to helping cabinet and board members work collaboratively with each other throughout the various stages of the selection process. Done well, a search will always strengthen the work of the educational agency and pave the way for a successful leader.

5. We bring highly qualified candidates. In some respects our job is to make your ultimate decision a difficult one. We are proud of the high quality leaders we have been able to bring forward for consideration.

6. Our belief is that in order for educational leaders to be successful they must have successful leadership experience leading and managing complex organizations. They should know what excellence in curriculum and instruction looks like and be deeply committed to equity. Their behavior must be of the highest integrity and reflect ethical values in their relationships with students, staff, community, administration, and the Board. They must support powerful teaching and learning, build leadership capacity, and strengthen systems and processes that support high levels of achievement for all students.

7. We will always provide our best recommendations including those related to the hiring of specific candidates and the importance of maintaining a high degree of confidentiality so that the best possible candidates come forward.

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SEARCH PROCESS PLAN

Leadership Associates has developed criteria to provide Organization Boards or Board of Directors with a 9-phase process for selecting their next leader. The following is a brief description of each of the key steps of the search process. When needed, administrative support staff will be guided by our executive assistant and provided with guidelines, templates, samples, checklists, and personal communication throughout the process.

Indicates meetings with the Board

Phase 1: *Initial Meeting with Board (Key Personnel: Consultants, Board, LA / Organization's Admin. support)

Leadership Associates will confer with the Board upon our selection to represent your organization. We will discuss Scope of Services, including the characteristics the Board is seeking in the next leader; the organization's strengths and challenges for the future; the process for engaging groups and individuals in the organization and community in the search process; the final timeline and meeting dates; Board and Search Firm protocols during the search; possible contract parameters for the new leader; potential internal candidates; the Board's liaison with Leadership Associates and spokesperson; and all other matters which the Board may wish to discuss. We will also meet with the Board individually, in person or by phone to learn each one's unique perspective. Immediately following the initial meeting we will work with staff to create a Search webpage on the organization's website where members of the community can receive updates on the search process, including timelines, dates of community engagement opportunities, and access to online surveys.

Phase 2: Engagement Plan (Key Personnel: Consultants, LA / Organization's Admin. support)

After working with you to develop a community engagement plan, we confer with the individuals and groups you request (community, staff, students). We share the search process, timeline, answer questions, and solicit input regarding the desired qualities, characteristics, background, and experiences of the new Leader and we discuss the key characteristics of the organization's culture, strengths, and future challenges and issues. We spend the time necessary to ensure full input. If individuals are unable to attend the meetings, but would like to provide additional information, or prefer to submit their ideas in a different format, opportunities are provided to contact us via email or telephone. We also have an online survey that can be posted on the organization'swebsite to encourage broader participation of staff and community. We prepare a thorough report containing the comments from each group, individuals, and the survey, and send it to the Board approximately one week after the input. We follow up with you after you receive the report to review any questions you have.

Phase 3: Position Description (Key Personnel: Consultants, LA / Organization's Admin. support)

The Position Description is prepared to reflect input received on qualities and characteristics desired, a description of the organization and community, and key search dates. The Board reviews the draft and makes changes before the description is finalized. The description is posted on our website, distributed widely, and can be posted on the organization's website.

Phase 4: Advertising, Recruitment, Reference Checking (Key Personnel: Consultants)

After our community engagement phase has been completed, we advertise and actively recruit both statewide and nationally. We will also conduct reference and database checks on all potential candidates. All partners participate in this process in order to take advantage of our extensive state and national network. These are very critical activities as we work diligently to find the candidates that best match those qualities and characteristics

on the Position Description. We verify degrees, credentials and professional experiences. We do extensive confidential reference checking including conversations with people not listed on the candidate's application. We keep the Board informed on a regular basis about the progress of the search.

Phase 5: **Selection of Finalists* (Key Personnel: Consultants, Board, LA / Organization's Admin. support)

At this meeting we will review and discuss all applicants, recommend candidates you should consider interviewing, and explain our rationale for recommending some and not others. We will provide an executive summary on each candidate that will include a tiered ranking of candidates for your review. The Board, however, makes the final decision on those to be interviewed and determines the interview schedule and location. We offer sample interview questions developed by consultants, and assist the Board in finalizing them with a focus on the specific needs of the organization as gleaned from community and staff input and reflected in the position description. In addition to making interview arrangements with the candidates, we provide all the materials the Board needs for the interview, and make logistical arrangements in coordination with the Board's assistant or designated liaison.

Phase 6: **Final Interviews* (Key Personnel: Consultants, Board, LA / Organization's Admin. support)

The Board conducts the interviews with the consultants observing and handling all the logistics. We are present during the interviews and will help facilitate discussions assisting the Board as needed to help you in making your selection of the final candidate. We also assist with various follow up steps that need to be completed and inform all candidates of the outcome.

Phase 7: Validation Process and Contract (Key Personnel: Consultants, Board, Finalist, Organization's Admin. support)

The purpose of the validation process is to confirm the Board's choice prior to the official contract offer. The Board will determine who will participate in this process; the consultants will work with the Board and the finalist as needed to develop final parameters for an agreement on the leader's contract. We recommend prior discussions on this topic since it is our intention to recruit candidates who will work within the contract parameters established by the Board.

Phase 8: Public Approval of the New Leader (Key Personnel: Consultants, Board, New Leader, Organization's Admin. support)

Following the validation process, the Board takes public action at a regularly scheduled board meeting to employ the new Leader. Leadership Associates will assist the Board and staff with a communication plan and other activities to support the approval of the contract.

Phase 9: After the New Leader is Signed (Key Personnel: Consultants, New Leader)

We provide and review the Board and community input with the new Leader. We are available to provide additional follow up services as desired. These services could include developing a transition plan and an initial workshop for the governance team to establish goals for the new Leader, and the evaluation process.

***Confidentiality**: Leadership Associates strongly believes the quality of the applicant pool is directly dependent on the confidentiality of the process. Leadership Associates will not divulge the names of interested applicants to any party other than the Board within Closed Session. Reference checks will also be conducted using strategies that will maintain the confidentiality of the process. Throughout the process Leadership Associates will be available to answer any questions you may have.*

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SEARCH PROCESS FLOW CHART

Note: *Blue italicized text* indicates Board Participation

Phase 1
Initial Meeting with Board of Directors

- *Review search process*
- *Discuss collectively with the Board of Directors:*
  - *Characteristics desired in new Leader*
  - *Organization's strengths and challenges*
  - *Community / staff input process*
  - *Online survey*
  - *Search Protocols and Agreements*
- *Finalize timeline*

Phase 2
Community Engagement

- Confer with individuals and groups per Board's request (including individual board members if desired) to solicit input:
  - Characteristics desired in new Leader
  - Organization's strengths and challenges
- Post online survey following Board approval
- Present survey results to Board of Directors

Phase 3
Position Description

- Development of Position Description including key search dates / timelines
- *Review of Position Description by Board Members*
- Position Description published on Leadership Associates website, Organization's website, and distributed to candidates

Phase 4
Advertising,
Recruitment,
Reference Checking

- Advertise in trade publication(s)
- Actively recruit
- Conduct reference and database checks on all potential candidates
- Conduct individual interviews with all potential finalists

Phase 5
Selection of Finalists

- *Meet with Board of Directors to review all applicants*
- *Discussion and determination of top candidates*
- *Board determines finalists to interview*
- *Review interview process and prepare interview questions*

Phase 6
Final Interviews

- *Board conducts interviews with assistance from Leadership Associates*
- *Board selects finalist*
- Consultants inform all candidates of outcome

Phases 7, 8 & 9
Validation Process
Contract Offer
Public Approval of
New Leader after
New Leader is Signed

- *Board conducts a validation process prior to official contract offer*
- *Work with Board and finalist as needed to develop final parameters for contract and to prepare press release*
- *Board takes public action at a regularly scheduled meeting to employ new Leader*
- Leadership Associates will provide and review Community Engagement results with new Leader
- Leadership Associates will provide follow-up services as desired

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PROPOSED TIMELINE

(Flexible based on Board direction)

Amethod Public Schools Chief Executive Officer Search 2020-2021

Note: *Blue italicized text* indicates Board Participation

SEPTEMBER 2020	September 15	AMPS receives proposals
	September 23	*Proposal Presentations / Board Selects Firm Information posted on Leadership Associates website*
OCT 2020 – JAN 2021 Phases 1-4	October 14	*Board meets with consultants and determines characteristics, skills and qualities desired in a new CEO; Board publicly announces timeline and procedures for CEO selection*
	October - November	Consultants meet with staff and community designated by the Board to receive input; Online survey is posted to the district website
	September -January	Consultants identify potential candidates; Development and posting of recruitment materials and Position Description
	January 11 & 18	Advertising and active recruitment; Ad appears in EdCal, (Two consecutive publications)
JAN - FEB 2021 Phase 5	**January 25, 5:00 PM**	**Deadline for applications**
	January 25 - February 5	Consultants complete comprehensive reference and background checks on applicants
	Week of February 8	*Board meets with consultants, reviews all applications and selects finalists to be interviewed*
FEB - MAR 2021 Phases 6-8	Week of February 15	*Board interviews finalists*
	Week of February 22	*Board completes the validation process and makes a final determination on selected candidate.*
	March 10	*Board approves CEO contract at a **regularly scheduled** board meeting*
JULY 2021 Phase 9	July 1 (or as mutually agreed)	New CEO begins

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COST PROPOSAL & SEARCH COMPONENTS

AMETHOD PUBLIC SCHOOLS
CHIEF EXECUTIVE OFFICER SEARCH 2020-2021

TOTAL FEE TO CONDUCT SEARCH: $26,500 (all-inclusive)

This fee includes:

- All expenses incurred by consultants
- All meetings with the Board
- Development and posting of the position description announcing the position
- Cost of advertising in EdCal (Two consecutive publications)
- Acceptance of applications and responding to all inquiries regarding the position
- Recruitment of candidates and extensive background checks
- Gathering of community and staff input and providing Board with a written report, including online survey
- Coordination of logistics of the search:
  - scheduling appointments
  - notification of unsuccessful candidates
  - scheduling community visit
- Assisting in the development of interview questions and supporting the Board with the interview process
- Assisting the Board's administrative assistant throughout the process with templates, online posting updates and sample agenda language
- Acting as an advisor to the Board of Directors
- Assisting the new chief executive officer and Board through transition and community verification visit, if conducted

GUARANTEE

- Should the new chief executive officer leave within two years, Leadership Associates will conduct a new search at no cost except for travel and advertising expenses, provided the Board majority remains the same.

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SAMPLE CONTRACT & BILLING SCHEDULE

LEADERSHIP ASSOCIATES
www.leadershipassociates.org
3905 State Street #7-407
Santa Barbara, CA 93105
(530) 302-5112

AGREEMENT FOR CONSULTANT SERVICES

THIS AGREEMENT is made this ____ **day of September 2020** between LEADERSHIP ASSOCIATES, hereinafter called the Contractor, and **Amethod Public Schools,** hereinafter called the EDUCATION AGENCY.

The Contractor agrees to perform services for the Education Agency as follows:

The Contractor will conduct a Chief Executive Officer search, as delineated in the attached proposal.

The Education Agency agrees to pay the Contractor **TWENTY-SIX THOUSAND, FIVE HUNDRED DOLLARS ($26,500)** for services provided. Payment is to take place in two increments: **(1) $13,250** upon completion of stakeholder input, and **(2), $13,250** upon selection of a finalist. The Contractor will submit invoices to the Education Agency for each of the payment increments. Payments are due within 30 days of receipt of invoice.

Remittance payable/forwarded to: **Leadership Associates**
Attn: Linda Hunt
50855 Washington Street #C-205
La Quinta, CA 92253

The Contractor is to perform the above services beginning September _____, 2020.

Contractor agrees to hold harmless and indemnify the Education Agency, its officers, agents, and employees with respect to all damages, costs, expenses or claims, in law or in equity, arising or asserted because of injuries to or death of person or damage to, destruction, loss, or theft of property arising out of faulty performance of the services to be performed by Contractor hereunder.

It is expressly understood and agreed to by both parties hereto that the Contractor, while engaged in carrying out and complying with any of the terms and conditions of this contract, is an independent contractor and is not an officer, agent, or employee of the aforesaid Education Agency. Either party may terminate this agreement by providing the other party with ten (10) days written notice. Upon such termination, fees will be determined on a pro rata basis.

Leadership Associates does not participate in a California public pension system. Leadership Associates and the Education Agency understand that the work/services provided should not be considered creditable toward the STRS earnings limit as the work is not normally performed by employees of the Education Agency and requires less than 24 months (496 business days). REF. CA Education Code § 26135.7 (2014)

CONTRACTOR:	EDUCATION AGENCY:
LEADERSHIP ASSOCIATES	AMETHOD PUBLIC SCHOOLS
Taxpayer ID#: 68-038 3653	
By: _____	By: _____
Name: Phil Quon	Name: _____
Title: Lead Consultant	Title: _____
Date: _____	Date: _____

SAMPLE

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REFERENCES

AMETHOD PUBLIC SCHOOLS
Chief Executive Officer Search

	DISTRICT	CONTACT NAME	TITLE	PHONE	EMAIL
1	Lucia Mar USD	Vicki Meagher	Board President	(805)474-3000 x 1082	vicki.meagher@lmusd.org
2	Olive Grove Charter	Deb Willems	Board Chair	(805) 623-1111	dwillems@olivegrovecharter.org
3	Oakland USD	James Harris	Board President (at time of search)	(510) 710-0497	James.harris@ousd.org
4	San Mateo UHSD	Peter Hanley	Board Clerk	(650) 558-2201	phanley@smuhsd.org
5	Santa Clara USD	Michelle Ryan, Ph.D.	Board President	(408) 673-1620	mryan@scusd.net

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QUALIFICATION STATEMENT

EXPERIENCE AND QUALIFICATIONS OF THE FIRM

Leadership Associates has conducted over 500 executive searches in California since 1996. We have 14 partners and associates, all active educators and former, successful California superintendents who reside throughout the state – north, south, and central valley. While we are dedicated to California school districts, we have networks throughout the country and have assisted many education organizations in finding top candidates from outside the state.

A few other facts about the partners of the firm:

- All keep superintendent/executive leader searches as their core work
- All have national and state-wide networks and alliances including Council of the Great City Schools; Urban Education Dialogue (UED); Association of California School Administrators (ACSA); California Association of Latino Superintendents and Administrators (CALSA); California Association of African-American School Administrators (CAAASA); California Collaborative for District Reform; (CCDR); American Association of School Administrators (AASA); Suburban School Superintendents; and California City School Superintendents
- All belong to organizations which include top and emerging leaders
- Three were California State Superintendent of the Year
- Three chaired the California state superintendent's committee for ACSA; two were presidents of ACSA
- A number are bi-lingual in Spanish
- Many facilitate workshops in districts throughout the state: board/superintendent relations; board/superintendent protocols; strategic planning; superintendent evaluations; team building; and instructional improvement. Several coach and mentor superintendents and other top district leaders
- Most have taught or are currently teaching leadership courses at universities
- All have received awards for educational and community work, regionally, statewide, and nationally; and one was honored by the Mexican Consulate
- Partners have authored or co-authored the following publications; A Practical Guide to Effective School Board Meetings; Eight at the Top; Superintendent-School Board Practices; and The Superintendent's Planner
- Distict/Board Executive Assistant and administrative staff receive ongoing support and guidance from highly-qualified personnel with parallel district office experience

QUALIFICATIONS OF LEAD CONSULTANTS

Phil Quon – Partner / Lead Consultant

Phil served as Superintendent for 19 years in the Bay Area – 13 years at Union School District in San José and the last six years in Cupertino Union School District. He served as the President of the statewide ACSA Superintendents Council, the Chair of the ACSA Superintendents' Symposium, and the President of the California City School Superintendents. He also served on the American Association of School Administrators (AASA) Governing Board and on the CSBA Annual Education Conference Planning Committee and Education Legal Alliance Advisory Group. He has been the Director of the ACSA Superintendents Academy as well as a presenter in the ACSA "Leading the Leaders" Program for newly appointed superintendents in California. He has chaired numerous WASC accreditation teams in California and Hawaii. Phil was a

member of the CTC Teaching Mathematics Advisory Panel and a contributor to the National Journal Online Education Blog. Phil received his Bachelor's Degree in Mathematics from UCLA and his Master's Degree in Education Administration from CSULA.

Fred Van Leuven, Ed.D. – Associate / Co-Lead

Fred served as President of Accrediting Commission for Schools of the Western Association of Schools and Colleges, (ACS WASC) for the San Francisco Bay Area from 2013 through 2018. He has served as the School Assistance Intervention Team Lead for Roosevelt High School in Fresno Unified and DAIT Team Member in Palmdale Elementary School District. He has assisted school boards, school districts and schools throughout California, Hawaii and Guam in a variety of key areas. He served as Superintendent of Santa Ynez Valley Union High School District for 12 years beginning in 1996, after three years as Director of Secondary Education for the Conejo Valley Unified School District, and retired in 2008. He also served as teacher and administrator for 13 years in the Saddleback Valley Unified School District and four years as Poway High School Principal in San Diego County. Fred is a graduate of the University of Southern California and holds a Doctorate in Education.

QUALIFICATIONS OF SUPPORTING CONSULTANTS

Eric D. Andrew, Ed.D. – Partner

Eric served as Superintendent of Campbell Union School District from February 2010 until his retirement in 2017. Throughout his education career from 1979 through 2017, he has served in the districts of Claremont, Redlands and Glendora Unified as a teacher, Director of Student Services and Assistant Superintendent of Educational Services. Eric teaches in the National Association of School Superintendents' Leadership Educational Administration Program for the Santa Clara County Office of Education. He has earned several distinctions, including being named a finalist for the National Association of School Superintendents (NASS) Superintendent of the Year and ACSA Region 8 Superintendent of the Year. He holds a masters degree in education from Cal-Poly Pomona and a doctorate in education from the University of LaVerne.

Kent L. Bechler, Ph.D. – Partner, Leadership & Organizational Development

Kent served as superintendent of the Corona-Norco Unified School District, the 9th largest school district in California until his retirement in 2012. The district was named a 2012 finalist for the $1 million Broad Prize for Urban Education. He also served as superintendent in Walnut Valley Unified and Duarte Unified School Districts. Kent received a Bachelor's Degree in social work from Azusa Pacific University, a Master's Degree in educational administration from California State University, Los Angeles and a Ph.D. in education from Claremont Graduate University. Kent has extensive training experience in management, leadership, systems, policies and procedures, strategic planning, labor relations, and developing collaboration and teamwork within organizations. His academic work includes teaching adjunct classes at the university level and consulting with educational institutions, businesses and other organizations. During Kent's 32 year career in K-12 education, he served in professional organizations including Association of California School Administrators (ACSA), California Collaborative on District Reform, American Association of School Administrators (AASA), Southern California Superintendents, Urban Education Dialogue and Educational Research Development Institute (ERDI).

Tom Changnon – Associate

Tom served as Stanislaus County Superintendent of Schools from 2007-2019. In his 12 years in office, Tom championed Civics Education, Character Development, Parent Involvement and Career Technical Education (CTE) programs. He earned his BA degree from Stanford University, Master Degree(s) in School Administration (St. Mary's, USF), and Teaching Certifications from College of Notre Dame. Tom has over 40 years of education experience at the elementary, middle, and high school levels. He also served as Assistant Superintendent and Superintendent prior to his election as the County Superintendent. Tom is an active member of the Association

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of California School Administrators (ACSA) serving on many local, regional and state committees including ACSA's Small School District Committee.Tom has received a number of awards, including being selected twice for the Bill Ullom Award and twice a recipient as the regional Superintendent of the Year award. In 2018 he received the Chamber Lifetime Citizen Achievement Award.

Marc A. Ecker, Ph.D. – Partner, Chief Financial Officer

Marc retired in December, 2014 as Superintendent of the Fountain Valley School District for 18 ½ years in that position. He served as Chair of the Orange County Special Education Alliance and is a past president of the Orange County Superintendents' Organization. Marc is a past State President of the Association of California School Administrators (ACSA). He served with other leading superintendents in providing input and advice on the development of the Local Control Funding Formula to the Governor and his staff. He also served on the State Public Schools Accountability Act Advisory Committee and two terms on the Financial Crisis Management Assistance Team Advisory Board. Marc is the financial officer for the California League of Schools and served as president of the Association of Middle Level Education. He is a full-time faculty member at California State University, Fullerton in the position of Distinguished Professor in the College of Education. He directs the ACSA mentor program and is currently the chairperson of the Schools First Federal Credit Union Board of Directors. Marc received his Bachelor's Degree from UCLA, his Master's Degree from California State University, Fullerton and his Doctorate from Alliant University. He is currently the Chief Financial Officer for the firm.

Richard Fischer – Partner

Rich served as Superintendent of Schools for 19 years in the Mountain View Los Altos Union High School District, Lake Tahoe Unified School District and the Harmony Union School District. He currently serves as Director of the Executive Leadership Center and is also a member of the El Dorado County Board of Education. Rich has been Director for the ACSA Superintendents' Academy and presenter and trainer for California Association of School Business Officials, California Foundation for Improvement of Employer-Employee Relations (CFIER), California State Superintendents' Symposium, El Dorado County Instructional Leaders - Series on Effective Leadership Techniques, Leadership Mountain View, and California School Leadership Academy. He has been honored as ACSA Regions 1,2,3 Superintendent of the Year and Administrator of the year as well as being named Los Altan of the Year in 2006. Rich received his Bachelor of Arts Degree from California State University, Northridge and his Master's Degree from California State University, Sacramento.

Sally Frazier, Ed.D. – Partner, Member at Large

Sally was elected Madera County Superintendent of Schools for six consecutive 4-year terms. She received her Doctorate from University of Southern California, and her Master's and Bachelor's degrees from California State University, Stanislaus. Sally served the California County Superintendents' Educational Services Association as President, Legislative Chairperson and numerous terms on its Executive Board. She was CCSESA's representative to ACSA's Superintendents Committee and its liaison to the Springboard Schools Board of Directors. Sally chaired CCSESA's Commission on the Organization of Policy Groups, Organizing for Action. Sally was appointed by former State Superintendent of Public Instruction, Delaine Eastin, to the Education Commission for Technology in Learning. Sally was also appointed by Governor Schwarzenegger to the Advisory Commission on Juvenile Justice and Delinquency.

Juan Garza – Partner

Juan has been a superintendent for 15 years in Kings Canyon Unified School District, a district that has 22 schools. He has worked 27 years in the district that serves Reedley, Orange Cove and the communities of Navelencia, Squaw Valley, Dunlap and Miramonte. He was inducted into the Reedley Chamber of Commerce Hall of Fame, has been awarded Administrator of the Year, and has been a featured keynote speaker in various workshops on topics such as *Building Effective Governance Teams*, and *Working With the Members of your Rural Communities*,

sponsored by Lozano Smith. Mr. Garza is also an active member of the California Association of Latino Superintendents and Administrators, (CALSA), where he has presented as part of a panel featured in CALSA workshops.

Peggy Lynch, Ed.D. – Partner

Peggy served as Superintendent for San Dieguito Union High School District in San Diego County until her retirement in April 2008. She also served as Superintendent of the Brea Olinda Unified School District in North Orange County for seven years, part of her nearly 14 years serving as a superintendent. Peggy has experience conducting executive searches since 2009, and has facilitated or assisted in the facilitation of more than 30 executive searches. She received her doctorate from the University of La Verne, her Master's Degree from Fullerton and her Bachelor's Degree from Parsons College in Iowa. Peggy chaired the ACSA Orange County and San Diego County Superintendents, was chair of the ACSA Superintendents' Symposium and ACSA's State Annual Conference. Peggy has received recognition from various organizations, including Southern California Women in Educational Management, Stanford University School of Engineering and the PTA. She has also co-authored several books, including *Effective Superintendent-School Board Practices; The Superintendent's Planner, A Monthly Guide and Reflective Journal;* and *Eight at the Top: A View Inside Public Education.*

Dennis M. Smith, Ed.D. – Partner, Search Lead

Dennis served as Superintendent of Schools for the Placentia Yorba Linda Unified School District (27,000 ADA) in Orange County until his retirement in June 2012. He also served as superintendent of the Orange County Public Schools in Orlando, Florida, the 16th largest school district in the United States. Prior to that, he served as superintendent of the Irvine Unified, Cajon Valley Union and Laguna Beach Unified School Districts. Dennis served a total of 26 years as a Superintendent of Schools. Dennis has experience conducting executive searches since 2005, and has facilitated or assisted in the facilitation of more than 70 executive searches. Dennis was recognized as one of the top 100 Executive Educators in North America by the National School Boards Association, one of the 89 Rising Stars to Watch by the Los Angeles Times, one of the 100 Most Influential Business Leaders in Central Florida by the Orlando Business Journal, and the ACSA Region XVII Superintendent of the Year. He also served as President of the Southern California Superintendents' Association. Dennis received his Bachelor of Arts and Master's Degree from Arizona State University and his Doctorate from the University of Arizona. In addition, he has been an adjunct faculty member at California State University, Fullerton. Dennis has spoken at the local, state and national level on Board- Superintendent relations, Strategic Planning and Goal Setting and Organizational Management. He has consulted with school districts across the United States assisting school boards with superintendent searches and conducting workshops, trainings and organizational efficiency audits.

Rich Thome – Partner

Rich Thome has conducted over 98 executive searches and 167 Board Workshops since 2003. Rich joined Leadership Associates in 2006. Prior to joining Leadership Associates, he also served as Director, Professional Learning in the Mobile Technology Learning Center (MTLC), a research center in the School of Leadership and Education Sciences (SOLES), at the University of San Diego. Prior to that assignment, he served as Director Educational Leadership Development Center at the University. In addition, Rich was an Executive Coach for Pivot Learning Partners in Los Angeles and San Diego Counties. His prior work included serving as Superintendent of the South Bay Union and Cardiff School Districts, Assistant Superintendent of Human Resources and Technology, and Superintendent Search Consultant for the San Diego County Office of Education. He also worked for 23 years as Teacher, Principal, Coordinator, Director and Assistant superintendent in the Capistrano Unified School District. Rich recently served on the University of San Diego School of Leadership and Education Sciences Advisory Board and on the Classroom of the Future Foundation Board of Directors. He received his Bachelor's degree from CSU, Los Angeles, and his Master's from Pepperdine University. Rich is Latino, is fluently

bilingual in Spanish and received his Bilingual, Cross Cultural Specialist credential in California. Rich was awarded the prestigious Ohtli Award in 2008 for his 40 years of services to the Latino Community. In 2007 he was awarded the Excellence in Leadership Award by the University of California, San Diego, and in 2006, the Willie Velasquez Community Service Award. He is also a recipient of the Honorary Service Award from the California Congress of Parents, Teachers and Students; and the Orange County Hispanic Educator of the Year Award.

Sandy Sanchez Thorstenson – Partner

Sandy Sanchez Thorstenson served as the Superintendent of the Whittier Union High School District for fifteen years having spent her entire 39-year career in Whittier Union. Prior to becoming Superintendent, Mrs. Thorstenson served as Assistant Superintendent, Educational Services, High School Principal, Assistant Principal and Teacher. The Whittier Union High School District, a minority-majority high school district with a student enrollment comprised of eighty-six percent Latino and sixty-nine percent socio-economically disadvantaged students, has demonstrated remarkable gains in student achievement at every school, in multiple indicators and over time. Most importantly, Whittier Union has narrowed the achievement gap from 35% to 9% and has proven on behalf of their students that demographics do not determine destiny. The Association of California School Administrators selected Mrs. Thorstenson as California's 2016 recipient of the Marcus Foster Administrator Excellence Award and its 2012 California Superintendent of the Year for AASA. She was selected as ACSA's Region XV Superintendent of the Year for 2007. Sandra Thorstenson served as president of ACSA's State Superintendency Council, president of California City School Superintendents Association, and was a member of Southern California Superintendents' Association and Urban Education Dialogue. She also served on the board for Pivot Learning Partners and the board of directors for the Whittier Chamber of Commerce. Mrs. Thorstenson was appointed by Governor Brown as the superintendent representative of the five-member board of the California Collaborative for Educational Excellence and served as chair helping to launch the state agency focused on providing support and assistance to school districts throughout California. She is a member of the California Collaborative for District Reform and currently serves on the board of directors of the Soroptimist International of Whittier.

David J. Verdugo, Ed.D. – Partner

David served as Superintendent for the Paramount Unified School District (17,000 ADA) in Los Angeles County for 9 years. He also served as Assistant Superintendent of the Placentia-Yorba Unified School District (25,000 ADA, Director of Secondary Education, Principal at both Elementary and High School levels, teacher, and coach. He has a total of 43 years in the field of education spanning Grades K-12. His duties have included school facility management, extensive involvement with budget development, implementation of technology programs, employer/employee relations, curriculum and instructional strategies, and organizational development. His experience includes serving students of diverse populations and socioeconomic levels in urban and suburban settings. He was named the Association of California Administrators (ACSA) Region XIV Superintendent of the Year; received the California State University, Long Beach Outstanding Superintendent Leadership Award in 2012; the ALAS, Association of Latino Administrators and Superintendents; National Outstanding Educator Award in 2013; and, in 2020, was inducted into the University of Southern California USC Rossier School of Education "Hall of Fame", making him only the 23rd recipient of this prestigious award. He earned his Bachelor's Degree from Whitworth College in Spokane, Washington and his Master's Degree from the University of La Verne. His Doctoral Degree in Educational Administration was earned at the University of Southern California. Dr. Verdugo is a past Governing Board member to AASA and has addressed and spoken on State and National topics from building a case for reform to the importance of Arts in schools. He was the Executive Director of the California Association of Latino Superintendents and Administrators (CALSA) until 2019, as well as the former Superintendents' Leadership Academy Director for the Association of Latino Administrators and Superintendents (ALAS) based in Washington, D.C.

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EXECUTIVE SEARCHES 2013-CURRENT

STATEWIDE

Association of California School Administrators (ACSA)	Executive Director
California Collaborative for Educational Excellence (CCEE)	Executive Director
California County Superintendents Educational Services Association (CCSESA)	Executive Director
WestEd/GATES	Executive Director

COUNTY OFFICE OF EDUCATION SUPERINTENDENT

Los Angeles County – 2011	1,500,000+ ADA
Santa Clara County – 2008	275,000+ ADA

SCHOOL DISTRICT SUPERINTENDENT (2013-Current)

District	County	ADA
Fresno USD	Fresno	73,356
San Francisco USD	San Francisco	58,865
Santa Ana USD	Orange	57,410
Capistrano USD	Orange	53,833
Corona-Norco USD	Riverside	53,148
Sacramento City USD	Sacramento	47,616
Oakland USD	Alameda	46,486
Riverside USD	Riverside	42,560
Stockton USD	San Joaquin	40,984
Fontana USD	San Bernardino	40,374
San Jose USD	Santa Clara	32,938
Anaheim Union HSD	Orange	32,085
San Ramon Valley USD	Contra Costa	31,900
Mt. Diablo USD	Contra Costa	31,013
West Contra Costa USD	Contra Costa	30,596
Bakersfield City SD	Kern	30,262
Modesto City Schools	Stanislaus	30,718
Orange USD	Orange	28,522
Saddleback Valley USD	Orange	27,803
Rialto USD	San Bernardino	26,468
Placentia-Yorba Linda USD	Orange	25,821
Palm Springs USD	Riverside	23,332
Lake Elsinore USD	Riverside	22,000
Hemet USD	Riverside	21,977
Pajaro Valley USD	Santa Cruz	20,438
Folsom-Cordova USD	Sacramento	19,865
Anaheim City SD	Orange	19,312
Alvord USD	Riverside	19,255
Coachella Valley USD	Riverside	18,861
Riverbank USD	Stanislaus	18,750
Antioch USD	Contra Costa	18,352
Panama-Buena Vista Union SD	Kern	18,250
Ventura USD	Ventura	17,430
Santa Rosa City Schools	Sonoma	16,700
Oxnard SD	Ventura	16,533
Burbank USD	Los Angeles	16,207
Cajon Valley Union SD	San Diergo	16059
Paramount USD	Los Angeles	15,681
Santa Clara USD	Santa Clara	15,509
Walnut Valley USD	Los Angeles	14,658
Vallejo City USD	Solano	14,554
West Covina USD	Los Angeles	14,402
Fullerton SD	Orange	13,661
Vacaville USD	Solano	12,561
Inglewood USD	Los Angeles	12,570
San Dieguito UHSD	San Diego	12,485

District	County	ADA
Palo Alto USD	Santa Clara	12,357
Natomas USD	Sacramento	12,300
Metropolitan Education	San Jose	12,000
Oak Grove SD	Santa Clara	11,800
Upland USD	San Bernardino	11,665
Victor ESD	San Bernardino	11,531
San Lorenzo USD	Alameda	11,530
Evergreen School District	Santa Clara	11,385
Alameda USD	Alameda	11,299
Franklin-McKinley SD	Santa Clara	11,269
Merced City USD	Merced	11,009
Lucia Mar USD	San Luis Obispo	10,710
Pittsburg USD	Contra Costa	10,560
Azusa USD	Los Angeles	10,518
Berkeley USD	Alameda	10,340
Dublin USD	Alameda	10,000
Roseville City ESD	Placer	9,943
Los Alamitos USD	Orange	9,833
Yucaipa---Calimesa Joint USD	San Bernardino	9,655
Ocean View SD	Orange	9,461
Westminster SD	Orange	9,264
Santa Maria JUHSD	Santa Barbara	7,633
East Whittier City ESD	Los Angeles	8,829
Davis Jt. USD	Yolo	8,626
San Mateo Union HSD	San Mateo	8,163
Novato USD	Marin	8,078
South Bay UESD	San Diego	7,682
San Rafael City Schools	Marin	7,200
Santa Cruz City Schools	Santa Cruz	7,092
Newhall SD	Santa Clarita	6,831
Fountain Valley USD	Orange	6,337
Newark USD	Alameda	6,294
Ukiah USD	Mendocino	6,214
Brea Olinda USD	Orange	5,973
Alta Loma SD	San Bernardino	5,900
Santa Paula USD	Ventura	5,454
Orcutt Union ESD	Santa Barbara	5,087
Oakley Union SD	Contra Costa	4,871
Buena Park SD	Orange	4,684
Moreland SD	Santa Clara	4,670
Charter Oak USD	Los Angeles	4,581
Sonoma Valley USD	Sonoma	4,564
San Lorenzo Valley USD	Santa Cruz	4,444
Belmont-Redwood Shores SD	San Mateo	4,308
Wiseburn USD	Los Angeles	4,301
Ravenswood City SD	San Mateo	4,296
Paradise USD	Butte	4,261
Duarte USD	Los Angeles	4,247
Lindsay USD	Tulare	4,150
Central UHSD	Imperial	4,104
Cypress SD	Orange	4,000
Brawley ESD	Imperial	3,980
Eureka City Schools	Humboldt	3,884
Lake Tahoe USD	El Dorado	3,872
Hanford Joint Union HSD	Kings	3,802
Amador County USD	Amador	3,829
Lemon Grove SD	San Diego	3,797
Mountain View-Los Altos UHSD	Santa Clara	3,753
Goleta Union SD	Santa Barbara	3,718
Del Norte County USD	Del Norte	3,591
Cabrillo USD	San Mateo	3,357
Cambrian SD	Santa Clara	3,349

District	County	ADA
Pacifica SD	San Mateo	3,150
San Marino USD	Los Angeles	3,146
Mill Valley Elementary SD	Marin	3,086
Exeter Public Schools	Tulare	3,000
Standard ESD	Kern	2,979
South Whittier ESD	Los Angeles	2,918
San Bruno Park ESD	San Mateo	2,785
Oroville City ESD	Butte	2,696
Castaic Union SD	Los Angeles	2,568
Fowler USD	Fresno	2,562
Scotts Valley USD	Santa Cruz	2,482
Jefferson SD	San Joaquin	2,477
Carmel USD	Monterey	2,468
Bear Valley USD	San Bernardino	2,453
Galt JUHSD	Sacramento	2,287
Lammersville JUSD	San Joaquin	2,200
Woodlake USD	Tulare	2,192
Red Bluff Union ESD	Tehama	2,178
Plumas USD	Plumas	2,130
Fort Bragg USD	Mendocino	1,917
Willits USD	Mendocino	1,907
Mariposa County USD	Mariposa	1,816
Byron Union SD	Contra Costa	1,686
Reed Union SD	Marin	1,556
Larkspur-Corte Madera SD	Marin	1,523
Colusa USD	Colusa	1,450
Las Lomitas ESD	San Mateo	1,336
Sierra USD	Fresno	1,323
Wilsona SD	Los Angeles	1,315
St. Helena USD	Napa	1,295
Guadalupe Union SD	Santa Barbara	1,280
Fall River JUSD	Shasta	1,209
Kentfield SD	Marin	1,177
Taft UHSD	Kern	1,045
University Preparatory School	Shasta	900
Bass Lake JUSD	Madera	891
Lassen UHSD	Lassen	825
Banta ESD	San Joaquin	770
Wheatland UHSD	Yuba	739
Rancho Santa Fe SD	San Diego	700
Emery USD	Alameda	687
Summerville UHSD	Tuolumne	624
Calaveras COE	Calavera	450
Eastern Sierra USD	Mono	417
Le Grand Union ESD	Merced	401
Kings River Union ESD	Tulare	476
Alview-Dairyland Union SD	Madera	367
Clay Joint ESD	Fresno	250

EXECUTIVE DIRECTOR/DIRECTOR

Baldy View ROP	San Bernardino
Birmingham Community Charter HS	Los Angeles
East San Gabriel Valley SELPA	Los Angeles
Oxford Preparatory Academy	Orange
San Ramon Valley SELPA	Contra Costa
So Orange County SELPA	Orange

LEADERSHIP ASSOCIATES
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COMMENDATIONS FROM BOARD MEMBERS

Mt. Pleasant ESD: *At every step of the way we found the services of the staff at Leadership Associates to be responsive to the specific needs of our district and the rapidly changing circumstances surrounding the [COVID-19] crisis. I highly recommend the services of Leadership Associates and specifically Eric Andrew and David Verdugo.*

CCSESA: *It was a pleasure to have your outstanding team provide such an important service to this process! This is a critical position and your team did a superb job in helping to ensure the process was collaborative, transparent and resulted in a selection of a top notch person!"*

Lucia Mar USD: *Thank you to Leadership Associates, especially Phil Quon and Fred Van Leuven, for leading our district through a professional and successful superintendent search. Your pre-search activities, outreach, screening, organization of materials and leadership was outstanding. We found our new superintendent and are confident we found a perfect fit."*

Fresno USD: *Thank you to Leadership Associates for all your assistance in the process. As you know, only two of us were on the Board the last time a Superintendent was hired and at that time, there was no search process. It was invaluable to have the assistance of a team that has experience in the selection of a Superintendent.*

Wiseburn SD: *Thank you for your thoughtful leadership and guidance in the process. It was an absolute pleasure meeting you, getting to know you and working with you. I certainly look forward to future opportunities and interactions with you. I think we made two excellent choices in Leadership Associates and Dr. Blake Silvers.*

Bass Lake JUESD: *Thank you Sally. I cannot express enough how grateful I am that we chose you and Leadership Associates for this process. The confidence I felt, throughout this process, in your ability to guide us, was tremendous. The step by step process that you lead us through was focused, intentional, and direct. It was a pleasure to be a part of something that was so well thought out, with excellence as your minimum standard. You are so good at what you do! I wish you continued success for all the districts that you work with in the future. They need you whether they know it or not!*

Whittier City SD: *Leadership Associates' process ensured the school and community that the Board valued their input and wanted them to fully participate in the process. Leadership Associates was very accessible to our needs and calls. We are extremely pleased with the support we received ...and would rehire them again without question.*

Plumas USD & Plumas COE: *Leadership Associates are exceptional at what they do. They helped us find an amazing superintendent, which has allowed us to move forward in achieving our educational goals. We would emphatically recommend Leadership Associates to any district looking to fill a superintendent vacancy. Their outstanding competence and character combined to make the experience both wildly successful and pleasant. We don't anticipate needing another superintendent for quite some time, but if we did, we would call them immediately.*

East Whittier City SD: *Thank you for appointing Sandy Sanchez Thorstenson and Marc Ecker to supervise and coordinate our superintendent search. They ran the interviews like clockwork with plenty of time for reflection of each candidate at the end of the interview. We were presented with six outstanding candidates. It was challenging to decide which of them was the best fit for our District. We are confident that our choice of superintendent is that best choice. We were delighted to work with Sandy and Marc, and will gladly recommend them as the premier search team.*

Carmel USD: *The entire process was extremely smooth and conducted with utmost respect for all parties involved. We were on time, and communication was regular, open and transparent. The most difficult part of the process was at the end of the interview process. The board had to choose only one candidate from the experienced pool of multiple candidates presented by Leadership Associates. We consider the superintendent search led by Leadership Associates an absolute success. The individual we hired is the perfect match for our students, staff and community.*

Panama-Buena Vista SD: *Leadership Associates is well connected throughout the state. The process from beginning to end was well communicated and very organized. Leadership Associates is literally a "who's who" of educators in the state. A successful superintendent search and hiring was our goal and Leadership Associates delivered!*

Ft. Bragg USD: *Leadership Associates brought to the search an impressive wealth and breadth of experience and contacts from large and small, urban and rural, coastal and inland school districts. Leadership Associates listened to us and recognized that although we are a small, rural district, we have high, twenty-first century goals for our kids.*

Palo Alto USD: *We recognize the selection of a superintendent is the most important decision we make as a school board, Leadership Associates designed an effective process to get to know us and to meet our needs - including recruiting candidates who were not looking for a new position.*

Summerville JUHSD: *Thank you for all the work you and the firm have completed. Wel know we were demanding because we have a really involved community. But you just moved forward and got the job done Great work!! We will highly recommend your service to any District in our County.*

University Preparatory School: *Leadership Associates was constantly available to us. Leadership Associates brought much more than guidance and experience; (the consultant) brought genuine kindness, creative vision and integrity that underpin all great endeavors. I highly recommend Leadership Associates.*

Encinitas Union: *Leadership Associates has years of experience in working with districts throughout California and their expertise was clearly evident when they provided us with an outstanding field of candidates. Their networking resources are unparalleled.*

Irvine USD: *With an unprecedented number of superintendent vacancies across the state, we were impressed with Leadership Associates' ability to attract highly qualified candidates, due in no small part to their excellent reputation and exceptional attention to confidentiality.*

San Ramon Valley USD: *Your team was responsive to questions raised during the process. The background checks on our candidates were thorough and there were no surprises.*

Placentia-Yorba Linda USD: *Your diligence, patience, professionalism, and the confidential manner in which you conducted the search were exemplary. Indeed, one would be hard pressed to find a team to match the level of expertise and recognition within the professional learning community which you so ably employed on our behalf.*

Palo Alto USD: *Not only does Leadership Associates bring an incredible wealth of experience and competence to the task, they also are so personally engaging and professional that it makes the process most pleasant.*

Oceanside USD: *Their work with our administrative staff, our teachers, classified staff, and our community groups was excellent. They received praise for this work throughout our community. Our principals and central office staff were treated with utmost respect, and they were very complimentary of the professionalism of this search firm.*

Walnut Valley USD: *Not only are they consummate professionals, but their process in conducting the search was impeccable – from soliciting input from the Board and community members to developing personal and professional profiles, to screening the applicants to recommending the final candidates, to helping the Board finalize the main hiring points for our new superintendent.*

Standard SD: *Leadership Associates had regular communications with the board and dependably delivered on each step in our timeline. Trust in the process was a result of Leadership Associates' extensive experience and in the actions and care.... while respecting the role of trustees as the decision makers of the district.*

Fullerton SD: *Our Board was especially appreciative of the professional manner in which Leadership Associates reached out in a meaningful way to the educational community and listened to the direction of the Board of Trustees. I highly recommend Leadership Associates to any board seeking to conduct a thorough and in-depth superintendent recruitment and selection process.*

Eureka City Schools: *Leadership Associates persevered and actively recruited candidates suitable for our unique location. Their combined knowledge and experience were invaluable. It had been 13 years since our district's last superintendent search and they supported our board throughout the entire process.*

Folsom-Cordova USD: *They received applications from California as well as other states in the country. They performed in-depth reference checks that resulted in a list of outstanding candidates to interview. Without their services as recruiters, we would not have had the rich field of candidates from which we eventually selected our new superintendent.*

Fowler USD: *Leadership Associates was completely thorough from their initial proposal to the Board, through the actual hiring of a successful superintendent candidate. The communication to all members of the Board and the designated District contact was exemplary throughout the process. Parents/community members/staff felt very comfortable sharing with Leadership Associates representatives the various traits valued in our next Superintendent. The on-line survey they utilized was especially helpful for members of the community and parents, as it gave them an opportunity for their voice to be heard if they were unavailable to schedule a meeting in person.*

Fremont USD: *Thank you all so much for your support and diligent work finding a great pool of candidates and helping us to select the best of the best.*

Evergreen SD: *Leadership Associates did an excellent job in our recent Superintendent Search process. This was the first time that our district has ever engaged in an external search process, and I found it much more rewarding and less stressful because of the superb support of Eric and Fred.*

Santa Maria JUHSD: *Great candidates! Appreciate your thorough vetting; best work yet for this district. My first-choice search firm does it again!!*

Kentfield: *Each of us is grateful for your great work on the search for Kentfield. we could not be more pleased by the thoughtful and extremely thorough search process. We particularly appreciated your flexibility, responsiveness, and creativity with the search over the past several weeks. Quite simply, you never skipped a beat with the search process, despite a global pandemic looming in the background. If there is ever a potential client on the fence about hiring you guys have them call me. They would be lucky to have you guys in their corner.*

Edgility

Amethod Public Schools

Edgility Proposal to support the Chief Executive Officer search

September 15, 2020

Edgility Consulting. Building inclusive searches. Placing exceptional leaders. Advancing equity. Every time.

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WHAT WE UNDERSTAND ABOUT YOU

Amethod Public Schools is looking to recruit a Chief Executive Officer. Founded in 1994, the AMPS network as made great strides from a singular, suffering middle school to six state and nationally-recognized high achieving schools. AMPS serves over 2000 students and is looking for a leader to take their network to the next stage.

AMPS is looking for a leader who is results-driven, with high expectations for themselves as well as the talent they manage and recruit. AMPS is seeking a leader ready to strengthen the existing network of schools and community, in addition to fostering a strong AMPS culture throughout.

WHO WE ARE

Edgility Consulting helps youth-serving nonprofits and education organizations find, hire, and keep the talent they need to make a difference. Led by a team of experts in recruitment and talent strategy, we have connected hundreds of clients with strong, diverse senior leaders and created transparent and equitable programs for compensating their teams. Let us do the same for you.

Edgility and its founders have worked with hundreds of education organizations across the country on a variety of nonprofit executive search projects, including:

- CEO, Value Schools
- Head of School, Lighthouse Public Schools
- Executive Director, Oakland Public Education Fund
- CEO, Navigator Schools

Please visit www.edgilityconsulting.com for a full list of our past work.

90% of Edgility clients are Very/Extremely satisfied with our services

90% of Edgility clients are likely to work with us again

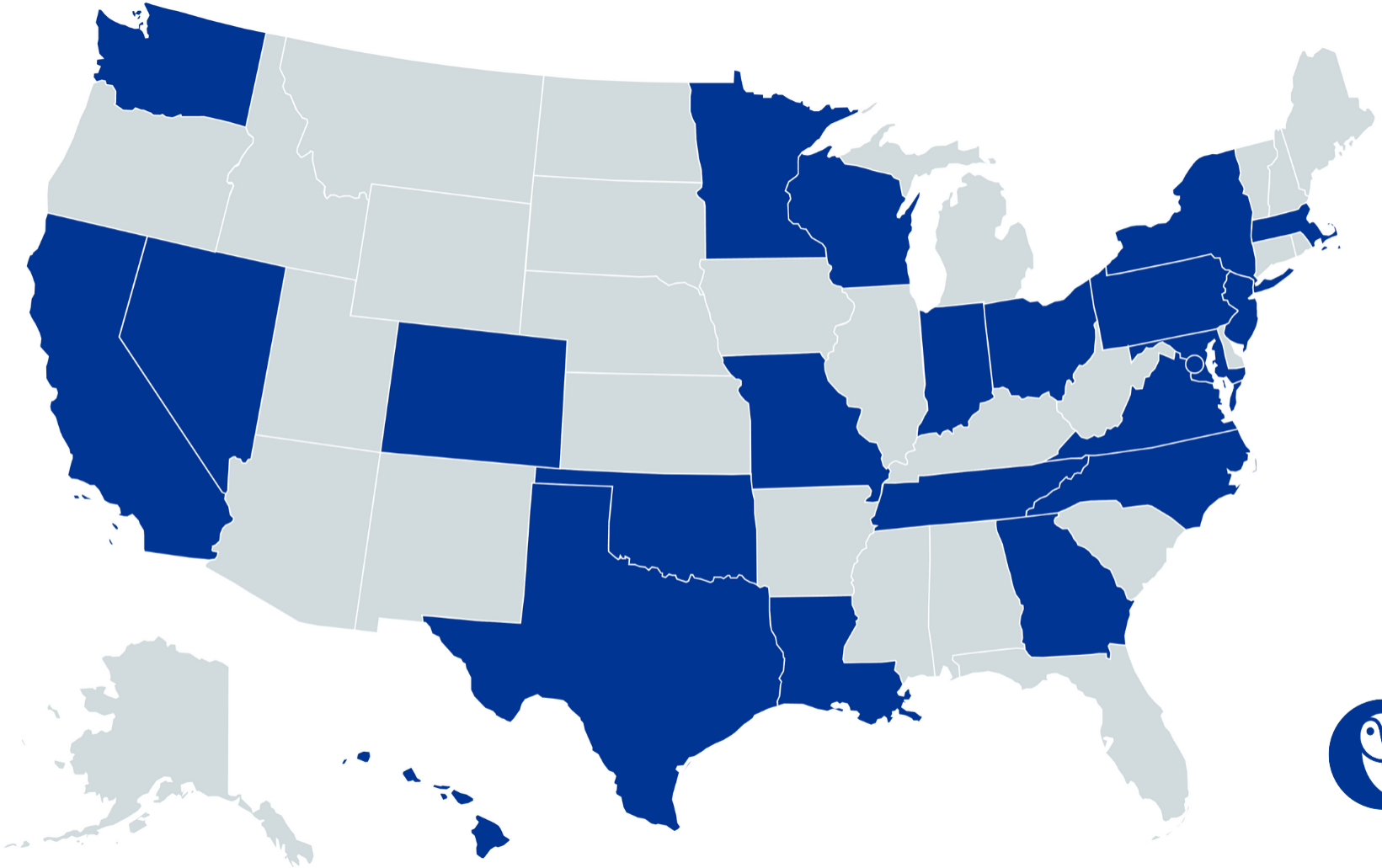
95% of Edgility clients would recommend us to others

OUR NATIONAL REACH

Edgility

Search

Placements



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WHO WE ARE

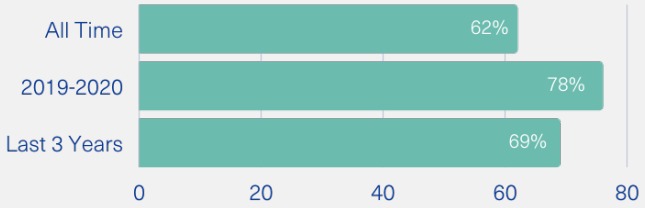
As a national firm, Edgility works with education organizations of varying types and sizes across the country, including school districts, charter schools and school management organizations, mission-driven nonprofits and companies, and funders.

At Edgility, we keep diversity, equity, and inclusion at the core of our work. We believe that a rich variety of networks, perspectives, and abilities help us all to do our best work. We believe solving the challenges related to educational inequity requires a broad and diverse group of people leading the work. Only in this way can we ensure that those most impacted by structural racism and discrimination are represented at the highest levels of the organizations leading that work.

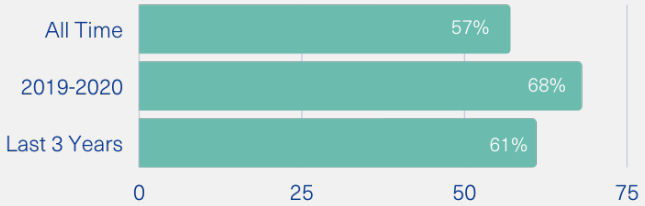
Therefore, we encourage clients to move their culture forward by proactively emphasizing equity and inclusion at each stage of our engagements, including project scoping, needs assessment, outreach, selection strategy, compensation, career pathways, and board advisement.

OUR COMMITMENT TO DIVERSITY

EDGILITY PLACEMENTS IDENTIFIED AS PEOPLE OF COLOR



EDGILITY PLACEMENTS IDENTIFIED AS WOMEN



Edgility

DIVERSITY, EQUITY AND INCLUSION IN OUR PROCESS

We believe that education organizations benefit from leaders who reflect the diversity of the communities they serve. Therefore, Edgility weaves diversity, equity, and inclusion (DEI) into the full search process as follows:

REVIEW: Taking stock of the client organization's overall approach to DEI and speaking to a diverse range of staff members and other stakeholders during the initial needs assessment;

DESIGN: Prioritizing from among a range of potential competencies, skills, qualities, and experiences, based on the needs assessment;

RECRUIT: Building a diverse pool of candidates -- including the use of the organization's DEI stance and/or materials in candidate outreach -- and highlighting candidate diversity and outcomes during client check-ins;

INTERVIEW: Ensuring that there are questions related to DEI on the interview guide, and holding an anti-bias session with the search committee or board before candidate interviews; and

IMPLEMENT: Calling out any potential concerns around equity or inclusion throughout the search process.

MANAGEMENT TEAM

Christina L Greenberg, Partner

Christina is passionate about helping entrepreneurial education organizations find, hire and support high-quality diverse talent, building organizations that live up to their promise of equity, excellence and inclusion. Before co-founding Edgility, she was the Founder and Principal of Redwood Circle Consulting (another education sector talent management firm) for five years. Christina was also the Director of Admissions and Strategic Partnerships for New Leaders' California operation from 2006-2010 where she led the recruitment, selection, and placement of Resident Principals and managed efforts to establish and maintain strategic partnerships for the Bay Area region.

Earlier in her career, Christina was the VP, Programs and Development for RISE, working to recruit and retain high quality teachers in schools serving low-income students. She also worked on a 1998 U.S. Senate campaign, served as the Program Officer for the Streisand Foundation, and was a budget policy analyst and researcher for government agencies. Christina received a Bachelor of Arts in Political Science from UCLA and a Master in Public Affairs from Princeton University.

Christina lives in Oakland, CA and is an active volunteer in her community, including serving on multiple nonprofit charter school boards and leading pro bono searches for her synagogue community. When she is not cheering for her kids on the sidelines of a soccer or flag football game or in the audience of a theatre performance, Christina loves hiking and running with her dog in the local redwood forest, cooking and eating great food, catching up on the latest political news, or consuming one of her many favorite podcasts.

MANAGEMENT TEAM

Allison Wyatt, Partner

Allison Wyatt is passionate about building equitable talent practices in organizations committed to achieving exceptional, scalable results for all students.

Allison's 15 years of professional experience in talent spans both the for-profit and nonprofit sectors. Prior to launching Edgility Allison built and scaled a Human Capital consulting practice at a national retained executive search firm. In addition, she has served as a talent executive in a national, rapidly growing education reform organization as the Vice President of Human Capital for Education Pioneers. In this role, Allison was responsible for building the organization's HR department from the ground up to fuel the growth of the organization's operating budget and staff by over 500%. Allison began her career at a subsidiary of Time Warner where she led the company's college recruiting program and provided HR support to the international, sales and marketing, and business development units.

Allison received her master's degree in Business Administration from The MIT Sloan School of Management and her Bachelor of Arts in East Asian Studies from Wesleyan University.

Allison lives in Southern New Hampshire where she volunteers on the Friends of Chesterfield School parent committee. She has three boisterous boys who keep her busy with Lego engineering escapades, skiing, and serving as their most ardent basketball, soccer, and baseball fan. She also enjoys long hikes with her golden retriever and silver lab, horseback riding with her Belgian Warmblood, hosting extravagant dinner parties with friends, and is an international travel junkie.

RECRUITMENT TEAM

Kevin Bryant, Principal

Kevin brings many years of recruitment and outreach experience from his work supporting low-income schools and non-profits. As the Director of Recruitment for Uncommon Schools, Kevin co-led a team of 21 recruiters that annually hired 700+ teachers, principals, and support staff. In 2016, Kevin was selected as an "Emerging Human Capital Leader" in education: a year-long fellowship headed by Education Pioneers and the Urban Schools Human Capital Academy. Prior to joining Uncommon Schools, Kevin was the Regional Director of Outreach for Parents for Educational Freedom in Raleigh, NC, where he advocated for expanded school options for low-income families.

Ron Rapatalo, Principal

Ron has been a talent shepherd for 15 years, recruiting and selecting hundreds of candidates to become education and nonprofit leaders. Before joining Edgility Consulting, he had his own national executive search consulting practice. In addition, Ron worked at Newark Public Schools and New Leaders, leading various aspects of leadership hiring over a 9-year period. His first foray into education was working at Teach for America as their National Office Manager.

Serena Moy, Recruitment Director

Serena Moy's career has encompassed over 20 years of human resources experience in the private, public, and non-profit sectors. Her true passion is working for start-up and mission-driven organizations. In her first foray in the education non-profit world, she served as the Director of Human Resources at the KIPP Foundation during a period of intense growth, managing the talent acquisition function for Foundation staff in offices located in San Francisco, Chicago, and New York. Serena worked as an independent consultant, specializing in talent management and talent recruitment for various educational non-profit organizations before joining Edgility in 2016.

RECRUITMENT TEAM

Ila Shah, Recruitment Director

Ila has over 18 years of professional experience with a focus on education and talent acquisition. She cares deeply about providing educational access and opportunity to young people. After completing the CORO fellowship in Public Affairs, Ila was a program specialist in New York City at The After-School Corporation. Ila continued her professional career as a Search Consultant at Commongood Careers for over 6 years. In this capacity, Ila led over 40 searches and successfully hired key executive positions for a variety of non-profit organizations across the US in areas including education, healthcare, and philanthropy.

Zachary Harr, Senior Recruitment Manager

Zachary has spent more than six years supporting low-income schools and nonprofits, both as a middle school teacher with Teach For America and through many unique recruitment roles. As an Associate Director of Recruitment at Uncommon Schools, Zachary co-led the sourcing and selection of teachers and school leaders for the network's 54 schools across six regions. Most recently, Zachary worked as an independent recruitment consultant, executing detailed outreach and selection strategies.

Angelica Molero, Senior Recruitment Manager

Angelica is deeply passionate about partnering with organizations to develop their biggest asset: their people. She has worked with nonprofit and private sector organizations big and small, locally and globally, to unlock human potential and foster a culture of learning, collaboration, and inclusion. She is recognized for her ability to forge strong relationships built on trust and design learning experiences to motivate others to learn, reflect, and excel.

OUR STRENGTHS

Experienced: our team has significant experience in education leadership and recruiting for more than 100 organizations.

Connected: we have an extensive network of more than 40,000 managers and leaders skilled in education.

Proactive: we conduct research and outreach to tap into diverse leadership well beyond the “usual suspects”.

Strategic: we balance data about what works in other organizations with a tailored understanding of your culture and structure.

Relational: we develop authentic relationships with board and leadership to understand the organization’s needs, and with candidates to connect them with the right opportunities.

Hands On: we provide useful tools to use throughout the search process.

WHAT WE DO

Edgility and its founders have worked with hundreds of education organizations across the country on a variety of nonprofit executive search projects.

For you, our process is as follows:

» Needs Assessment

» Proactive Recruitment

» Candidate Screening

» Placement Support

Throughout the process, we schedule regular check-in calls to share insights with the appropriate point people at your organization as well as gather real-time feedback to inform our process. Christina Greenberg will lead this engagement with support from our senior recruitment leads. For more details about our team, please visit this page of our website.

1

Needs Assessment

2

Proactive Recruitment

3

Candidate Screening

4

Placement Support

WHAT WE DO

1

Needs Assessment

The first stage of our search process is to get better acquainted with the priorities and needs of key stakeholders including board members, senior leaders, staff, and community members. This includes conversations with these constituents about their values and priorities as well as a review of materials related to the organization's current health and strategic vision. From this information, we develop an ideal candidate profile, key criteria, and position competencies.

» Needs Assessment

» Proactive Recruitment

» Candidate Screening

» Placement Support

Deliverables

- 2-3 candidate profiles to guide our marketing efforts
- Final job description for wide distribution
- Compensation study to evaluate market for position
- List of recommended job posting sites
- Candidate outreach templates
- Targeted lists of candidates to cultivate
- Interview protocol for Edgility-led phone conversations

WHAT WE DO

2

Proactive Recruitment

Our team will design and execute against the detailed recruitment plan we develop with your input. We circulate the opportunity to our internal list of over 40,000 nominators as well as other high-potential candidates that we research based on your criteria while conducting cold calls and personalized email outreach to high potential leads. We also have access to a number of databases of quality candidates from prominent educator preparation and support programs that we leverage to spread the posting to a wide group of talented individuals.

» Needs Assessment

» Proactive Recruitment

» Candidate Screening

» Placement Support

Deliverables

- Cultivation calls, outreach emails, engagement of referral networks
- 50+ potential candidates for cultivation & initial screening
- Real-time tracking and reporting of metrics related to marketing outreach, email and phone responses, and applicant sources

WHAT WE DO

3

Candidate Screening

Once the recruitment campaign has introduced us to quality applicants, our team manages all of the candidate flow from our applicant tracking system including screening resumes, conducting initial cultivation calls, leveraging recorded video interviewing technology, and leading detailed phone interviews with candidates before passing them onto your team.

» Needs Assessment

» Proactive Recruitment

» Candidate Screening

» Placement Support

Deliverables

- Weekly or bi-weekly calls to discuss overall candidate pool and progress of individual applicants
- Submission of 4-6 candidates for initial client interviews

WHAT WE DO

4

Placement Support

As experts in the assessment in the capability of education leaders, our firm is also well-equipped to support your candidate diligence process by sharing best practice-based materials, project managing your onsite interview process, and facilitating hiring committee interviews and debrief conversations.

» Needs Assessment

» Proactive Recruitment

» Candidate Screening

» Placement Support

Deliverables

- Interview guides, performance tasks, rubrics, and other materials for client use during your semi-finalist and finalist round screening
- Onsite interview support including scheduling and oversight of finalist interviews and facilitation of committee debrief sessions
- Reference and background checks for finalists

SAMPLE SCHEDULE

OCTOBER
Conduct needs assessment, including leading interviews with board, leadership team, staff and other key stakeholders to define key qualities and characteristics for the search position

LATE OCTOBER
Finalize job description, application, posting list and initial outreach targets

LATE OCTOBER
Launch outreach to internal networks, preparation programs, potential partner orgs

Ongoing, focused OCTOBER – DECEMBER
Lead proactive recruitment and intro conversations with high potential individuals

Ongoing, beginning Early NOVEMBER
Edgility reviews resumes and conducts initial phone interviews, with input from board leads and search committee

JANUARY
Client hiring team conducts semifinalist interviews

FEBRUARY
Finalist interviews including “meet and greet” sessions with finalist(s) to gather feedback from staff and other stakeholders

PROJECT FEE

The fee for this project as outlined above would be $60,000, assessed on the following schedule:

- 50% payable upon signature of the contract;
- 25% when four highly qualified candidates are presented;
- 25% when offer letter is signed.

This fee does not include travel or other hard expenses, which are pre-approved by the Client and billed back as actuals. Travel usually ends up being $2,000-3,000 and advertising typically runs between $2,000-2,500.

thank you!

Thank you for the opportunity to submit a proposal to Amethod Public Schools to help you recruit a Chief Executive Officer. Edgility Consulting has unparalleled experience in recruiting education leaders. We understand how education organizations work and what leaders need in order to drive transformational results. We combine that deep knowledge with an intimate understanding of your organization's specific needs and use that information to connect the right candidates with this distinctive opportunity.

Powered by BoardOnTrack

Coversheet

AMPS Financial Update

Section:	IX. Business II
Item:	C. AMPS Financial Update
Purpose:	Discuss
Submitted by:	
Related Material:	AMPS Financials 200922.pdf AMPS - September 23 Board Meeting Presentation FINAL.pdf

AMPS

Income Statement
As of Aug FY2021

	Actual		YTD	Budget						
	Jul	Aug	Actual YTD	Approved Budget v1	Previous Forecast	Current Forecast	Previous Forecast vs. Current Forecast	Approved Budget v1 vs. Current Forecast	Current Forecast Remaining	% Current Forecast Spent
SUMMARY										
Revenue										
LCFF Entitlement	-	1,049,533	1,049,533	20,250,233	22,018,570	22,018,570	-	1,768,337	20,969,037	5%
Federal Revenue	-	-	-	2,285,544	3,896,923	4,208,777	311,854	1,923,233	4,208,777	0%
Other State Revenues	49,032	66,098	115,130	4,402,663	4,620,766	4,629,075	8,309	226,412	4,513,945	2%
Local Revenues	4,724	10,265	14,988	3,074,970	3,434,752	3,466,768	32,016	391,798	3,451,779	0%
Fundraising and Grants	-	33	33	18,000	18,000	18,000	-	-	17,967	0%
Total Revenue	**53,756**	**1,125,928**	**1,179,684**	**30,031,410**	**33,989,011**	**34,341,190**	**352,179**	**4,309,780**	**33,161,506**	**3%**
Expenses										
Compensation and Benefits	1,096,288	1,255,765	2,352,053	14,246,905	15,638,042	15,147,353	490,690	(900,447)	12,795,300	16%
Books and Supplies	682	99,680	100,362	1,382,745	1,382,745	1,438,167	(55,422)	(55,422)	1,337,806	7%
Services and Other Operating Expenditures	382,314	919,400	1,301,714	13,389,384	15,854,939	16,087,146	(232,207)	(2,697,762)	14,785,432	8%
Depreciation	-	-	-	850,367	850,367	850,367	-	-	850,367	0%
Other Outflows	24,365	25,836	50,201	354,559	318,819	318,819	-	35,740	268,619	16%
Total Expenses	**1,503,649**	**2,300,680**	**3,804,329**	**30,223,961**	**34,044,913**	**33,841,852**	**203,061**	**(3,617,891)**	**30,037,523**	**11%**
Operating Income	**(1,449,893)**	**(1,174,752)**	**(2,624,645)**	**(192,551)**	**(55,902)**	**499,338**	**555,240**	**691,889**	**3,123,983**	
Fund Balance										
Beginning Balance (Audited)				7,152,558	7,197,767	6,604,226				
Operating Income				(192,551)	(55,902)	499,338				
Ending Fund Balance				**6,960,007**	**7,141,865**	**7,103,563**				
Fund Balance as a % of Expenses				23%	21%	21%				

AMPS
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As of Aug FY2021

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KEY ASSUMPTIONS										
Enrollment Summary										
K-3				325	325	325	-	-		
4-6				460	460	460	-	-		
7-8				570	570	570	-	-		
9-12				750	774	774	-	24		
Total Enrolled				**2,105**	**2,129**	**2,129**	**-**	24		
ADA %										
K-3				95.3%	91.2%	91.2%	0.0%	-4.2%		
4-6				95.9%	92.3%	92.3%	0.0%	-3.6%		
7-8				96.3%	95.3%	95.3%	0.0%	-1.1%		
9-12				95.3%	96.2%	96.2%	0.0%	0.9%		
Average ADA %				**95.7%**	**94.3%**	**94.3%**	**0.0%**	**-1.4%**		
ADA										
K-3				309.81	296.24	296.24	-	(13.57)		
4-6				441.34	424.59	424.59	-	(16.75)		
7-8				549.07	543.01	543.01	-	(6.06)		
9-12				714.78	744.63	744.63	-	29.85		
Total ADA				**2,015.00**	**2,008.47**	**2,008.47**	**-**	**(6.53)**		

AMPS

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REVENUE											
LCFF Entitlement											
8011	Charter Schools General Purpose Entitlement - State Aid	-	723,428	723,428	13,332,969	14,426,577	15,296,624	870,048	1,963,655	14,573,196	5%
8012	Education Protection Account Entitlement	-	-	-	1,513,205	2,156,909	2,156,909	-	643,704	2,156,909	0%
8096	Charter Schools in Lieu of Property Taxes	-	326,104	326,104	5,404,059	5,435,084	4,565,037	(870,048)	(839,022)	4,238,933	7%
	SUBTOTAL - LCFF Entitlement	**-**	**1,049,533**	**1,049,533**	**20,250,233**	**22,018,570**	**22,018,570**	**(0)**	**1,768,337**	**20,969,037**	**5%**
Federal Revenue											
8181	Special Education - Entitlement	-	-	-	263,500	263,500	263,500	-	-	263,500	0%
8220	Child Nutrition Programs	-	-	-	487,460	399,498	498,817	99,319	11,357	498,817	0%
8291	Title I	-	-	-	728,187	728,015	728,015	-	(172)	728,015	0%
8292	Title II	-	-	-	93,275	93,275	93,275	-	-	93,275	0%
8293	Title III	-	-	-	90,869	90,869	90,869	-	-	90,869	0%
8294	Title IV	-	-	-	60,000	60,000	60,000	-	-	60,000	0%
8299	All Other Federal Revenue	-	-	-	562,253	2,261,766	2,474,301	212,535	1,912,048	2,474,301	0%
	SUBTOTAL - Federal Revenue	**-**	**-**	**-**	**2,285,544**	**3,896,923**	**4,208,777**	**311,854**	**1,923,233**	**4,208,777**	**0%**
Other State Revenue											
8381	Special Education - Entitlement (State	45,832	66,098	111,930	1,225,576	1,255,294	1,255,294	-	29,718	1,143,364	9%
8382	SPED - Reimbursement (Mental Health)	-	-	-	128,700	131,700	131,700	-	3,000	131,700	0%
8520	Child Nutrition - State	-	-	-	36,065	28,448	36,757	8,309	691	36,757	0%
8545	School Facilities Apportionments	-	-	-	1,899,007	1,922,195	1,922,195	-	23,188	1,922,195	0%
8550	Mandated Cost Reimbursements	-	-	-	56,209	56,209	56,209	-	-	56,209	0%
8560	State Lottery Revenue	-	-	-	435,649	417,456	417,456	-	(18,193)	417,456	0%
8590	All Other State Revenue	3,200	-	3,200	-	188,008	188,008	-	188,008	184,808	2%
8596	ASES	-	-	-	621,457	621,457	621,457	-	-	621,457	0%
	SUBTOTAL - Other State Revenue	**49,032**	**66,098**	**115,130**	**4,402,663**	**4,620,766**	**4,629,075**	**8,309**	**226,412**	**4,513,945**	**2%**
Local Revenue											
8634	Food Service Sales	-	-	-	32,100	32,100	32,100	-	-	32,100	0%
8636	Uniforms	-	-	-	31,069	31,069	31,069	-	-	31,069	0%
8650	Leases and Rentals	-	4,500	4,500	5,500	5,500	5,500	-	-	1,000	82%
8660	Interest	5	5	9	194	194	194	-	-	185	5%
8699	All Other Local Revenue	4,719	712	5,431	26,000	26,000	26,000	-	-	20,569	21%
8721	CMO Fees Revenue	-	-	-	2,693,844	3,053,626	3,085,642	32,016	391,798	3,085,642	0%
8781	All Other transfers from Districts or Charter Schools	-	-	-	286,263	286,263	286,263	-	-	286,263	0%
8999	Uncategorized Revenue	-	5,048	5,048	-	-	-	-	-	(5,048)	
	SUBTOTAL - Local Revenue	**4,724**	**10,265**	**14,988**	**3,074,970**	**3,434,752**	**3,466,768**	**32,016**	**391,798**	**3,451,779**	**0%**
Fundraising and Grants											
8802	Donations - Private	-	-	-	6,500	6,500	6,500	-	-	6,500	0%
8803	Fundraising	-	33	33	11,500	11,500	11,500	-	-	11,467	0%
	SUBTOTAL - Fundraising and Grants	**-**	**33**	**33**	**18,000**	**18,000**	**18,000**	**-**	**-**	**17,967**	**0%**
TOTAL REVENUE		**53,756**	**1,125,928**	**1,179,684**	**30,031,410**	**33,989,011**	**34,341,190**	**352,179**	**4,309,780**	**33,161,506**	**3%**

AMPS
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EXPENSES											
Compensation & Benefits											
Certificated Salaries											
1100	Teachers Salaries	406,422	538,063	944,484	5,547,681	6,718,956	6,415,756	303,200	(868,075)	5,471,272	15%
1300	Certificated Supervisor & Administrator Salaries	74,969	102,883	177,852	901,798	1,103,900	1,103,900	-	(202,102)	926,048	16%
1311	SpEd	-	-	-	85,000	-	-	-	85,000	-	
1401	Bonuses & Extra Pay	-	-	-	120,000	200,000	200,000	-	(80,000)	200,000	0%
	SUBTOTAL - Certificated Salaries	**481,391**	**640,946**	**1,122,336**	**6,654,479**	**8,022,856**	**7,719,656**	**303,200**	**(1,065,177)**	**6,597,320**	**15%**
Classified Salaries											
2100	Classified Instructional Aide Salaries	151,496	158,736	310,232	1,522,844	1,476,540	1,575,840	(99,300)	(52,996)	1,265,608	20%
2103	Classified - Special Ed	20,313	21,903	42,217	291,759	296,800	296,800	-	(5,041)	254,583	14%
2300	Classified Supervisor & Administrator Salaries	106,630	92,805	199,435	1,445,209	1,312,500	1,312,500	-	132,709	1,113,065	15%
2400	Classified Clerical & Office Salaries	91,558	100,767	192,325	1,085,757	1,090,884	1,158,284	(67,400)	(72,527)	965,959	17%
2905	Other Classified - After School	31,994	37,475	69,469	771,418	846,670	479,130	367,540	292,288	409,661	14%
	SUBTOTAL - Classified Salaries	**401,990**	**411,687**	**813,677**	**5,116,987**	**5,023,394**	**4,822,554**	**200,840**	**294,433**	**4,008,877**	**17%**
Employee Benefits											
3300	OASDI-Medicare-Alternative	66,204	78,991	145,195	896,351	995,211	956,652	38,559	(60,301)	811,457	15%
3400	Health & Welfare Benefits	86,395	59,277	145,673	1,144,800	1,128,082	1,198,400	(70,318)	(53,600)	1,052,727	12%
3500	Unemployment Insurance	1,642	7,798	9,440	113,518	113,953	109,354	4,599	4,164	99,914	9%
3600	Workers Comp Insurance	50,166	37,271	87,437	153,010	169,580	163,029	6,552	(10,018)	75,592	54%
3900	Other Employee Benefits	8,500	19,795	28,295	167,761	184,966	177,708	7,258	(9,947)	149,413	16%
	SUBTOTAL - Employee Benefits	**212,907**	**203,133**	**416,040**	**2,475,439**	**2,591,792**	**2,605,142**	**(13,350)**	**(129,703)**	**2,189,103**	**16%**
Books & Supplies											
4100	Approved Textbooks & Core Curricula Materials	-	3,520	3,520	190,000	190,000	205,000	(15,000)	(15,000)	201,480	2%
4200	Books & Other Reference Materials	-	262	262	11,283	11,283	11,283	-	-	11,020	2%
4320	Educational Software	-	9,268	9,268	62,000	62,000	62,000	-	-	52,732	15%
4325	Instructional Materials & Supplies	152	15,615	15,767	107,304	107,304	107,304	-	-	91,537	15%
4326	Art & Music Supplies	-	-	-	15,622	15,622	15,622	-	-	15,622	0%
4330	Office Supplies	59	11,888	11,947	151,185	151,185	151,185	-	-	139,238	8%
4335	PE Supplies	-	-	-	7,015	7,015	7,015	-	-	7,015	0%
4345	Non Instructional Student Materials & Supplies	249	15,374	15,623	13,222	13,222	18,709	(5,487)	(5,487)	3,086	84%
4350	Uniforms	-	31,391	31,391	107,141	107,141	127,586	(20,445)	(20,445)	96,196	25%
4410	Classroom Furniture, Equipment & Supplies	-	-	-	18,477	18,477	18,477	-	-	18,477	0%
4420	Computers: individual items less than $5k	-	10,183	10,183	39,157	39,157	53,647	(14,490)	(14,490)	43,465	19%
4430	Non Classroom Related Furniture, Equipment & Supplies	-	-	-	32,966	32,966	32,966	-	-	32,966	0%
4710	Student Food Services	-	1,401	1,401	532,673	532,673	532,673	-	-	531,272	0%
4720	Other Food	222	778	1,000	94,699	94,699	94,699	-	-	93,699	1%
	SUBTOTAL - Books and Supplies	**682**	**99,680**	**100,362**	**1,382,745**	**1,382,745**	**1,438,167**	**(55,422)**	**(55,422)**	**1,337,806**	**7%**
Services & Other Operating Expenses											
5210	Conference Fees	-	75	75	15,300	15,300	15,300	-	-	15,225	0%
5220	Travel and Lodging	-	477	477	76,967	76,967	76,967	-	-	76,490	1%
5305	Dues & Membership - Professional	-	180	180	10,300	10,300	10,300	-	-	10,120	2%
5400	Insurance	57,612	35,225	92,836	185,143	185,143	266,168	(81,025)	(81,025)	173,332	35%

AMPS

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5515	Janitorial, Gardening Services & Supplies	248	812	1,060	51,529	51,529	51,529	-	-	50,469	2%
5520	Security	1,958	1,124	3,082	97,333	97,333	97,333	-	-	94,251	3%
5535	Utilities - All Utilities	-	27,795	27,795	767,384	767,384	767,384	-	-	739,590	4%
5600	Rentals, Leases, & Repairs	9,154	9,985	19,139	122,430	122,430	122,430	-	-	103,291	16%
5610	Rent	210,345	553,431	763,776	4,827,450	4,809,372	4,809,372	-	18,079	4,045,596	16%
5615	Repairs and Maintenance - Building	196	8,335	8,531	93,024	93,024	93,024	-	-	84,493	9%
5803	Accounting Fees	-	-	-	65,045	65,045	65,045	-	-	65,045	0%
5809	Banking Fees	6	284	290	5,278	5,278	5,278	-	-	4,989	5%
5812	Business Services	-	43,750	43,750	250,000	250,000	262,500	(12,500)	(12,500)	218,750	17%
5815	Consultants - Instructional	-	2,000	2,000	183,423	183,423	183,423	-	-	181,423	1%
5820	Consultants - Non Instructional - Custom 1	31,342	39,859	71,201	184,562	184,562	284,562	(100,000)	(100,000)	213,361	25%
5824	District Oversight Fees	-	24,372	24,372	208,577	226,791	226,791	-	(18,214)	202,419	11%
5828	LLM Funds Contingency	-	-	-	-	2,075,328	2,005,328	70,000	(2,005,328)	2,005,328	0%
5833	Fines and Penalties	-	4,767	4,767	22,299	22,299	25,754	(3,455)	(3,455)	20,987	19%
5836	Fingerprinting	143	956	1,099	11,054	11,054	12,554	(1,500)	(1,500)	11,454	9%
5845	Legal Fees	(7,058)	26,841	19,784	77,496	77,496	127,496	(50,000)	(50,000)	107,713	16%
5848	Licenses and Other Fees	10,203	3,992	14,195	86,250	86,250	86,250	-	-	72,056	16%
5851	Marketing and Student Recruiting	-	-	-	13,285	13,285	13,285	-	-	13,285	0%
5852	CAM Fees	8,647	78,651	87,298	661,491	691,801	694,966	(3,166)	(33,476)	607,669	13%
5857	Payroll Fees	1,984	1,457	3,442	76,293	76,293	76,293	-	-	72,852	5%
5858	CMO Fees Expense	-	-	-	2,693,844	3,053,626	3,085,642	(32,016)	(391,798)	3,085,642	0%
5860	Printing and Reproduction	-	-	-	12,360	12,360	12,360	-	-	12,360	0%
5861	Prior Yr Exp (not accrued	7,058	5,559	12,617	-	-	10,000	(10,000)	(10,000)	(2,617)	126%
5863	Professional Development	700	12,650	13,350	100,282	100,282	100,282	-	-	86,932	13%
5866	Special Ed Admin and other fees	-	-	-	71,715	71,715	71,715	-	-	71,715	0%
5869	Special Education Contract Instructors	-	395	395	1,547,350	1,547,350	1,547,350	-	-	1,546,955	0%
5874	Sports	-	-	-	80,585	80,585	80,585	-	-	80,585	0%
5875	Staff Recruiting	30,000	68	30,068	41,779	41,779	41,779	-	-	11,711	72%
5877	Student Activities	1,021	3,870	4,891	80,637	80,637	80,637	-	-	75,746	6%
5878	Student Assessment	-	12,132	12,132	196,032	196,032	196,032	-	-	183,900	6%
5880	Student Health Services	-	-	-	24,498	24,498	24,498	-	-	24,498	0%
5881	Student Information System	18,036	4,488	22,524	33,474	33,474	33,474	-	-	10,950	67%
5887	Technology Services	-	593	593	117,377	117,377	117,377	-	-	116,783	1%
5893	Transportation - Student	-	-	-	41,389	41,389	41,389	-	-	41,389	0%
5900	Communications	720	11,635	12,355	246,617	246,617	246,617	-	-	234,262	5%
5915	Postage and Delivery	-	3,643	3,643	9,530	9,530	18,074	(8,545)	(8,545)	14,432	20%
	SUBTOTAL - Services & Other Operating Exp.	**382,314**	**919,400**	**1,301,714**	**13,389,384**	**15,854,939**	**16,087,146**	**(232,207)**	**(2,697,762)**	**14,785,432**	**8%**
Capital Outlay & Depreciation											
6900	Depreciation	-	-	-	850,367	850,367	850,367	-	-	850,367	0%
	SUBTOTAL - Capital Outlay & Depreciation	**-**	**-**	**-**	**850,367**	**850,367**	**850,367**	**-**	**-**	**850,367**	**0%**
Other Outflows											
7438	Long term debt - Interest	24,365	25,686	50,051	354,559	318,819	318,819	-	35,740	268,769	16%
7999	Uncategorized Expense	-	150	150	-	-	-	-	-	(150)	
	SUBTOTAL - Other Outflows	**24,365**	**25,836**	**50,201**	**354,559**	**318,819**	**318,819**	**-**	**35,740**	**268,619**	**16%**
TOTAL EXPENSES		**1,503,649**	**2,300,680**	**3,804,329**	**30,223,961**	**34,044,913**	**33,841,852**	**203,061**	**(3,617,891)**	**30,037,523**	**11%**

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	Actual		YTD	Budget						
	Jul	Aug	Actual YTD	Approved Budget v1	Previous Forecast	Current Forecast	Previous Forecast vs. Current Forecast	Approved Budget v1 vs. Current Forecast	Current Forecast Remaining	% Current Forecast Spent
SUMMARY										
Revenue										
LCFF Entitlement	-	247,209	247,209	4,532,839	4,748,346	4,748,346	-	215,507	4,501,137	5%
Federal Revenue	-	-	-	531,618	900,952	943,188	42,235	411,569	943,188	0%
Other State Revenues	12,217	15,209	27,426	1,019,001	1,044,998	1,048,768	3,770	29,767	1,021,342	3%
Local Revenues	1,314	3	1,317	151,291	151,291	151,291	-	-	149,974	1%
Fundraising and Grants	-	-	-	-	-	-	-	-	-	
Total Revenue	**13,531**	**262,421**	**275,952**	**6,234,749**	**6,845,587**	**6,891,592**	**46,005**	**656,843**	**6,615,640**	**4%**
Expenses										
Compensation and Benefits	192,494	227,890	420,383	2,345,523	2,383,928	2,409,780	(25,852)	(64,257)	1,989,397	17%
Books and Supplies	-	11,743	11,743	322,678	322,678	322,678	-	-	310,935	4%
Services and Other Operating Expenditures	30,732	287,278	318,010	3,263,185	3,795,241	3,799,842	(4,601)	(536,657)	3,481,831	8%
Depreciation	-	-	-	183,476	183,476	183,476	-	-	183,476	0%
Other Outflows	4,812	4,944	9,756	67,538	67,538	67,538	-	-	57,782	14%
Total Expenses	**228,038**	**531,855**	**759,893**	**6,182,399**	**6,752,861**	**6,783,313**	**(30,453)**	**(600,914)**	**6,023,421**	**11%**
Operating Income	**(214,507)**	**(269,433)**	**(483,940)**	**52,350**	**92,727**	**108,279**	**15,552**	**55,929**	**592,219**	
Fund Balance										
Beginning Balance (Audited)				758,844	789,965	901,742				
Operating Income				52,350	92,727	108,279				
Ending Fund Balance				**811,194**	**882,692**	**1,010,022**				
Fund Balance as a % of Expenses				13%	13%	15%				
KEY ASSUMPTIONS										
Enrollment Summary										
K-3				325	325	325	-	-		
4-6				170	170	170	-	-		
Total Enrolled				**495**	**495**	**495**	**-**	-		
ADA %										
K-3				95.3%	91.2%	91.2%	0.0%	-4.2%		
4-6				95.3%	93.6%	93.6%	0.0%	-1.7%		
Average ADA %				**95.3%**	**92.0%**	**92.0%**	**0.0%**	**-3.3%**		
ADA										
K-3				309.81	296.24	296.24	-	(13.57)		
4-6				162.05	159.16	159.16	-	(2.89)		
Total ADA				**471.86**	**455.40**	**455.40**	**-**	**(16.46)**		
REVENUE										
LCFF Entitlement										
8011 Charter Schools General Purpose Entitlement - State Aid	-	168,066	168,066	3,110,375	3,338,204	3,338,204	-	227,830	3,170,139	5%
8012 Education Protection Account Entitlement	-	-	-	94,373	91,080	91,080	-	(3,293)	91,080	0%
8096 Charter Schools in Lieu of Property Taxes	-	79,144	79,144	1,328,091	1,319,062	1,319,062	-	(9,030)	1,239,918	6%

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		Actual		YTD	Budget						
		Jul	Aug	Actual YTD	Approved Budget v1	Previous Forecast	Current Forecast	Previous Forecast vs. Current Forecast	Approved Budget v1 vs. Current Forecast	Current Forecast Remaining	% Current Forecast Spent
	SUBTOTAL - LCFF Entitlement	**-**	**247,209**	**247,209**	**4,532,839**	**4,748,346**	**4,748,346**	**-**	**215,507**	**4,501,137**	**5%**
Federal Revenue											
8181	Special Education - Entitlement	-	-	-	61,000	61,000	61,000	-	-	61,000	0%
8220	Child Nutrition Programs	-	-	-	143,805	101,569	143,805	42,235	-	143,805	0%
8291	Title I	-	-	-	165,721	165,549	165,549	-	(172)	165,549	0%
8292	Title II	-	-	-	20,627	20,627	20,627	-	-	20,627	0%
8294	Title IV	-	-	-	10,000	10,000	10,000	-	-	10,000	0%
8299	All Other Federal Revenue	-	-	-	130,466	542,207	542,207	-	411,741	542,207	0%
	SUBTOTAL - Federal Revenue	**-**	**-**	**-**	**531,618**	**900,952**	**943,188**	**42,235**	**411,569**	**943,188**	**0%**
Other State Revenue											
8381	Special Education - Entitlement (State	12,217	15,209	27,426	274,587	284,625	284,625	-	10,038	257,199	10%
8382	SPED - Reimbursement (Mental Health)	-	-	-	15,840	18,840	18,840	-	3,000	18,840	0%
8520	Child Nutrition - State	-	-	-	10,823	7,053	10,823	3,770	-	10,823	0%
8545	School Facilities Apportionments	-	-	-	474,885	458,315	458,315	-	(16,570)	458,315	0%
8550	Mandated Cost Reimbursements	-	-	-	7,678	7,678	7,678	-	-	7,678	0%
8560	State Lottery Revenue	-	-	-	102,019	94,654	94,654	-	(7,365)	94,654	0%
8590	All Other State Revenue	-	-	-	-	40,664	40,664	-	40,664	40,664	0%
8596	ASES	-	-	-	133,169	133,169	133,169	-	-	133,169	0%
	SUBTOTAL - Other State Revenue	**12,217**	**15,209**	**27,426**	**1,019,001**	**1,044,998**	**1,048,768**	**3,770**	**29,767**	**1,021,342**	**3%**
Local Revenue											
8634	Food Service Sales	-	-	-	9,500	9,500	9,500	-	-	9,500	0%
8636	Uniforms	-	-	-	12,000	12,000	12,000	-	-	12,000	0%
8660	Interest	-	-	-	2	2	2	-	-	2	0%
8699	All Other Local Revenue	1,314	3	1,317	-	-	-	-	-	(1,317)	
8781	All Other transfers from Districts or Charter Schools	-	-	-	129,789	129,789	129,789	-	-	129,789	0%
	SUBTOTAL - Local Revenue	**1,314**	**3**	**1,317**	**151,291**	**151,291**	**151,291**	**-**	**-**	**149,974**	**1%**
Fundraising and Grants											
	SUBTOTAL - Fundraising and Grants	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	
TOTAL REVENUE		**13,531**	**262,421**	**275,952**	**6,234,749**	**6,845,587**	**6,891,592**	**46,005**	**656,843**	**6,615,640**	**4%**
EXPENSES											
Compensation & Benefits											
Certificated Salaries											
1100	Teachers Salaries	77,407	104,585	181,993	995,768	1,192,000	1,204,600	(12,600)	(208,832)	1,022,607	15%
1300	Certificated Supervisor & Administrator Salaries	12,167	6,083	18,250	73,000	73,000	73,000	-	-	54,750	25%
1401	Bonuses & Extra Pay	-	-	-	27,225	45,375	45,375	-	(18,150)	45,375	0%
	SUBTOTAL - Certificated Salaries	**89,574**	**110,669**	**200,243**	**1,095,993**	**1,310,375**	**1,322,975**	**(12,600)**	**(226,982)**	**1,122,732**	**15%**
Classified Salaries											
2100	Classified Instructional Aide Salaries	32,959	43,557	76,516	259,865	221,500	265,400	(43,900)	(5,535)	188,884	29%
2103	Classified - Special Ed	8,562	8,905	17,467	102,741	104,800	104,800	-	(2,059)	87,333	17%
2300	Classified Supervisor & Administrator Salaries	7,596	7,904	15,500	91,155	93,000	93,000	-	(1,845)	77,500	17%

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		Actual		YTD	Budget						
		Jul	Aug	Actual YTD	Approved Budget v1	Previous Forecast	Current Forecast	Previous Forecast vs. Current Forecast	Approved Budget v1 vs. Current Forecast	Current Forecast Remaining	% Current Forecast Spent
2400	Classified Clerical & Office Salaries	8,985	11,950	20,935	197,882	78,980	89,380	(10,400)	108,502	68,445	23%
2905	Other Classified - After School	6,983	9,677	16,659	172,690	166,880	110,300	56,580	62,390	93,641	15%
	SUBTOTAL - Classified Salaries	**65,085**	**81,993**	**147,077**	**824,333**	**665,160**	**662,880**	**2,280**	**161,453**	**515,803**	**22%**
Employee Benefits											
3300	OASDI-Medicare-Alternative	11,614	14,266	25,879	146,648	150,871	151,661	(789)	(5,013)	125,781	17%
3400	Health & Welfare Benefits	16,511	10,834	27,345	212,464	192,229	207,200	(14,971)	5,264	179,855	13%
3500	Unemployment Insurance	240	1,408	1,648	21,462	19,418	18,907	511	2,555	17,259	9%
3600	Workers Comp Insurance	8,273	5,516	13,789	24,961	25,679	25,813	(134)	(852)	12,024	53%
3900	Other Employee Benefits	1,197	3,205	4,402	19,662	20,196	20,345	(149)	(682)	15,943	22%
	SUBTOTAL - Employee Benefits	**37,835**	**35,228**	**73,064**	**425,197**	**408,393**	**423,925**	**(15,532)**	**1,272**	**350,861**	**17%**
Books & Supplies											
4100	Approved Textbooks & Core Curricula Materials	-	-	-	30,000	30,000	30,000	-	-	30,000	0%
4200	Books & Other Reference Materials	-	-	-	990	990	990	-	-	990	0%
4320	Educational Software	-	-	-	10,000	10,000	10,000	-	-	10,000	0%
4325	Instructional Materials & Supplies	-	166	166	22,664	22,664	22,664	-	-	22,498	1%
4326	Art & Music Supplies	-	-	-	293	293	293	-	-	293	0%
4330	Office Supplies	-	5,614	5,614	24,436	24,436	24,436	-	-	18,823	23%
4335	PE Supplies	-	-	-	990	990	990	-	-	990	0%
4345	Non Instructional Student Materials & Supplies	-	4,135	4,135	972	972	972	-	-	(3,163)	425%
4350	Uniforms	-	1,419	1,419	55,621	55,621	55,621	-	-	54,202	3%
4410	Classroom Furniture, Equipment & Supplies	-	-	-	2,304	2,304	2,304	-	-	2,304	0%
4420	Computers: individual items less than $5k	-	-	-	8,413	8,413	8,413	-	-	8,413	0%
4430	Non Classroom Related Furniture, Equipment & Supplies	-	-	-	7,925	7,925	7,925	-	-	7,925	0%
4710	Student Food Services	-	409	409	141,068	141,068	141,068	-	-	140,660	0%
4720	Other Food	-	-	-	17,001	17,001	17,001	-	-	17,001	0%
	SUBTOTAL - Books and Supplies	**-**	**11,743**	**11,743**	**322,678**	**322,678**	**322,678**	**-**	**-**	**310,935**	**4%**
Services & Other Operating Expenses											
5210	Conference Fees	-	-	-	1,665	1,665	1,665	-	-	1,665	0%
5220	Travel and Lodging	-	-	-	12,051	12,051	12,051	-	-	12,051	0%
5305	Dues & Membership - Professional	-	-	-	1,918	1,918	1,918	-	-	1,918	0%
5400	Insurance	13,643	9,159	22,802	43,704	43,704	43,704	-	-	20,902	52%
5515	Janitorial, Gardening Services & Supplies	173	353	526	11,472	11,472	11,472	-	-	10,946	5%
5520	Security	-	-	-	16,306	16,306	16,306	-	-	16,306	0%
5535	Utilities - All Utilities	-	7,902	7,902	196,355	196,355	196,355	-	-	188,453	4%
5600	Rentals, Leases, & Repairs	1,526	1,526	3,051	19,512	19,512	19,512	-	-	16,461	16%
5610	Rent	-	203,452	203,452	1,226,815	1,226,815	1,226,815	-	0	1,023,363	17%
5615	Repairs and Maintenance - Building	-	-	-	6,120	6,120	6,120	-	-	6,120	0%
5803	Accounting Fees	-	-	-	14,885	14,885	14,885	-	-	14,885	0%
5809	Banking Fees	-	-	-	1,090	1,090	1,090	-	-	1,090	0%
5815	Consultants - Instructional	-	-	-	40,000	40,000	40,000	-	-	40,000	0%
5820	Consultants - Non Instructional - Custom 1	28	-	28	25,000	25,000	25,000	-	-	24,972	0%
5824	District Oversight Fees	-	13,215	13,215	46,688	48,908	48,908	-	(2,220)	35,693	27%
5828	LLM Funds Contingency	-	-	-	-	453,958	453,958	-	(453,958)	453,958	0%
5833	Fines and Penalties	-	-	-	3,602	3,602	3,602	-	-	3,602	0%
5836	Fingerprinting	143	93	236	1,945	1,945	1,945	-	-	1,709	12%
5845	Legal Fees	-	-	-	20,538	20,538	20,538	-	-	20,538	0%

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		Actual		YTD	Budget						
		Jul	Aug	Actual YTD	Approved Budget v1	Previous Forecast	Current Forecast	Previous Forecast vs. Current Forecast	Approved Budget v1 vs. Current Forecast	Current Forecast Remaining	% Current Forecast Spent
5848	Licenses and Other Fees	100	1,600	1,700	3,443	3,443	3,443	-	-	1,743	49%
5851	Marketing and Student Recruiting	-	-	-	1,490	1,490	1,490	-	-	1,490	0%
5852	CAM Fees	-	39,292	39,292	301,258	316,053	316,053	-	(14,795)	276,761	12%
5857	Payroll Fees	114	267	381	13,141	13,141	13,141	-	-	12,759	3%
5858	CMO Fees Expense	-	-	-	608,346	669,430	674,030	(4,601)	(65,684)	674,030	0%
5860	Printing and Reproduction	-	-	-	956	956	956	-	-	956	0%
5861	Prior Yr Exp (not accrued	-	4,527	4,527	-	-	-	-	-	(4,527)	
5863	Professional Development	-	-	-	20,000	20,000	20,000	-	-	20,000	0%
5866	Special Ed Admin and other fees	-	-	-	16,411	16,411	16,411	-	-	16,411	0%
5869	Special Education Contract Instructors	-	395	395	326,374	326,374	326,374	-	-	325,979	0%
5874	Sports	-	-	-	5,771	5,771	5,771	-	-	5,771	0%
5875	Staff Recruiting	12,000	-	12,000	19,348	19,348	19,348	-	-	7,348	62%
5877	Student Activities	-	-	-	10,923	10,923	10,923	-	-	10,923	0%
5878	Student Assessment	-	3,397	3,397	170,684	170,684	170,684	-	-	167,287	2%
5880	Student Health Services	-	-	-	7,643	7,643	7,643	-	-	7,643	0%
5881	Student Information System	3,006	-	3,006	6,081	6,081	6,081	-	-	3,075	49%
5887	Technology Services	-	-	-	24,990	24,990	24,990	-	-	24,990	0%
5893	Transportation - Student	-	-	-	10,648	10,648	10,648	-	-	10,648	0%
5900	Communications	-	2,100	2,100	25,090	25,090	25,090	-	-	22,990	8%
5915	Postage and Delivery	-	-	-	922	922	922	-	-	922	0%
	SUBTOTAL - Services & Other Operating Exp.	**30,732**	**287,278**	**318,010**	**3,263,185**	**3,795,241**	**3,799,842**	**(4,601)**	**(536,657)**	**3,481,831**	**8%**
Capital Outlay & Depreciation											
6900	Depreciation	-	-	-	183,476	183,476	183,476	-	-	183,476	0%
	SUBTOTAL - Capital Outlay & Depreciation	**-**	**-**	**-**	**183,476**	**183,476**	**183,476**	**-**	**-**	**183,476**	**0%**
Other Outflows											
7438	Long term debt - Interest	4,812	4,944	9,756	67,538	67,538	67,538	-	-	57,782	14%
	SUBTOTAL - Other Outflows	**4,812**	**4,944**	**9,756**	**67,538**	**67,538**	**67,538**	**-**	**-**	**57,782**	**14%**
TOTAL EXPENSES		**228,038**	**531,855**	**759,893**	**6,182,399**	**6,752,861**	**6,783,313**	**(30,453)**	**(600,914)**	**6,023,421**	**11%**

DCA
Income Statement
As of Aug FY2021

	Actual		YTD	Budget						
	Jul	Aug	Actual YTD	Approved Budget v1	Previous Forecast	Current Forecast	Previous Forecast vs. Current Forecast	Approved Budget v1 vs. Current Forecast	Current Forecast Remaining	% Current Forecast Spent
SUMMARY										
Revenue										
LCFF Entitlement	-	166,147	166,147	2,999,088	3,232,868	3,232,868	-	233,780	3,066,721	5%
Federal Revenue	-	-	-	261,532	522,753	527,530	4,777	265,998	527,530	0%
Other State Revenues	8,599	10,703	19,302	787,917	814,601	814,989	388	27,072	795,687	2%
Local Revenues	-	-	-	10,100	10,100	10,100	-	-	10,100	0%
Fundraising and Grants	-	-	-	-	-	-	-	-	-	
Total Revenue	**8,599**	**176,850**	**185,449**	**4,058,637**	**4,580,322**	**4,585,487**	**5,164**	**526,850**	**4,400,038**	**4%**
Expenses										
Compensation and Benefits	187,146	208,301	395,447	2,406,893	2,622,205	2,497,409	124,796	(90,516)	2,101,961	16%
Books and Supplies	259	10,499	10,759	183,499	183,499	183,499	-	-	172,741	6%
Services and Other Operating Expenditures	44,539	70,113	114,653	1,481,537	1,825,093	1,825,610	(516)	(344,073)	1,710,957	6%
Depreciation	-	-	-	-	-	-	-	-	-	
Other Outflows	-	-	-	-	-	-	-	-	-	
Total Expenses	**231,945**	**288,914**	**520,859**	**4,071,929**	**4,630,798**	**4,506,518**	**124,280**	**(434,589)**	**3,985,659**	**12%**
Operating Income	**(223,346)**	**(112,064)**	**(335,410)**	**(13,292)**	**(50,475)**	**78,969**	**129,444**	**92,261**	**414,379**	
Fund Balance										
Beginning Balance (Audited)				2,773,398	2,842,196	2,880,746				
Operating Income				(13,292)	(50,475)	78,969				
Ending Fund Balance				**2,760,106**	**2,791,720**	**2,959,715**				
Fund Balance as a % of Expenses				68%	60%	66%				
KEY ASSUMPTIONS										
Enrollment Summary										
4-6				110	110	110	-	-		
7-8				220	220	220	-	-		
Total Enrolled				**330**	**330**	**330**	**-**	-		
ADA %										
4-6				98.2%	98.9%	98.9%	0.0%	0.8%		
7-8				98.2%	96.2%	96.2%	0.0%	-2.0%		
Average ADA %				**98.2%**	**97.1%**	**97.1%**	**0.0%**	**-1.1%**		
ADA										
4-6				107.97	108.83	108.83	-	0.86		
7-8				215.95	211.58	211.58	-	(4.37)		
Total ADA				**323.92**	**320.41**	**320.41**	**-**	**(3.51)**		
REVENUE										
LCFF Entitlement										
8011 Charter Schools General Purpose Entitlement - State Aid	-	117,786	117,786	2,107,349	2,362,763	2,362,763	-	255,414	2,244,977	5%
8012 Education Protection Account Entitlement	-	-	-	64,784	64,082	64,082	-	(702)	64,082	0%
8096 Charter Schools in Lieu of Property Taxes	-	48,361	48,361	826,955	806,023	806,023	-	(20,932)	757,662	6%

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	Actual		YTD	Budget						
	Jul	Aug	Actual YTD	Approved Budget v1	Previous Forecast	Current Forecast	Previous Forecast vs. Current Forecast	Approved Budget v1 vs. Current Forecast	Current Forecast Remaining	% Current Forecast Spent
SUBTOTAL - LCFF Entitlement	**-**	**166,147**	**166,147**	**2,999,088**	**3,232,868**	**3,232,868**	**-**	**233,780**	**3,066,721**	**5%**
Federal Revenue										
8181 Special Education - Entitlement	-	-	-	40,750	40,750	40,750	-	-	40,750	0%
8220 Child Nutrition Programs	-	-	-	37,927	33,150	37,927	4,777	-	37,927	0%
8291 Title I	-	-	-	88,750	88,750	88,750	-	-	88,750	0%
8292 Title II	-	-	-	13,484	13,484	13,484	-	-	13,484	0%
8294 Title IV	-	-	-	10,000	10,000	10,000	-	-	10,000	0%
8299 All Other Federal Revenue	-	-	-	70,621	336,619	336,619	-	265,998	336,619	0%
SUBTOTAL - Federal Revenue	**-**	**-**	**-**	**261,532**	**522,753**	**527,530**	**4,777**	**265,998**	**527,530**	**0%**
Other State Revenue										
8381 Special Education - Entitlement (State	8,599	10,703	19,302	193,706	200,256	200,256	-	6,550	180,954	10%
8382 SPED - Reimbursement (Mental Health)	-	-	-	12,540	12,540	12,540	-	-	12,540	0%
8520 Child Nutrition - State	-	-	-	2,683	2,295	2,683	388	-	2,683	0%
8545 School Facilities Apportionments	-	-	-	325,994	322,461	322,461	-	(3,534)	322,461	0%
8550 Mandated Cost Reimbursements	-	-	-	5,402	5,402	5,402	-	(0)	5,402	0%
8560 State Lottery Revenue	-	-	-	70,033	66,596	66,596	-	(3,436)	66,596	0%
8590 All Other State Revenue	-	-	-	-	27,492	27,492	-	27,492	27,492	0%
8596 ASES	-	-	-	177,559	177,559	177,559	-	-	177,559	0%
SUBTOTAL - Other State Revenue	**8,599**	**10,703**	**19,302**	**787,917**	**814,601**	**814,989**	**388**	**27,072**	**795,687**	**2%**
Local Revenue										
8634 Food Service Sales	-	-	-	5,100	5,100	5,100	-	-	5,100	0%
8636 Uniforms	-	-	-	5,000	5,000	5,000	-	-	5,000	0%
SUBTOTAL - Local Revenue	**-**	**-**	**-**	**10,100**	**10,100**	**10,100**	**-**	**-**	**10,100**	**0%**
Fundraising and Grants										
SUBTOTAL - Fundraising and Grants	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	
TOTAL REVENUE	**8,599**	**176,850**	**185,449**	**4,058,637**	**4,580,322**	**4,585,487**	**5,164**	**526,850**	**4,400,038**	**4%**
EXPENSES										
Compensation & Benefits										
Certificated Salaries										
1100 Teachers Salaries	73,829	89,181	163,010	885,545	1,003,300	1,003,300	-	(117,755)	840,290	16%
1300 Certificated Supervisor & Administrator Salaries	17,930	19,053	36,983	215,160	221,900	221,900	-	(6,740)	184,917	17%
1401 Bonuses & Extra Pay	-	-	-	19,032	31,720	31,720	-	(12,688)	31,720	0%
SUBTOTAL - Certificated Salaries	**91,759**	**108,234**	**199,993**	**1,119,737**	**1,256,920**	**1,256,920**	**-**	**(137,183)**	**1,056,927**	**16%**
Classified Salaries										
2100 Classified Instructional Aide Salaries	24,102	28,990	53,092	378,689	469,840	389,840	80,000	(11,151)	336,748	14%
2103 Classified - Special Ed	-	-	-	48,000	48,000	48,000	-	-	48,000	0%
2300 Classified Supervisor & Administrator Salaries	6,333	6,600	12,933	76,000	77,520	77,520	-	(1,520)	64,587	17%
2400 Classified Clerical & Office Salaries	11,517	14,404	25,921	158,038	133,524	133,524	-	24,514	107,603	19%
2905 Other Classified - After School	11,453	15,099	26,552	192,798	186,190	139,550	46,640	53,248	112,998	19%
SUBTOTAL - Classified Salaries	**53,405**	**65,093**	**118,498**	**853,525**	**915,074**	**788,434**	**126,640**	**65,091**	**669,936**	**15%**

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		Actual		YTD	Budget						
		Jul	Aug	Actual YTD	Approved Budget v1	Previous Forecast	Current Forecast	Previous Forecast vs. Current Forecast	Approved Budget v1 vs. Current Forecast	Current Forecast Remaining	% Current Forecast Spent
Employee Benefits											
3300	OASDI-Medicare-Alternative	10,901	13,045	23,946	150,955	166,158	156,470	9,688	(5,515)	132,524	15%
3400	Health & Welfare Benefits	13,311	12,555	25,867	201,082	197,288	212,800	(15,512)	(11,718)	186,933	12%
3500	Unemployment Insurance	225	1,288	1,513	20,020	19,929	19,418	511	602	17,905	8%
3600	Workers Comp Insurance	15,765	3,968	19,733	25,649	28,232	26,586	1,646	(937)	6,853	74%
3900	Other Employee Benefits	1,780	4,117	5,898	35,926	38,605	36,781	1,824	(855)	30,883	16%
	SUBTOTAL - Employee Benefits	**41,982**	**34,974**	**76,956**	**433,631**	**450,211**	**452,055**	**(1,844)**	**(18,424)**	**375,099**	**17%**
Books & Supplies											
4100	Approved Textbooks & Core Curricula Materials	-	221	221	40,000	40,000	40,000	-	-	39,779	1%
4200	Books & Other Reference Materials	-	-	-	1,239	1,239	1,239	-	-	1,239	0%
4320	Educational Software	-	1,494	1,494	12,000	12,000	12,000	-	-	10,507	12%
4325	Instructional Materials & Supplies	152	5,813	5,964	18,163	18,163	18,163	-	-	12,199	33%
4326	Art & Music Supplies	-	-	-	1,148	1,148	1,148	-	-	1,148	0%
4330	Office Supplies	-	1,436	1,436	27,691	27,691	27,691	-	-	26,255	5%
4335	PE Supplies	-	-	-	510	510	510	-	-	510	0%
4345	Non Instructional Student Materials & Supplies	-	1,332	1,332	4,542	4,542	4,542	-	-	3,210	29%
4350	Uniforms	-	-	-	155	155	155	-	-	155	0%
4410	Classroom Furniture, Equipment & Supplies	-	-	-	1,097	1,097	1,097	-	-	1,097	0%
4420	Computers: individual items less than $5k	-	-	-	4,205	4,205	4,205	-	-	4,205	0%
4430	Non Classroom Related Furniture, Equipment & Supplies	-	-	-	10,681	10,681	10,681	-	-	10,681	0%
4710	Student Food Services	-	204	204	51,000	51,000	51,000	-	-	50,796	0%
4720	Other Food	108	-	108	11,070	11,070	11,070	-	-	10,962	1%
	SUBTOTAL - Books and Supplies	**259**	**10,499**	**10,759**	**183,499**	**183,499**	**183,499**	**-**	**-**	**172,741**	**6%**
Services & Other Operating Expenses											
5210	Conference Fees	-	-	-	1,069	1,069	1,069	-	-	1,069	0%
5220	Travel and Lodging	-	-	-	7,880	7,880	7,880	-	-	7,880	0%
5305	Dues & Membership - Professional	-	-	-	1,254	1,254	1,254	-	-	1,254	0%
5400	Insurance	530	7,141	7,671	30,291	30,291	30,291	-	-	22,620	25%
5515	Janitorial, Gardening Services & Supplies	-	161	161	6,504	6,504	6,504	-	-	6,344	2%
5520	Security	693	-	693	3,953	3,953	3,953	-	-	3,260	18%
5535	Utilities - All Utilities	-	4,106	4,106	61,815	61,815	61,815	-	-	57,709	7%
5600	Rentals, Leases, & Repairs	1,526	1,692	3,218	19,512	19,512	19,512	-	-	16,295	16%
5610	Rent	38,400	40,800	79,200	473,388	473,388	473,388	-	-	394,188	17%
5615	Repairs and Maintenance - Building	71	2,994	3,065	25,704	25,704	25,704	-	-	22,639	12%
5803	Accounting Fees	-	-	-	9,893	9,893	9,893	-	-	9,893	0%
5809	Banking Fees	-	-	-	724	724	724	-	-	724	0%
5815	Consultants - Instructional	-	-	-	20,000	20,000	20,000	-	-	20,000	0%
5820	Consultants - Non Instructional - Custom 1	28	3,167	3,194	30,900	30,900	30,900	-	-	27,706	10%
5824	District Oversight Fees	-	-	-	30,891	33,299	33,299	-	(2,408)	33,299	0%
5828	LLM Funds Contingency	-	-	-	-	288,980	288,980	-	(288,980)	288,980	0%
5833	Fines and Penalties	-	143	143	2,394	2,394	2,394	-	-	2,251	6%
5836	Fingerprinting	-	357	357	1,635	1,635	1,635	-	-	1,277	22%
5845	Legal Fees	-	-	-	1,107	1,107	1,107	-	-	1,107	0%
5848	Licenses and Other Fees	-	307	307	30,244	30,244	30,244	-	-	29,937	1%
5851	Marketing and Student Recruiting	-	-	-	1,675	1,675	1,675	-	-	1,675	0%
5857	Payroll Fees	103	233	336	12,039	12,039	12,039	-	-	11,703	3%

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		Actual		YTD	Budget						
		Jul	Aug	Actual YTD	Approved Budget v1	Previous Forecast	Current Forecast	Previous Forecast vs. Current Forecast	Approved Budget v1 vs. Current Forecast	Current Forecast Remaining	% Current Forecast Spent
5858	CMO Fees Expense	-	-	-	404,854	457,022	457,539	(516)	(52,685)	457,539	0%
5860	Printing and Reproduction	-	-	-	735	735	735	-	-	735	0%
5863	Professional Development	-	-	-	21,012	21,012	21,012	-	-	21,012	0%
5866	Special Ed Admin and other fees	-	-	-	10,907	10,907	10,907	-	-	10,907	0%
5869	Special Education Contract Instructors	-	-	-	152,000	152,000	152,000	-	-	152,000	0%
5874	Sports	-	-	-	7,671	7,671	7,671	-	-	7,671	0%
5875	Staff Recruiting	-	68	68	533	533	533	-	-	464	13%
5877	Student Activities	183	3,310	3,493	11,367	11,367	11,367	-	-	7,874	31%
5878	Student Assessment	-	3,397	3,397	6,639	6,639	6,639	-	-	3,242	51%
5880	Student Health Services	-	-	-	2,338	2,338	2,338	-	-	2,338	0%
5881	Student Information System	3,006	-	3,006	5,665	5,665	5,665	-	-	2,659	53%
5887	Technology Services	-	240	240	25,500	25,500	25,500	-	-	25,260	1%
5893	Transportation - Student	-	-	-	7,077	7,077	7,077	-	-	7,077	0%
5900	Communications	-	1,997	1,997	52,019	52,019	52,019	-	-	50,022	4%
5915	Postage and Delivery	-	-	-	347	347	347	-	-	347	0%
	SUBTOTAL - Services & Other Operating Exp.	**44,539**	**70,113**	**114,653**	**1,481,537**	**1,825,093**	**1,825,610**	**(516)**	**(344,073)**	**1,710,957**	**6%**
Capital Outlay & Depreciation											
	SUBTOTAL - Capital Outlay & Depreciation	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	
Other Outflows											
	SUBTOTAL - Other Outflows	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	
TOTAL EXPENSES		**231,945**	**288,914**	**520,859**	**4,071,929**	**4,630,798**	**4,506,518**	**124,280**	**(434,589)**	**3,985,659**	**12%**

HOME-100
Income Statement
As of Aug FY2021

	Actual		YTD	Budget						
	Jul	Aug	Actual YTD	Approved Budget v1	Previous Forecast	Current Forecast	Previous Forecast vs. Current Forecast	Approved Budget v1 vs. Current Forecast	Current Forecast Remaining	% Current Forecast Spent
SUMMARY										
Revenue										
LCFF Entitlement	-	-	-	-	-	-	-	-	-	
Federal Revenue	-	-	-	-	-	-	-	-	-	
Other State Revenues	3,200	-	3,200	-	-	-	-	-	(3,200)	
Local Revenues	3,409	5,178	8,587	2,699,532	3,059,314	3,091,330	32,016	391,798	3,082,743	0%
Fundraising and Grants	-	33	33	5,000	5,000	5,000	-	-	4,967	1%
Total Revenue	**6,609**	**5,210**	**11,820**	**2,704,532**	**3,064,314**	**3,096,330**	**32,016**	**391,798**	**3,084,510**	**0%**
Expenses										
Compensation and Benefits	106,797	84,838	191,635	1,486,468	1,332,938	1,339,975	(7,037)	146,493	1,148,340	14%
Books and Supplies	-	11,109	11,109	22,110	22,110	36,600	(14,490)	(14,490)	25,491	30%
Services and Other Operating Expenditures	111,901	186,291	298,192	1,340,136	1,341,076	1,600,822	(259,746)	(260,686)	1,302,630	19%
Depreciation	-	-	-	366,161	366,161	366,161	-	-	366,161	0%
Other Outflows	6,514	7,084	13,598	139,249	139,249	139,249	-	-	125,651	10%
Total Expenses	**225,212**	**289,321**	**514,533**	**3,354,124**	**3,201,533**	**3,482,807**	**(281,274)**	**(128,683)**	**2,968,274**	**15%**
Operating Income	**(218,603)**	**(284,110)**	**(502,713)**	**(649,592)**	**(137,220)**	**(386,477)**	**(249,257)**	**263,116**	**116,236**	
Fund Balance										
Beginning Balance (Audited)				(7,260,697)	(7,395,781)	(7,369,864)				
Operating Income				(649,592)	(137,220)	(386,477)				
Ending Fund Balance				**(7,910,290)**	**(7,533,000)**	**(7,756,341)**				
Fund Balance as a % of Expenses				-236%	-235%	-223%				
KEY ASSUMPTIONS										
Enrollment Summary										
Total Enrolled				-	-	-	-	-		
ADA %										
Average ADA %										
ADA										
Total ADA				-	-	-	-	-		
REVENUE										
LCFF Entitlement										
SUBTOTAL - LCFF Entitlement	-	-	-	-	-	-	-	-	-	
Federal Revenue										
SUBTOTAL - Federal Revenue	-	-	-	-	-	-	-	-	-	
Other State Revenue										
8590 All Other State Revenue	3,200	-	3,200	-	-	-	-	-	(3,200)	
SUBTOTAL - Other State Revenue	**3,200**	**-**	**3,200**	**-**	**-**	**-**	**-**	**-**	**(3,200)**	

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As of Aug FY2021

		Actual		YTD	Budget						
		Jul	Aug	Actual YTD	Approved Budget v1	Previous Forecast	Current Forecast	Previous Forecast vs. Current Forecast	Approved Budget v1 vs. Current Forecast	Current Forecast Remaining	% Current Forecast Spent
Local Revenue											
8650	Leases and Rentals	-	4,500	4,500	5,500	5,500	5,500	-	-	1,000	82%
8660	Interest	5	5	9	188	188	188	-	-	179	5%
8699	All Other Local Revenue	3,405	673	4,078	-	-	-	-	-	(4,078)	
8721	CMO Fees Revenue	-	-	-	2,693,844	3,053,626	3,085,642	32,016	391,798	3,085,642	0%
	SUBTOTAL - Local Revenue	**3,409**	**5,178**	**8,587**	**2,699,532**	**3,059,314**	**3,091,330**	**32,016**	**391,798**	**3,082,743**	**0%**
Fundraising and Grants											
8803	Fundraising	-	33	33	5,000	5,000	5,000	-	-	4,967	1%
	SUBTOTAL - Fundraising and Grants	**-**	**33**	**33**	**5,000**	**5,000**	**5,000**	**-**	**-**	**4,967**	**1%**
TOTAL REVENUE		**6,609**	**5,210**	**11,820**	**2,704,532**	**3,064,314**	**3,096,330**	**32,016**	**391,798**	**3,084,510**	**0%**
EXPENSES											
Compensation & Benefits											
Certificated Salaries											
1300	Certificated Supervisor & Administrator Salaries	(7,083)	-	(7,083)	-	-	-	-	-	7,083	
1311	SpEd	-	-	-	85,000	-	-	-	85,000	-	
	SUBTOTAL - Certificated Salaries	**(7,083)**	**-**	**(7,083)**	**85,000**	**-**	**-**	**-**	**85,000**	**7,083**	
Classified Salaries											
2300	Classified Supervisor & Administrator Salaries	80,003	69,635	149,637	1,100,054	1,049,980	1,049,980	-	50,074	900,343	14%
2400	Classified Clerical & Office Salaries	17,467	6,667	24,133	78,912	80,000	80,000	-	(1,088)	55,867	30%
	SUBTOTAL - Classified Salaries	**97,469**	**76,301**	**173,771**	**1,178,967**	**1,129,980**	**1,129,980**	**-**	**48,986**	**956,209**	**15%**
Employee Benefits											
3300	OASDI-Medicare-Alternative	6,631	5,743	12,374	93,042	84,131	84,131	-	8,911	71,757	15%
3400	Health & Welfare Benefits	8,099	346	8,444	72,086	65,763	72,800	(7,037)	(714)	64,356	12%
3500	Unemployment Insurance	372	567	939	7,282	6,643	6,643	-	639	5,704	14%
3600	Workers Comp Insurance	-	-	-	16,430	14,688	14,688	-	1,742	14,688	0%
3900	Other Employee Benefits	1,309	1,881	3,190	33,663	31,733	31,733	-	1,929	28,543	10%
	SUBTOTAL - Employee Benefits	**16,411**	**8,536**	**24,947**	**222,501**	**202,958**	**209,995**	**(7,037)**	**12,506**	**185,048**	**12%**
Books & Supplies											
4330	Office Supplies	-	740	740	13,905	13,905	13,905	-	-	13,165	5%
4345	Non Instructional Student Materials & Supplies	-	-	-	641	641	641	-	-	641	0%
4420	Computers: individual items less than $5k	-	10,183	10,183	510	510	15,000	(14,490)	(14,490)	4,817	68%
4430	Non Classroom Related Furniture, Equipment & Supplies	-	-	-	363	363	363	-	-	363	0%
4720	Other Food	-	186	186	6,690	6,690	6,690	-	-	6,504	3%
	SUBTOTAL - Books and Supplies	**-**	**11,109**	**11,109**	**22,110**	**22,110**	**36,600**	**(14,490)**	**(14,490)**	**25,491**	**30%**
Services & Other Operating Expenses											
5210	Conference Fees	-	75	75	6,820	6,820	6,820	-	-	6,745	1%
5220	Travel and Lodging	-	477	477	25,750	25,750	25,750	-	-	25,273	2%
5305	Dues & Membership - Professional	-	-	-	2,149	2,149	2,149	-	-	2,149	0%
5400	Insurance	353	368	722	4,227	4,227	85,252	(81,025)	(81,025)	84,530	1%
5515	Janitorial, Gardening Services & Supplies	76	148	223	2,065	2,065	2,065	-	-	1,841	11%

HOME-100

Income Statement
As of Aug FY2021

		Actual		YTD	Budget						
		Jul	Aug	Actual YTD	Approved Budget v1	Previous Forecast	Current Forecast	Previous Forecast vs. Current Forecast	Approved Budget v1 vs. Current Forecast	Current Forecast Remaining	% Current Forecast Spent
5520	Security	693	-	693	3,953	3,953	3,953	-	-	3,260	18%
5535	Utilities - All Utilities	-	1,935	1,935	29,092	29,092	29,092	-	-	27,157	7%
5610	Rent	63,399	64,999	128,398	799,677	774,447	774,447	(0)	25,230	646,049	17%
5615	Repairs and Maintenance - Building	125	3,147	3,272	30,600	30,600	30,600	-	-	27,328	11%
5809	Banking Fees	-	284	284	515	515	515	-	-	231	55%
5812	Business Services	-	43,750	43,750	250,000	250,000	262,500	(12,500)	(12,500)	218,750	17%
5820	Consultants - Non Instructional - Custom 1	31,232	35,429	66,661	46,350	46,350	146,350	(100,000)	(100,000)	79,689	46%
5833	Fines and Penalties	-	2,846	2,846	1,545	1,545	5,000	(3,455)	(3,455)	2,154	57%
5836	Fingerprinting	-	171	171	-	-	1,500	(1,500)	(1,500)	1,329	11%
5845	Legal Fees	(7,058)	26,815	19,758	47,895	47,895	97,895	(50,000)	(50,000)	78,137	20%
5848	Licenses and Other Fees	10,000	15	10,015	17,510	17,510	17,510	-	-	7,495	57%
5851	Marketing and Student Recruiting	-	-	-	2,808	2,808	2,808	-	-	2,808	0%
5852	CAM Fees	5,266	5,266	10,532	39,849	66,018	67,285	(1,266)	(27,436)	56,753	16%
5857	Payroll Fees	757	102	860	2,826	2,826	2,826	-	-	1,967	30%
5860	Printing and Reproduction	-	-	-	1,432	1,432	1,432	-	-	1,432	0%
5861	Prior Yr Exp (not accrued	7,058	-	7,058	-	-	10,000	(10,000)	(10,000)	2,943	71%
5863	Professional Development	-	-	-	9,270	9,270	9,270	-	-	9,270	0%
5875	Staff Recruiting	-	-	-	1,063	1,063	1,063	-	-	1,063	0%
5887	Technology Services	-	199	199	7,725	7,725	7,725	-	-	7,526	3%
5900	Communications	-	183	183	2,467	2,467	2,467	-	-	2,285	7%
5915	Postage and Delivery	-	82	82	4,548	4,548	4,548	-	-	4,466	2%
	SUBTOTAL - Services & Other Operating Exp.	**111,901**	**186,291**	**298,192**	**1,340,136**	**1,341,076**	**1,600,822**	**(259,746)**	**(260,686)**	**1,302,630**	**19%**
	Capital Outlay & Depreciation										
6900	Depreciation	-	-	-	366,161	366,161	366,161	-	-	366,161	0%
	SUBTOTAL - Capital Outlay & Depreciation	**-**	**-**	**-**	**366,161**	**366,161**	**366,161**	**-**	**-**	**366,161**	**0%**
	Other Outflows										
7438	Long term debt - Interest	6,514	7,084	13,598	139,249	139,249	139,249	-	-	125,651	10%
	SUBTOTAL - Other Outflows	**6,514**	**7,084**	**13,598**	**139,249**	**139,249**	**139,249**	**-**	**-**	**125,651**	**10%**
	TOTAL EXPENSES	**225,212**	**289,321**	**514,533**	**3,354,124**	**3,201,533**	**3,482,807**	**(281,274)**	**(128,683)**	**2,968,274**	**15%**

JHHS
Income Statement
As of Aug FY2021

	Actual		YTD	Budget						
	Jul	Aug	Actual YTD	Approved Budget v1	Previous Forecast	Current Forecast	Previous Forecast vs. Current Forecast	Approved Budget v1 vs. Current Forecast	Current Forecast Remaining	% Current Forecast Spent
SUMMARY										
Revenue										
LCFF Entitlement	-	187,502	187,502	2,941,086	3,630,705	3,630,705	-	689,619	3,443,203	5%
Federal Revenue	-	-	-	269,662	602,301	602,301	-	332,639	602,301	0%
Other State Revenues	-	9,044	9,044	536,400	619,358	619,358	-	82,958	610,314	1%
Local Revenues	-	-	-	94,609	94,609	94,609	-	-	94,609	0%
Fundraising and Grants	-	-	-	-	-	-	-	-	-	
Total Revenue	**-**	**196,546**	**196,546**	**3,841,757**	**4,946,974**	**4,946,974**	**-**	**1,105,216**	**4,750,427**	**4%**
Expenses										
Compensation and Benefits	194,959	193,202	388,161	1,887,500	2,388,083	2,282,067	106,016	(394,568)	1,893,906	17%
Books and Supplies	-	8,544	8,544	181,879	181,879	196,879	(15,000)	(15,000)	188,335	4%
Services and Other Operating Expenditures	61,351	79,564	140,915	1,567,774	1,994,020	2,004,465	(10,444)	(436,691)	1,863,549	7%
Depreciation	-	-	-	61,221	61,221	61,221	-	-	61,221	0%
Other Outflows	2,957	3,037	5,993	39,798	39,798	39,798	-	-	33,805	15%
Total Expenses	**259,267**	**284,346**	**543,614**	**3,738,172**	**4,665,002**	**4,584,430**	**80,572**	**(846,258)**	**4,040,817**	**12%**
Operating Income	**(259,267)**	**(87,800)**	**(347,068)**	**103,585**	**281,972**	**362,543**	**80,572**	**258,958**	**709,611**	
Fund Balance										
Beginning Balance (Audited)				422,842	435,975	365,807				
Operating Income				103,585	281,972	362,543				
Ending Fund Balance				**526,428**	**717,947**	**728,350**				
Fund Balance as a % of Expenses				14%	15%	16%				
KEY ASSUMPTIONS										
Enrollment Summary										
9-12				280	304	304	-	24		
Total Enrolled				**280**	**304**	**304**	**-**	24		
ADA %										
9-12				94.4%	98.8%	98.8%	0.0%	4.4%		
Average ADA %				**94.4%**	**98.8%**	**98.8%**	**0.0%**	**4.4%**		
ADA										
9-12				264.27	300.38	300.38	-	36.11		
Total ADA				**264.27**	**300.38**	**300.38**	**-**	**36.11**		
REVENUE										
LCFF Entitlement										
8011 Charter Schools General Purpose Entitlement - State Aid	-	135,299	135,299	2,144,419	2,700,581	3,570,629	870,048	1,426,210	3,435,330	4%
8012 Education Protection Account Entitlement	-	-	-	52,855	60,076	60,076	-	7,221	60,076	0%
8096 Charter Schools in Lieu of Property Taxes	-	52,203	52,203	743,812	870,048	-	(870,048)	(743,812)	(52,203)	
SUBTOTAL - LCFF Entitlement	**-**	**187,502**	**187,502**	**2,941,086**	**3,630,705**	**3,630,705**	**-**	**689,619**	**3,443,203**	**5%**
Federal Revenue										

JHHS
Income Statement
As of Aug FY2021

		Actual		YTD	Budget						
		Jul	Aug	Actual YTD	Approved Budget v1	Previous Forecast	Current Forecast	Previous Forecast vs. Current Forecast	Approved Budget v1 vs. Current Forecast	Current Forecast Remaining	% Current Forecast Spent
8181	Special Education - Entitlement	-	-	-	41,000	41,000	41,000	-	-	41,000	0%
8220	Child Nutrition Programs	-	-	-	34,410	45,767	45,767	-	11,357	45,767	0%
8291	Title I	-	-	-	108,615	108,615	108,615	-	(0)	108,615	0%
8292	Title II	-	-	-	14,618	14,618	14,618	-	-	14,618	0%
8294	Title IV	-	-	-	10,000	10,000	10,000	-	-	10,000	0%
8299	All Other Federal Revenue	-	-	-	61,019	382,301	382,301	-	321,282	382,301	0%
	SUBTOTAL - Federal Revenue	**-**	**-**	**-**	**269,662**	**602,301**	**602,301**	**-**	**332,639**	**602,301**	**0%**
	Other State Revenue										
8381	Special Education - Entitlement (State	-	9,044	9,044	178,093	187,738	187,738	-	9,644	178,694	5%
8382	SPED - Reimbursement (Mental Health)	-	-	-	18,480	18,480	18,480	-	-	18,480	0%
8520	Child Nutrition - State	-	-	-	2,647	3,338	3,338	-	691	3,338	0%
8545	School Facilities Apportionments	-	-	-	265,964	302,302	302,302	-	36,338	302,302	0%
8550	Mandated Cost Reimbursements	-	-	-	14,079	14,079	14,079	-	-	14,079	0%
8560	State Lottery Revenue	-	-	-	57,137	62,433	62,433	-	5,297	62,433	0%
8590	All Other State Revenue	-	-	-	-	30,988	30,988	-	30,988	30,988	0%
	SUBTOTAL - Other State Revenue	**-**	**9,044**	**9,044**	**536,400**	**619,358**	**619,358**	**-**	**82,958**	**610,314**	**1%**
	Local Revenue										
8634	Food Service Sales	-	-	-	4,000	4,000	4,000	-	-	4,000	0%
8636	Uniforms	-	-	-	5,000	5,000	5,000	-	-	5,000	0%
8660	Interest	-	-	-	1	1	1	-	-	1	0%
8781	All Other transfers from Districts or Charter Schools	-	-	-	85,608	85,608	85,608	-	-	85,608	0%
	SUBTOTAL - Local Revenue	**-**	**-**	**-**	**94,609**	**94,609**	**94,609**	**-**	**-**	**94,609**	**0%**
	Fundraising and Grants										
	SUBTOTAL - Fundraising and Grants	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	
	TOTAL REVENUE	**-**	**196,546**	**196,546**	**3,841,757**	**4,946,974**	**4,946,974**	**-**	**1,105,216**	**4,750,427**	**4%**
	EXPENSES										
	Compensation & Benefits										
	Certificated Salaries										
1100	Teachers Salaries	84,674	91,768	176,442	945,590	1,251,000	1,102,000	149,000	(156,410)	925,558	16%
1300	Certificated Supervisor & Administrator Salaries	24,723	34,263	58,986	206,670	350,000	350,000	-	(143,330)	291,014	17%
1401	Bonuses & Extra Pay	-	-	-	17,927	29,879	29,879	-	(11,952)	29,879	0%
	SUBTOTAL - Certificated Salaries	**109,397**	**126,031**	**235,428**	**1,170,187**	**1,630,879**	**1,481,879**	**149,000**	**(311,692)**	**1,246,451**	**16%**
	Classified Salaries										
2100	Classified Instructional Aide Salaries	36,944	15,939	52,884	198,290	212,200	214,400	(2,200)	(16,110)	161,516	25%
2103	Classified - Special Ed	4,023	4,194	8,217	48,271	49,300	49,300	-	(1,029)	41,083	17%
2400	Classified Clerical & Office Salaries	12,059	12,820	24,879	141,963	114,920	164,320	(49,400)	(22,357)	139,441	15%
	SUBTOTAL - Classified Salaries	**53,026**	**32,953**	**85,979**	**388,524**	**376,420**	**428,020**	**(51,600)**	**(39,496)**	**342,041**	**20%**
	Employee Benefits										
3300	OASDI-Medicare-Alternative	12,223	11,966	24,188	119,241	153,558	146,107	7,451	(26,866)	121,919	17%
3400	Health & Welfare Benefits	11,985	13,352	25,336	153,302	156,819	159,600	(2,781)	(6,298)	134,264	16%

JHHS
Income Statement
As of Aug FY2021

		Actual		YTD	Budget						
		Jul	Aug	Actual YTD	Approved Budget v1	Previous Forecast	Current Forecast	Previous Forecast vs. Current Forecast	Approved Budget v1 vs. Current Forecast	Current Forecast Remaining	% Current Forecast Spent
3500	Unemployment Insurance	291	1,181	1,472	13,797	15,841	14,564	1,278	(767)	13,091	10%
3600	Workers Comp Insurance	6,654	4,436	11,090	20,261	26,092	24,826	1,266	(4,565)	13,736	45%
3900	Other Employee Benefits	1,384	3,283	4,667	22,187	28,475	27,072	1,403	(4,885)	22,405	17%
	SUBTOTAL - Employee Benefits	**32,536**	**34,217**	**66,754**	**328,789**	**380,784**	**372,169**	**8,616**	**(43,380)**	**305,415**	**18%**
Books & Supplies											
4100	Approved Textbooks & Core Curricula Materials	-	1,080	1,080	25,000	25,000	40,000	(15,000)	(15,000)	38,920	3%
4200	Books & Other Reference Materials	-	-	-	682	682	682	-	-	682	0%
4320	Educational Software	-	-	-	10,000	10,000	10,000	-	-	10,000	0%
4325	Instructional Materials & Supplies	-	5,448	5,448	10,225	10,225	10,225	-	-	4,777	53%
4326	Art & Music Supplies	-	-	-	553	553	553	-	-	553	0%
4330	Office Supplies	-	746	746	20,000	20,000	20,000	-	-	19,254	4%
4335	PE Supplies	-	-	-	3,479	3,479	3,479	-	-	3,479	0%
4345	Non Instructional Student Materials & Supplies	-	976	976	231	231	231	-	-	(744)	422%
4350	Uniforms	-	-	-	20,000	20,000	20,000	-	-	20,000	0%
4410	Classroom Furniture, Equipment & Supplies	-	-	-	2,967	2,967	2,967	-	-	2,967	0%
4420	Computers: individual items less than $5k	-	-	-	15,000	15,000	15,000	-	-	15,000	0%
4430	Non Classroom Related Furniture, Equipment & Supplies	-	-	-	540	540	540	-	-	540	0%
4710	Student Food Services	-	204	204	52,939	52,939	52,939	-	-	52,735	0%
4720	Other Food	-	90	90	20,263	20,263	20,263	-	-	20,173	0%
	SUBTOTAL - Books and Supplies	**-**	**8,544**	**8,544**	**181,879**	**181,879**	**196,879**	**(15,000)**	**(15,000)**	**188,335**	**4%**
Services & Other Operating Expenses											
5210	Conference Fees	-	-	-	1,192	1,192	1,192	-	-	1,192	0%
5220	Travel and Lodging	-	-	-	7,828	7,828	7,828	-	-	7,828	0%
5305	Dues & Membership - Professional	-	180	180	1,328	1,328	1,328	-	-	1,148	14%
5400	Insurance	10,972	7,366	18,339	22,881	22,881	22,881	-	-	4,542	80%
5515	Janitorial, Gardening Services & Supplies	-	-	-	9,164	9,164	9,164	-	-	9,164	0%
5520	Security	-	589	589	10,000	10,000	10,000	-	-	9,411	6%
5535	Utilities - All Utilities	-	5,362	5,362	82,659	82,659	82,659	-	-	77,297	6%
5600	Rentals, Leases, & Repairs	1,526	1,526	3,051	19,512	19,512	19,512	-	-	16,461	16%
5610	Rent	41,698	41,698	83,397	502,883	502,883	502,883	0	0	419,486	17%
5615	Repairs and Maintenance - Building	-	-	-	6,120	6,120	6,120	-	-	6,120	0%
5803	Accounting Fees	-	-	-	9,984	9,984	9,984	-	-	9,984	0%
5809	Banking Fees	-	-	-	731	731	731	-	-	731	0%
5815	Consultants - Instructional	-	-	-	20,000	20,000	20,000	-	-	20,000	0%
5820	Consultants - Non Instructional - Custom 1	-	1,202	1,202	15,000	15,000	15,000	-	-	13,798	8%
5824	District Oversight Fees	-	7,147	7,147	30,293	37,396	37,396	-	(7,103)	30,249	19%
5828	LLM Funds Contingency	-	-	-	-	329,140	329,140	-	(329,140)	329,140	0%
5833	Fines and Penalties	-	-	-	2,416	2,416	2,416	-	-	2,416	0%
5836	Fingerprinting	-	-	-	1,650	1,650	1,650	-	-	1,650	0%
5845	Legal Fees	-	-	-	2,194	2,194	2,194	-	-	2,194	0%
5848	Licenses and Other Fees	-	101	101	8,563	8,563	8,563	-	-	8,461	1%
5851	Marketing and Student Recruiting	-	-	-	1,690	1,690	1,690	-	-	1,690	0%
5852	CAM Fees	3,381	7,899	11,280	119,546	99,028	100,927	(1,899)	18,619	89,647	11%
5857	Payroll Fees	768	224	992	12,283	12,283	12,283	-	-	11,290	8%
5858	CMO Fees Expense	-	-	-	374,715	485,236	485,236	-	(110,522)	485,236	0%
5860	Printing and Reproduction	-	-	-	5,694	5,694	5,694	-	-	5,694	0%
5863	Professional Development	-	2,000	2,000	10,000	10,000	10,000	-	-	8,000	20%

JHHS
Income Statement
As of Aug FY2021

		Actual		YTD	Budget						
		Jul	Aug	Actual YTD	Approved Budget v1	Previous Forecast	Current Forecast	Previous Forecast vs. Current Forecast	Approved Budget v1 vs. Current Forecast	Current Forecast Remaining	% Current Forecast Spent
5866	Special Ed Admin and other fees	-	-	-	11,007	11,007	11,007	-	-	11,007	0%
5869	Special Education Contract Instructors	-	-	-	200,000	200,000	200,000	-	-	200,000	0%
5874	Sports	-	-	-	15,000	15,000	15,000	-	-	15,000	0%
5877	Student Activities	-	-	-	15,000	15,000	15,000	-	-	15,000	0%
5878	Student Assessment	-	-	-	2,659	2,659	2,659	-	-	2,659	0%
5880	Student Health Services	-	-	-	3,383	3,383	3,383	-	-	3,383	0%
5881	Student Information System	3,006	-	3,006	4,943	4,943	4,943	-	-	1,937	61%
5887	Technology Services	-	155	155	10,000	10,000	10,000	-	-	9,845	2%
5893	Transportation - Student	-	-	-	2,000	2,000	2,000	-	-	2,000	0%
5900	Communications	-	1,549	1,549	24,000	24,000	24,000	-	-	22,451	6%
5915	Postage and Delivery	-	2,566	2,566	1,455	1,455	10,000	(8,545)	(8,545)	7,434	26%
	SUBTOTAL - Services & Other Operating Exp.	**61,351**	**79,564**	**140,915**	**1,567,774**	**1,994,020**	**2,004,465**	**(10,444)**	**(436,691)**	**1,863,549**	**7%**
Capital Outlay & Depreciation											
6900	Depreciation	-	-	-	61,221	61,221	61,221	-	-	61,221	0%
	SUBTOTAL - Capital Outlay & Depreciation	**-**	**-**	**-**	**61,221**	**61,221**	**61,221**	**-**	**-**	**61,221**	**0%**
Other Outflows											
7438	Long term debt - Interest	2,957	3,037	5,993	39,798	39,798	39,798	-	-	33,805	15%
	SUBTOTAL - Other Outflows	**2,957**	**3,037**	**5,993**	**39,798**	**39,798**	**39,798**	**-**	**-**	**33,805**	**15%**
TOTAL EXPENSES		**259,267**	**284,346**	**543,614**	**3,738,172**	**4,665,002**	**4,584,430**	**80,572**	**(846,258)**	**4,040,817**	**12%**

OCA
Income Statement
As of Aug FY2021

	Actual		YTD	Budget						
	Jul	Aug	Actual YTD	Approved Budget v1	Previous Forecast	Current Forecast	Previous Forecast vs. Current Forecast	Approved Budget v1 vs. Current Forecast	Current Forecast Remaining	% Current Forecast Spent
SUMMARY										
Revenue										
LCFF Entitlement	-	106,376	106,376	2,346,216	2,479,409	2,479,409	-	133,193	2,373,033	4%
Federal Revenue	-	-	-	357,383	578,243	586,348	8,105	228,965	586,348	0%
Other State Revenues	6,425	7,999	14,424	599,798	618,621	619,451	830	19,652	605,027	2%
Local Revenues	-	-	-	2,501	2,501	2,501	-	-	2,501	0%
Fundraising and Grants	-	-	-	6,000	6,000	6,000	-	-	6,000	0%
Total Revenue	**6,425**	**114,375**	**120,800**	**3,311,898**	**3,684,774**	**3,693,708**	**8,935**	**381,810**	**3,572,908**	**3%**
Expenses										
Compensation and Benefits	90,974	138,926	229,899	1,746,125	2,071,213	1,812,741	258,472	(66,616)	1,582,842	13%
Books and Supplies	-	1,656	1,656	161,375	161,375	161,375	-	-	159,718	1%
Services and Other Operating Expenditures	51,847	45,096	96,943	1,271,839	1,561,792	1,562,686	(893)	(290,847)	1,465,743	6%
Depreciation	-	-	-	118,147	118,147	118,147	-	-	118,147	0%
Other Outflows	1,391	1,431	2,822	13,870	13,870	13,870	-	-	11,048	20%
Total Expenses	**144,212**	**187,109**	**331,321**	**3,311,356**	**3,926,397**	**3,668,819**	**257,579**	**(357,463)**	**3,337,498**	**9%**
Operating Income	**(137,787)**	**(72,734)**	**(210,521)**	**542**	**(241,624)**	**24,890**	**266,513**	**24,347**	**235,410**	
Fund Balance										
Beginning Balance (Audited)				2,800,265	3,002,441	2,946,742				
Operating Income				542	(241,624)	24,890				
Ending Fund Balance				**2,800,807**	**2,760,817**	**2,971,631**				
Fund Balance as a % of Expenses				85%	70%	81%				
KEY ASSUMPTIONS										
Enrollment Summary										
4-6				90	90	90	-	-		
7-8				170	170	170	-	-		
Total Enrolled				**260**	**260**	**260**	**-**	-		
ADA %										
4-6				95.1%	79.6%	79.6%	0.0%	-15.4%		
7-8				95.1%	98.7%	98.7%	0.0%	3.6%		
Average ADA %				**95.1%**	**92.1%**	**92.1%**	**0.0%**	**-3.0%**		
ADA										
4-6				85.57	71.67	71.67	-	(13.90)		
7-8				161.64	167.71	167.71	-	6.07		
Total ADA				**247.21**	**239.38**	**239.38**	**-**	**(7.83)**		
REVENUE										
LCFF Entitlement										
8011 Charter Schools General Purpose Entitlement - State Aid	-	70,245	70,245	1,404,250	1,417,506	1,417,506	-	13,256	1,347,261	5%
8012 Education Protection Account Entitlement	-	-	-	310,843	459,719	459,719	-	148,876	459,719	0%
8096 Charter Schools in Lieu of Property Taxes	-	36,131	36,131	631,123	602,184	602,184	-	(28,939)	566,053	6%

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	Actual		YTD	Budget						
	Jul	Aug	Actual YTD	Approved Budget v1	Previous Forecast	Current Forecast	Previous Forecast vs. Current Forecast	Approved Budget v1 vs. Current Forecast	Current Forecast Remaining	% Current Forecast Spent
SUBTOTAL - LCFF Entitlement	**-**	**106,376**	**106,376**	**2,346,216**	**2,479,409**	**2,479,409**	**-**	**133,193**	**2,373,033**	**4%**
Federal Revenue										
8181 Special Education - Entitlement	-	-	-	29,750	29,750	29,750	-	-	29,750	0%
8220 Child Nutrition Programs	-	-	-	58,857	50,753	58,857	8,105	-	58,857	0%
8291 Title I	-	-	-	137,182	137,182	137,182	-	-	137,182	0%
8292 Title II	-	-	-	11,832	11,832	11,832	-	-	11,832	0%
8294 Title IV	-	-	-	10,000	10,000	10,000	-	-	10,000	0%
8299 All Other Federal Revenue	-	-	-	109,761	338,726	338,726	-	228,965	338,726	0%
SUBTOTAL - Federal Revenue	**-**	**-**	**-**	**357,383**	**578,243**	**586,348**	**8,105**	**228,965**	**586,348**	**0%**
Other State Revenue										
8381 Special Education - Entitlement (State	6,425	7,999	14,424	147,290	149,613	149,613	-	2,323	135,189	10%
8382 SPED - Reimbursement (Mental Health)	-	-	-	7,920	7,920	7,920	-	-	7,920	0%
8520 Child Nutrition - State	-	-	-	4,455	3,625	4,455	830	0	4,455	0%
8545 School Facilities Apportionments	-	-	-	205,090	205,090	205,090	-	-	205,090	0%
8550 Mandated Cost Reimbursements	-	-	-	4,036	4,036	4,036	-	-	4,036	0%
8560 State Lottery Revenue	-	-	-	53,448	49,755	49,755	-	(3,694)	49,755	0%
8590 All Other State Revenue	-	-	-	-	21,023	21,023	-	21,023	21,023	0%
8596 ASES	-	-	-	177,559	177,559	177,559	-	-	177,559	0%
SUBTOTAL - Other State Revenue	**6,425**	**7,999**	**14,424**	**599,798**	**618,621**	**619,451**	**830**	**19,652**	**605,027**	**2%**
Local Revenue										
8634 Food Service Sales	-	-	-	2,500	2,500	2,500	-	-	2,500	0%
8660 Interest	-	-	-	1	1	1	-	-	1	0%
SUBTOTAL - Local Revenue	**-**	**-**	**-**	**2,501**	**2,501**	**2,501**	**-**	**-**	**2,501**	**0%**
Fundraising and Grants										
8802 Donations - Private	-	-	-	6,000	6,000	6,000	-	-	6,000	0%
SUBTOTAL - Fundraising and Grants	**-**	**-**	**-**	**6,000**	**6,000**	**6,000**	**-**	**-**	**6,000**	**0%**
TOTAL REVENUE	**6,425**	**114,375**	**120,800**	**3,311,898**	**3,684,774**	**3,693,708**	**8,935**	**381,810**	**3,572,908**	**3%**
EXPENSES										
Compensation & Benefits										
Certificated Salaries										
1100 Teachers Salaries	30,705	68,732	99,437	651,000	778,100	778,100	-	(127,100)	678,663	13%
1300 Certificated Supervisor & Administrator Salaries	8,483	14,317	22,800	115,000	135,000	135,000	-	(20,000)	112,200	17%
1401 Bonuses & Extra Pay	-	-	-	14,371	23,951	23,951	-	(9,580)	23,951	0%
SUBTOTAL - Certificated Salaries	**39,188**	**83,049**	**122,237**	**780,371**	**937,051**	**937,051**	**-**	**(156,680)**	**814,814**	**13%**
Classified Salaries										
2100 Classified Instructional Aide Salaries	12,375	12,782	25,157	183,000	147,700	147,700	-	35,300	122,543	17%
2103 Classified - Special Ed	4,016	4,184	8,200	48,189	49,200	49,200	-	(1,011)	41,000	17%
2400 Classified Clerical & Office Salaries	11,230	14,711	25,941	173,086	176,320	176,320	-	(3,234)	150,379	15%
2905 Other Classified - After School	4,125	8,199	12,324	240,530	410,400	176,680	233,720	63,850	164,356	7%
SUBTOTAL - Classified Salaries	**31,746**	**39,876**	**71,622**	**644,805**	**783,620**	**549,900**	**233,720**	**94,905**	**478,278**	**13%**

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		Actual		YTD	Budget						
		Jul	Aug	Actual YTD	Approved Budget v1	Previous Forecast	Current Forecast	Previous Forecast vs. Current Forecast	Approved Budget v1 vs. Current Forecast	Current Forecast Remaining	% Current Forecast Spent
Employee Benefits											
3300	OASDI-Medicare-Alternative	5,327	9,252	14,578	109,026	131,631	113,752	17,880	(4,726)	99,173	13%
3400	Health & Welfare Benefits	9,336	1,451	10,788	167,948	166,936	168,000	(1,064)	(52)	157,212	6%
3500	Unemployment Insurance	110	913	1,023	16,822	16,863	15,330	1,533	1,492	14,307	7%
3600	Workers Comp Insurance	4,976	3,317	8,293	18,525	22,366	19,328	3,038	(803)	11,035	43%
3900	Other Employee Benefits	291	1,067	1,358	8,629	12,746	9,381	3,366	(752)	8,022	14%
	SUBTOTAL - Employee Benefits	**20,040**	**16,001**	**36,040**	**320,950**	**350,542**	**325,790**	**24,752**	**(4,841)**	**289,750**	**11%**
Books & Supplies											
4100	Approved Textbooks & Core Curricula Materials	-	332	332	25,000	25,000	25,000	-	-	24,668	1%
4200	Books & Other Reference Materials	-	262	262	516	516	516	-	-	254	51%
4320	Educational Software	-	284	284	10,000	10,000	10,000	-	-	9,716	3%
4325	Instructional Materials & Supplies	-	-	-	10,000	10,000	10,000	-	-	10,000	0%
4326	Art & Music Supplies	-	-	-	6,397	6,397	6,397	-	-	6,397	0%
4330	Office Supplies	-	95	95	15,000	15,000	15,000	-	-	14,905	1%
4335	PE Supplies	-	-	-	516	516	516	-	-	516	0%
4345	Non Instructional Student Materials & Supplies	-	35	35	516	516	516	-	-	481	7%
4350	Uniforms	-	-	-	10,000	10,000	10,000	-	-	10,000	0%
4410	Classroom Furniture, Equipment & Supplies	-	-	-	1,111	1,111	1,111	-	-	1,111	0%
4420	Computers: individual items less than $5k	-	-	-	516	516	516	-	-	516	0%
4430	Non Classroom Related Furniture, Equipment & Supplies	-	-	-	929	929	929	-	-	929	0%
4710	Student Food Services	-	204	204	72,504	72,504	72,504	-	-	72,300	0%
4720	Other Food	-	444	444	8,369	8,369	8,369	-	-	7,926	5%
	SUBTOTAL - Books and Supplies	**-**	**1,656**	**1,656**	**161,375**	**161,375**	**161,375**	**-**	**-**	**159,718**	**1%**
Services & Other Operating Expenses											
5210	Conference Fees	-	-	-	1,088	1,088	1,088	-	-	1,088	0%
5220	Travel and Lodging	-	-	-	9,116	9,116	9,116	-	-	9,116	0%
5305	Dues & Membership - Professional	-	-	-	959	959	959	-	-	959	0%
5400	Insurance	8,205	5,509	13,714	20,968	20,968	20,968	-	-	7,254	65%
5515	Janitorial, Gardening Services & Supplies	-	150	150	9,524	9,524	9,524	-	-	9,374	2%
5520	Security	-	-	-	2,122	2,122	2,122	-	-	2,122	0%
5535	Utilities - All Utilities	-	1,394	1,394	72,782	72,782	72,782	-	-	71,389	2%
5600	Rentals, Leases, & Repairs	1,526	1,692	3,218	19,512	19,512	19,512	-	-	16,295	16%
5610	Rent	27,030	27,030	54,060	331,361	331,361	331,361	-	-	277,301	16%
5615	Repairs and Maintenance - Building	-	2,195	2,195	9,180	9,180	9,180	-	-	6,985	24%
5803	Accounting Fees	-	-	-	7,503	7,503	7,503	-	-	7,503	0%
5809	Banking Fees	-	-	-	549	549	549	-	-	549	0%
5815	Consultants - Instructional	-	-	-	15,000	15,000	15,000	-	-	15,000	0%
5820	Consultants - Non Instructional - Custom 1	28	-	28	20,000	20,000	20,000	-	-	19,972	0%
5824	District Oversight Fees	-	-	-	24,166	25,538	25,538	-	(1,372)	25,538	0%
5828	LLM Funds Contingency	-	-	-	-	251,294	251,294	-	(251,294)	251,294	0%
5833	Fines and Penalties	-	1,777	1,777	1,816	1,816	1,816	-	-	39	98%
5836	Fingerprinting	-	59	59	2,060	2,060	2,060	-	-	2,001	3%
5845	Legal Fees	-	-	-	1,655	1,655	1,655	-	-	1,655	0%
5848	Licenses and Other Fees	-	407	407	15,000	15,000	15,000	-	-	14,593	3%
5851	Marketing and Student Recruiting	-	-	-	1,574	1,574	1,574	-	-	1,574	0%
5857	Payroll Fees	53	174	227	11,658	11,658	11,658	-	-	11,431	2%

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		Actual		YTD	Budget						
		Jul	Aug	Actual YTD	Approved Budget v1	Previous Forecast	Current Forecast	Previous Forecast vs. Current Forecast	Approved Budget v1 vs. Current Forecast	Current Forecast Remaining	% Current Forecast Spent
5858	CMO Fees Expense	-	-	-	330,340	367,627	368,521	(893)	(38,181)	368,521	0%
5860	Printing and Reproduction	-	-	-	1,776	1,776	1,776	-	-	1,776	0%
5863	Professional Development	-	-	-	5,000	5,000	5,000	-	-	5,000	0%
5866	Special Ed Admin and other fees	-	-	-	8,272	8,272	8,272	-	-	8,272	0%
5869	Special Education Contract Instructors	-	-	-	250,000	250,000	250,000	-	-	250,000	0%
5874	Sports	-	-	-	5,818	5,818	5,818	-	-	5,818	0%
5875	Staff Recruiting	12,000	-	12,000	9,575	9,575	9,575	-	-	(2,425)	125%
5877	Student Activities	-	-	-	8,621	8,621	8,621	-	-	8,621	0%
5878	Student Assessment	-	2,548	2,548	4,449	4,449	4,449	-	-	1,902	57%
5880	Student Health Services	-	-	-	2,554	2,554	2,554	-	-	2,554	0%
5881	Student Information System	3,006	-	3,006	5,150	5,150	5,150	-	-	2,144	58%
5887	Technology Services	-	-	-	12,000	12,000	12,000	-	-	12,000	0%
5893	Transportation - Student	-	-	-	5,367	5,367	5,367	-	-	5,367	0%
5900	Communications	-	1,997	1,997	45,000	45,000	45,000	-	-	43,003	4%
5915	Postage and Delivery	-	165	165	324	324	324	-	-	159	51%
	SUBTOTAL - Services & Other Operating Exp.	**51,847**	**45,096**	**96,943**	**1,271,839**	**1,561,792**	**1,562,686**	**(893)**	**(290,847)**	**1,465,743**	**6%**
Capital Outlay & Depreciation											
6900	Depreciation	-	-	-	118,147	118,147	118,147	-	-	118,147	0%
	SUBTOTAL - Capital Outlay & Depreciation	**-**	**-**	**-**	**118,147**	**118,147**	**118,147**	**-**	**-**	**118,147**	**0%**
Other Outflows											
7438	Long term debt - Interest	1,391	1,431	2,822	13,870	13,870	13,870	-	-	11,048	20%
	SUBTOTAL - Other Outflows	**1,391**	**1,431**	**2,822**	**13,870**	**13,870**	**13,870**	**-**	**-**	**11,048**	**20%**
TOTAL EXPENSES		**144,212**	**187,109**	**331,321**	**3,311,356**	**3,926,397**	**3,668,819**	**257,579**	**(357,463)**	**3,337,498**	**9%**

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	Actual		YTD	Budget						
	Jul	Aug	Actual YTD	Approved Budget v1	Previous Forecast	Current Forecast	Previous Forecast vs. Current Forecast	Approved Budget v1 vs. Current Forecast	Current Forecast Remaining	% Current Forecast Spent
SUMMARY										
Revenue										
LCFF Entitlement	-	233,712	233,712	5,049,858	5,427,969	5,427,969	-	378,111	5,194,257	4%
Federal Revenue	-	-	-	483,325	909,376	940,652	31,276	457,327	940,652	0%
Other State Revenues	11,921	14,839	26,760	840,909	887,416	889,390	1,974	48,480	862,630	3%
Local Revenues	-	-	-	13,000	13,000	13,000	-	-	13,000	0%
Fundraising and Grants	-	-	-	5,500	5,500	5,500	-	-	5,500	0%
Total Revenue	**11,921**	**248,551**	**260,472**	**6,392,592**	**7,243,261**	**7,276,511**	**33,250**	**883,918**	**7,016,039**	**4%**
Expenses										
Compensation and Benefits	245,773	306,199	551,972	3,088,320	3,420,137	3,554,403	(134,267)	(466,083)	3,002,431	16%
Books and Supplies	422	19,829	20,251	317,603	317,603	317,603	-	-	297,352	6%
Services and Other Operating Expenditures	62,870	67,912	130,782	2,434,386	3,035,670	3,038,995	(3,325)	(604,609)	2,908,213	4%
Depreciation	-	-	-	56,163	56,163	56,163	-	-	56,163	0%
Other Outflows	-	-	-	44,772	9,032	9,032	-	35,740	9,032	0%
Total Expenses	**309,065**	**393,940**	**703,005**	**5,941,244**	**6,838,605**	**6,976,196**	**(137,592)**	**(1,034,952)**	**6,273,191**	**10%**
Operating Income	**(297,144)**	**(145,389)**	**(442,533)**	**451,348**	**404,656**	**300,314**	**(104,342)**	**(151,034)**	**742,847**	
Fund Balance										
Beginning Balance (Audited)				6,519,703	6,423,638	6,074,537				
Operating Income				451,348	404,656	300,314				
Ending Fund Balance				**6,971,051**	**6,828,294**	**6,374,851**				
Fund Balance as a % of Expenses				117%	100%	91%				
KEY ASSUMPTIONS										
Enrollment Summary										
9-12				470	470	470	-	-		
Total Enrolled				**470**	**470**	**470**	**-**	-		
ADA %										
9-12				95.9%	94.5%	94.5%	0.0%	-1.3%		
Average ADA %				**95.9%**	**94.5%**	**94.5%**	**0.0%**	**-1.3%**		
ADA										
9-12				450.50	444.25	444.25	-	(6.25)		
Total ADA				**450.50**	**444.25**	**444.25**	**-**	**(6.25)**		
REVENUE										
LCFF Entitlement										
8011 Charter Schools General Purpose Entitlement - State Aid	-	166,659	166,659	3,234,358	3,308,255	3,308,255	-	73,898	3,141,596	5%
8012 Education Protection Account Entitlement	-	-	-	665,385	1,002,158	1,002,158	-	336,773	1,002,158	0%
8096 Charter Schools in Lieu of Property Taxes	-	67,053	67,053	1,150,115	1,117,555	1,117,555	-	(32,560)	1,050,502	6%
SUBTOTAL - LCFF Entitlement	**-**	**233,712**	**233,712**	**5,049,858**	**5,427,969**	**5,427,969**	**-**	**378,111**	**5,194,257**	**4%**
Federal Revenue										

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		Actual		YTD	Budget						
		Jul	Aug	Actual YTD	Approved Budget v1	Previous Forecast	Current Forecast	Previous Forecast vs. Current Forecast	Approved Budget v1 vs. Current Forecast	Current Forecast Remaining	% Current Forecast Spent
8181	Special Education - Entitlement	-	-	-	57,625	57,625	57,625	-	-	57,625	0%
8220	Child Nutrition Programs	-	-	-	141,475	110,199	141,475	31,276	-	141,475	0%
8291	Title I	-	-	-	139,144	139,144	139,144	-	-	139,144	0%
8292	Title II	-	-	-	19,719	19,719	19,719	-	-	19,719	0%
8294	Title IV	-	-	-	10,000	10,000	10,000	-	-	10,000	0%
8299	All Other Federal Revenue	-	-	-	115,362	572,689	572,689	-	457,327	572,689	0%
	SUBTOTAL - Federal Revenue	**-**	**-**	**-**	**483,325**	**909,376**	**940,652**	**31,276**	**457,327**	**940,652**	**0%**
	Other State Revenue										
8381	Special Education - Entitlement (State	11,921	14,839	26,760	274,604	277,656	277,656	-	3,052	250,896	10%
8382	SPED - Reimbursement (Mental Health)	-	-	-	58,080	58,080	58,080	-	-	58,080	0%
8520	Child Nutrition - State	-	-	-	10,239	8,265	10,239	1,974	-	10,239	0%
8545	School Facilities Apportionments	-	-	-	379,764	383,785	383,785	-	4,021	383,785	0%
8550	Mandated Cost Reimbursements	-	-	-	20,822	20,822	20,822	-	-	20,822	0%
8560	State Lottery Revenue	-	-	-	97,401	92,336	92,336	-	(5,064)	92,336	0%
8590	All Other State Revenue	-	-	-	-	46,471	46,471	-	46,471	46,471	0%
	SUBTOTAL - Other State Revenue	**11,921**	**14,839**	**26,760**	**840,909**	**887,416**	**889,390**	**1,974**	**48,480**	**862,630**	**3%**
	Local Revenue										
8634	Food Service Sales	-	-	-	6,000	6,000	6,000	-	-	6,000	0%
8636	Uniforms	-	-	-	7,000	7,000	7,000	-	-	7,000	0%
	SUBTOTAL - Local Revenue	**-**	**-**	**-**	**13,000**	**13,000**	**13,000**	**-**	**-**	**13,000**	**0%**
	Fundraising and Grants										
8803	Fundraising	-	-	-	5,500	5,500	5,500	-	-	5,500	0%
	SUBTOTAL - Fundraising and Grants	**-**	**-**	**-**	**5,500**	**5,500**	**5,500**	**-**	**-**	**5,500**	**0%**
	TOTAL REVENUE	**11,921**	**248,551**	**260,472**	**6,392,592**	**7,243,261**	**7,276,511**	**33,250**	**883,918**	**7,016,039**	**4%**
	EXPENSES										
	Compensation & Benefits										
	Certificated Salaries										
1100	Teachers Salaries	117,971	144,794	262,765	1,532,853	1,731,300	1,731,300	-	(198,447)	1,468,535	15%
1300	Certificated Supervisor & Administrator Salaries	18,750	23,083	41,833	218,968	251,000	251,000	-	(32,032)	209,167	17%
1401	Bonuses & Extra Pay	-	-	-	26,556	44,259	44,259	-	(17,704)	44,259	0%
	SUBTOTAL - Certificated Salaries	**136,721**	**167,878**	**304,599**	**1,778,377**	**2,026,559**	**2,026,559**	**-**	**(248,183)**	**1,721,961**	**15%**
	Classified Salaries										
2100	Classified Instructional Aide Salaries	33,525	45,408	78,933	458,000	379,400	467,400	(88,000)	(9,400)	388,467	17%
2103	Classified - Special Ed	3,713	4,620	8,333	44,558	45,500	45,500	-	(942)	37,167	18%
2300	Classified Supervisor & Administrator Salaries	6,667	8,667	15,333	80,000	92,000	92,000	-	(12,000)	76,667	17%
2400	Classified Clerical & Office Salaries	17,901	20,862	38,762	178,757	328,440	328,440	-	(149,683)	289,678	12%
2905	Other Classified - After School	-	-	-	32,400	-	-	-	32,400	-	
	SUBTOTAL - Classified Salaries	**61,805**	**79,557**	**141,362**	**793,715**	**845,340**	**933,340**	**(88,000)**	**(139,625)**	**791,978**	**15%**
	Employee Benefits										
3300	OASDI-Medicare-Alternative	14,908	18,623	33,531	196,765	219,700	226,432	(6,732)	(29,667)	192,902	15%

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		Actual		YTD	Budget						
		Jul	Aug	Actual YTD	Approved Budget v1	Previous Forecast	Current Forecast	Previous Forecast vs. Current Forecast	Approved Budget v1 vs. Current Forecast	Current Forecast Remaining	% Current Forecast Spent
3400	Health & Welfare Benefits	20,507	16,638	37,145	231,687	232,698	268,800	(36,102)	(37,113)	231,655	14%
3500	Unemployment Insurance	308	1,838	2,147	23,404	23,506	24,528	(1,022)	(1,124)	22,381	9%
3600	Workers Comp Insurance	9,366	16,613	25,979	33,433	37,330	38,474	(1,144)	(5,041)	12,495	68%
3900	Other Employee Benefits	2,157	5,053	7,210	30,940	35,002	36,269	(1,267)	(5,329)	29,059	20%
	SUBTOTAL - Employee Benefits	**47,246**	**58,765**	**106,011**	**516,229**	**548,237**	**594,504**	**(46,267)**	**(78,275)**	**488,493**	**18%**
	Books & Supplies										
4100	Approved Textbooks & Core Curricula Materials	-	1,555	1,555	30,000	30,000	30,000	-	-	28,445	5%
4200	Books & Other Reference Materials	-	-	-	6,829	6,829	6,829	-	-	6,829	0%
4320	Educational Software	-	7,490	7,490	10,000	10,000	10,000	-	-	2,510	75%
4325	Instructional Materials & Supplies	-	2,871	2,871	29,914	29,914	29,914	-	-	27,043	10%
4326	Art & Music Supplies	-	-	-	6,719	6,719	6,719	-	-	6,719	0%
4330	Office Supplies	59	2,521	2,580	25,112	25,112	25,112	-	-	22,532	10%
4335	PE Supplies	-	-	-	1,007	1,007	1,007	-	-	1,007	0%
4345	Non Instructional Student Materials & Supplies	249	4,752	5,001	5,806	5,806	5,806	-	-	806	86%
4350	Uniforms	-	241	241	11,811	11,811	11,811	-	-	11,569	2%
4410	Classroom Furniture, Equipment & Supplies	-	-	-	8,000	8,000	8,000	-	-	8,000	0%
4420	Computers: individual items less than $5k	-	-	-	10,000	10,000	10,000	-	-	10,000	0%
4430	Non Classroom Related Furniture, Equipment & Supplies	-	-	-	11,503	11,503	11,503	-	-	11,503	0%
4710	Student Food Services	-	380	380	137,749	137,749	137,749	-	-	137,370	0%
4720	Other Food	114	19	133	23,153	23,153	23,153	-	-	23,020	1%
	SUBTOTAL - Books and Supplies	**422**	**19,829**	**20,251**	**317,603**	**317,603**	**317,603**	**-**	**-**	**297,352**	**6%**
	Services & Other Operating Expenses										
5210	Conference Fees	-	-	-	2,439	2,439	2,439	-	-	2,439	0%
5220	Travel and Lodging	-	-	-	10,094	10,094	10,094	-	-	10,094	0%
5305	Dues & Membership - Professional	-	-	-	1,770	1,770	1,770	-	-	1,770	0%
5400	Insurance	15,445	-	15,445	42,105	42,105	42,105	-	-	26,661	37%
5515	Janitorial, Gardening Services & Supplies	-	-	-	10,206	10,206	10,206	-	-	10,206	0%
5520	Security	572	535	1,107	60,000	60,000	60,000	-	-	58,893	2%
5535	Utilities - All Utilities	-	2,275	2,275	148,846	148,846	148,846	-	-	146,571	2%
5600	Rentals, Leases, & Repairs	1,526	2,025	3,550	24,868	24,868	24,868	-	-	21,318	14%
5610	Rent	39,817	39,817	79,635	675,449	682,601	682,601	-	(7,152)	602,967	12%
5615	Repairs and Maintenance - Building	-	-	-	9,180	9,180	9,180	-	-	9,180	0%
5803	Accounting Fees	-	-	-	14,613	14,613	14,613	-	-	14,613	0%
5809	Banking Fees	-	-	-	1,070	1,070	1,070	-	-	1,070	0%
5815	Consultants - Instructional	-	2,000	2,000	58,423	58,423	58,423	-	-	56,423	3%
5820	Consultants - Non Instructional - Custom 1	-	61	61	37,312	37,312	37,312	-	-	37,251	0%
5824	District Oversight Fees	-	-	-	52,014	55,908	55,908	-	(3,895)	55,908	0%
5828	LLM Funds Contingency	-	-	-	-	505,171	505,171	-	(505,171)	505,171	0%
5833	Fines and Penalties	-	-	-	8,549	8,549	8,549	-	-	8,549	0%
5836	Fingerprinting	-	214	214	2,415	2,415	2,415	-	-	2,201	9%
5845	Legal Fees	-	26	26	3,061	3,061	3,061	-	-	3,035	1%
5848	Licenses and Other Fees	103	1,361	1,464	9,968	9,968	9,968	-	-	8,504	15%
5851	Marketing and Student Recruiting	-	-	-	2,474	2,474	2,474	-	-	2,474	0%
5857	Payroll Fees	144	342	486	13,266	13,266	13,266	-	-	12,781	4%
5858	CMO Fees Expense	-	-	-	637,409	722,476	725,801	(3,325)	(88,392)	725,801	0%
5860	Printing and Reproduction	-	-	-	910	910	910	-	-	910	0%
5863	Professional Development	700	10,650	11,350	25,000	25,000	25,000	-	-	13,650	45%

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		Actual		YTD	Budget						
		Jul	Aug	Actual YTD	Approved Budget v1	Previous Forecast	Current Forecast	Previous Forecast vs. Current Forecast	Approved Budget v1 vs. Current Forecast	Current Forecast Remaining	% Current Forecast Spent
5866	Special Ed Admin and other fees	-	-	-	16,111	16,111	16,111	-	-	16,111	0%
5869	Special Education Contract Instructors	-	-	-	362,769	362,769	362,769	-	-	362,769	0%
5874	Sports	-	-	-	45,325	45,325	45,325	-	-	45,325	0%
5875	Staff Recruiting	-	-	-	4,051	4,051	4,051	-	-	4,051	0%
5877	Student Activities	838	559	1,397	30,490	30,490	30,490	-	-	29,093	5%
5878	Student Assessment	-	-	-	6,727	6,727	6,727	-	-	6,727	0%
5880	Student Health Services	-	-	-	2,400	2,400	2,400	-	-	2,400	0%
5881	Student Information System	3,006	4,488	7,494	5,970	5,970	5,970	-	-	(1,524)	126%
5887	Technology Services	-	-	-	19,162	19,162	19,162	-	-	19,162	0%
5893	Transportation - Student	-	-	-	10,453	10,453	10,453	-	-	10,453	0%
5900	Communications	720	2,734	3,454	78,040	78,040	78,040	-	-	74,586	4%
5915	Postage and Delivery	-	825	825	1,446	1,446	1,446	-	-	621	57%
	SUBTOTAL - Services & Other Operating Exp.	**62,870**	**67,912**	**130,782**	**2,434,386**	**3,035,670**	**3,038,995**	**(3,325)**	**(604,609)**	**2,908,213**	**4%**
Capital Outlay & Depreciation											
6900	Depreciation	-	-	-	56,163	56,163	56,163	-	-	56,163	0%
	SUBTOTAL - Capital Outlay & Depreciation	**-**	**-**	**-**	**56,163**	**56,163**	**56,163**	**-**	**-**	**56,163**	**0%**
Other Outflows											
7438	Long term debt - Interest	-	-	-	44,772	9,032	9,032	-	35,740	9,032	0%
	SUBTOTAL - Other Outflows	**-**	**-**	**-**	**44,772**	**9,032**	**9,032**	**-**	**35,740**	**9,032**	**0%**
TOTAL EXPENSES		**309,065**	**393,940**	**703,005**	**5,941,244**	**6,838,605**	**6,976,196**	**(137,592)**	**(1,034,952)**	**6,273,191**	**10%**

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	Actual		YTD	Budget						
	Jul	Aug	Actual YTD	Approved Budget v1	Previous Forecast	Current Forecast	Previous Forecast vs. Current Forecast	Approved Budget v1 vs. Current Forecast	Current Forecast Remaining	% Current Forecast Spent
SUMMARY										
Revenue										
LCFF Entitlement	-	108,586	108,586	2,381,146	2,499,273	2,499,273	-	118,127	2,390,687	4%
Federal Revenue	-	-	-	382,025	383,298	608,760	225,461	226,735	608,760	0%
Other State Revenues	6,670	8,304	14,974	618,637	635,771	637,119	1,348	18,482	622,145	2%
Local Revenues	-	36	36	103,936	103,936	103,936	-	-	103,900	0%
Fundraising and Grants	-	-	-	1,500	1,500	1,500	-	-	1,500	0%
Total Revenue	**6,670**	**116,926**	**123,596**	**3,487,245**	**3,623,779**	**3,850,588**	**226,809**	**363,344**	**3,726,992**	**3%**
Expenses										
Compensation and Benefits	78,145	96,410	174,555	1,286,076	1,419,538	1,250,977	168,561	35,100	1,076,422	14%
Books and Supplies	-	36,300	36,300	193,601	193,601	219,533	(25,932)	(25,932)	183,234	17%
Services and Other Operating Expenditures	19,067	183,146	202,213	2,030,528	2,302,046	2,254,727	47,319	(224,199)	2,052,514	9%
Depreciation	-	-	-	65,199	65,199	65,199	-	-	65,199	0%
Other Outflows	8,691	9,190	17,881	49,332	49,332	49,332	-	-	31,451	36%
Total Expenses	**105,903**	**325,046**	**430,949**	**3,624,737**	**4,029,717**	**3,839,769**	**189,948**	**(215,032)**	**3,408,820**	**11%**
Operating Income	**(99,233)**	**(208,119)**	**(307,353)**	**(137,492)**	**(405,938)**	**10,820**	**416,758**	**148,312**	**318,173**	
Fund Balance										
Beginning Balance (Audited)				1,138,202	1,099,333	804,516				
Operating Income				(137,492)	(405,938)	10,820				
Ending Fund Balance				**1,000,710**	**693,395**	**815,336**				
Fund Balance as a % of Expenses				28%	17%	21%				
KEY ASSUMPTIONS										
Enrollment Summary										
4-6				90	90	90	-	-		
7-8				180	180	180	-	-		
Total Enrolled				**270**	**270**	**270**	**-**	-		
ADA %										
4-6				95.3%	94.4%	94.4%	0.0%	-0.9%		
7-8				95.3%	91.0%	91.0%	0.0%	-4.3%		
Average ADA %				**95.3%**	**92.1%**	**92.1%**	**0.0%**	**-3.2%**		
ADA										
4-6				85.74	84.93	84.93	-	(0.81)		
7-8				171.48	163.72	163.72	-	(7.76)		
Total ADA				**257.22**	**248.65**	**248.65**	**-**	**(8.57)**		
REVENUE										
LCFF Entitlement										
8011 Charter Schools General Purpose Entitlement - State Aid	-	65,374	65,374	1,332,219	1,299,267	1,299,267	-	(32,952)	1,233,894	5%
8012 Education Protection Account Entitlement	-	-	-	324,965	479,794	479,794	-	154,829	479,794	0%
8096 Charter Schools in Lieu of Property Taxes	-	43,213	43,213	723,962	720,212	720,212	-	(3,750)	677,000	6%

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	Actual		YTD	Budget						
	Jul	Aug	Actual YTD	Approved Budget v1	Previous Forecast	Current Forecast	Previous Forecast vs. Current Forecast	Approved Budget v1 vs. Current Forecast	Current Forecast Remaining	% Current Forecast Spent
SUBTOTAL - LCFF Entitlement	**-**	**108,586**	**108,586**	**2,381,146**	**2,499,273**	**2,499,273**	**-**	**118,127**	**2,390,687**	**4%**
Federal Revenue										
8181 Special Education - Entitlement	-	-	-	33,375	33,375	33,375	-	-	33,375	0%
8220 Child Nutrition Programs	-	-	-	70,985	58,059	70,985	12,926	-	70,985	0%
8291 Title I	-	-	-	88,776	88,776	88,776	-	-	88,776	0%
8292 Title II	-	-	-	12,995	12,995	12,995	-	-	12,995	0%
8293 Title III	-	-	-	90,869	90,869	90,869	-	-	90,869	0%
8294 Title IV	-	-	-	10,000	10,000	10,000	-	-	10,000	0%
8299 All Other Federal Revenue	-	-	-	75,024	89,224	301,759	212,535	226,735	301,759	0%
SUBTOTAL - Federal Revenue	**-**	**-**	**-**	**382,025**	**383,298**	**608,760**	**225,461**	**226,735**	**608,760**	**0%**
Other State Revenue										
8381 Special Education - Entitlement (State	6,670	8,304	14,974	157,296	155,406	155,406	-	(1,890)	140,432	10%
8382 SPED - Reimbursement (Mental Health)	-	-	-	15,840	15,840	15,840	-	-	15,840	0%
8520 Child Nutrition - State	-	-	-	5,219	3,871	5,219	1,348	-	5,219	0%
8545 School Facilities Apportionments	-	-	-	247,309	250,241	250,241	-	2,933	250,241	0%
8550 Mandated Cost Reimbursements	-	-	-	4,192	4,192	4,192	-	-	4,192	0%
8560 State Lottery Revenue	-	-	-	55,612	51,681	51,681	-	(3,931)	51,681	0%
8590 All Other State Revenue	-	-	-	-	21,370	21,370	-	21,370	21,370	0%
8596 ASES	-	-	-	133,169	133,169	133,169	-	-	133,169	0%
SUBTOTAL - Other State Revenue	**6,670**	**8,304**	**14,974**	**618,637**	**635,771**	**637,119**	**1,348**	**18,482**	**622,145**	**2%**
Local Revenue										
8634 Food Service Sales	-	-	-	5,000	5,000	5,000	-	-	5,000	0%
8636 Uniforms	-	-	-	2,069	2,069	2,069	-	-	2,069	0%
8660 Interest	-	-	-	2	2	2	-	-	2	0%
8699 All Other Local Revenue	-	36	36	26,000	26,000	26,000	-	-	25,964	0%
8781 All Other transfers from Districts or Charter Schools	-	-	-	70,865	70,865	70,865	-	-	70,865	0%
SUBTOTAL - Local Revenue	**-**	**36**	**36**	**103,936**	**103,936**	**103,936**	**-**	**-**	**103,900**	**0%**
Fundraising and Grants										
8802 Donations - Private	-	-	-	500	500	500	-	-	500	0%
8803 Fundraising	-	-	-	1,000	1,000	1,000	-	-	1,000	0%
SUBTOTAL - Fundraising and Grants	**-**	**-**	**-**	**1,500**	**1,500**	**1,500**	**-**	**-**	**1,500**	**0%**
TOTAL REVENUE	**6,670**	**116,926**	**123,596**	**3,487,245**	**3,623,779**	**3,850,588**	**226,809**	**363,344**	**3,726,992**	**3%**
EXPENSES										
Compensation & Benefits										
Certificated Salaries										
1100 Teachers Salaries	21,835	39,002	60,837	536,925	763,257	596,457	166,800	(59,532)	535,619	10%
1300 Certificated Supervisor & Administrator Salaries	-	6,083	6,083	73,000	73,000	73,000	-	-	66,917	8%
1401 Bonuses & Extra Pay	-	-	-	14,889	24,816	24,816	-	(9,926)	24,816	0%
SUBTOTAL - Certificated Salaries	**21,835**	**45,085**	**66,921**	**624,814**	**861,072**	**694,272**	**166,800**	**(69,458)**	**627,352**	**10%**
Classified Salaries										

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		Actual		YTD	Budget						
		Jul	Aug	Actual YTD	Approved Budget v1	Previous Forecast	Current Forecast	Previous Forecast vs. Current Forecast	Approved Budget v1 vs. Current Forecast	Current Forecast Remaining	% Current Forecast Spent
2100	Classified Instructional Aide Salaries	11,591	12,059	23,650	45,000	45,900	91,100	(45,200)	(46,100)	67,450	26%
2300	Classified Supervisor & Administrator Salaries	6,031	-	6,031	98,000	-	-	-	98,000	(6,031)	
2400	Classified Clerical & Office Salaries	12,399	19,354	31,753	157,119	178,700	186,300	(7,600)	(29,181)	154,547	17%
2905	Other Classified - After School	9,433	4,500	13,933	133,000	83,200	52,600	30,600	80,400	38,667	26%
	SUBTOTAL - Classified Salaries	**39,454**	**35,913**	**75,367**	**433,119**	**307,800**	**330,000**	**(22,200)**	**103,119**	**254,633**	**23%**
	Employee Benefits										
3300	OASDI-Medicare-Alternative	4,602	6,096	10,699	80,675	89,161	78,100	11,062	2,575	67,401	14%
3400	Health & Welfare Benefits	6,646	4,102	10,748	106,232	116,349	109,200	7,149	(2,968)	98,452	10%
3500	Unemployment Insurance	95	602	697	10,731	11,753	9,965	1,789	767	9,268	7%
3600	Workers Comp Insurance	5,132	3,421	8,553	13,751	15,193	13,314	1,880	438	4,761	64%
3900	Other Employee Benefits	381	1,190	1,571	16,754	18,209	16,126	2,082	628	14,556	10%
	SUBTOTAL - Employee Benefits	**16,856**	**15,411**	**32,267**	**228,143**	**250,666**	**226,704**	**23,961**	**1,439**	**194,437**	**14%**
	Books & Supplies										
4100	Approved Textbooks & Core Curricula Materials	-	332	332	40,000	40,000	40,000	-	-	39,668	1%
4200	Books & Other Reference Materials	-	-	-	1,026	1,026	1,026	-	-	1,026	0%
4320	Educational Software	-	-	-	10,000	10,000	10,000	-	-	10,000	0%
4325	Instructional Materials & Supplies	-	1,318	1,318	16,338	16,338	16,338	-	-	15,020	8%
4326	Art & Music Supplies	-	-	-	513	513	513	-	-	513	0%
4330	Office Supplies	-	736	736	25,041	25,041	25,041	-	-	24,304	3%
4335	PE Supplies	-	-	-	513	513	513	-	-	513	0%
4345	Non Instructional Student Materials & Supplies	-	4,144	4,144	513	513	6,000	(5,487)	(5,487)	1,856	69%
4350	Uniforms	-	29,730	29,730	9,555	9,555	30,000	(20,445)	(20,445)	270	99%
4410	Classroom Furniture, Equipment & Supplies	-	-	-	2,999	2,999	2,999	-	-	2,999	0%
4420	Computers: individual items less than $5k	-	-	-	513	513	513	-	-	513	0%
4430	Non Classroom Related Furniture, Equipment & Supplies	-	-	-	1,026	1,026	1,026	-	-	1,026	0%
4710	Student Food Services	-	-	-	77,412	77,412	77,412	-	-	77,412	0%
4720	Other Food	-	39	39	8,153	8,153	8,153	-	-	8,114	0%
	SUBTOTAL - Books and Supplies	**-**	**36,300**	**36,300**	**193,601**	**193,601**	**219,533**	**(25,932)**	**(25,932)**	**183,234**	**17%**
	Services & Other Operating Expenses										
5210	Conference Fees	-	-	-	1,026	1,026	1,026	-	-	1,026	0%
5220	Travel and Lodging	-	-	-	4,249	4,249	4,249	-	-	4,249	0%
5305	Dues & Membership - Professional	-	-	-	922	922	922	-	-	922	0%
5400	Insurance	8,463	5,681	14,144	20,968	20,968	20,968	-	-	6,824	67%
5515	Janitorial, Gardening Services & Supplies	-	-	-	2,593	2,593	2,593	-	-	2,593	0%
5520	Security	-	-	-	1,000	1,000	1,000	-	-	1,000	0%
5535	Utilities - All Utilities	-	4,822	4,822	175,836	175,836	175,836	-	-	171,014	3%
5600	Rentals, Leases, & Repairs	1,526	1,526	3,051	19,512	19,512	19,512	-	-	16,461	16%
5610	Rent	-	135,635	135,635	817,877	817,877	817,877	-	-	682,242	17%
5615	Repairs and Maintenance - Building	-	-	-	6,120	6,120	6,120	-	-	6,120	0%
5803	Accounting Fees	-	-	-	8,168	8,168	8,168	-	-	8,168	0%
5809	Banking Fees	-	-	-	598	598	598	-	-	598	0%
5815	Consultants - Instructional	-	-	-	30,000	30,000	30,000	-	-	30,000	0%
5820	Consultants - Non Instructional - Custom 1	28	-	28	10,000	10,000	10,000	-	-	9,972	0%
5824	District Oversight Fees	-	4,010	4,010	24,526	25,743	25,743	-	(1,217)	21,733	16%
5828	LLM Funds Contingency	-	-	-	-	246,785	176,785	70,000	(176,785)	176,785	0%
5833	Fines and Penalties	-	-	-	1,977	1,977	1,977	-	-	1,977	0%

RCA
Income Statement
As of Aug FY2021

		Actual		YTD	Budget						
		Jul	Aug	Actual YTD	Approved Budget v1	Previous Forecast	Current Forecast	Previous Forecast vs. Current Forecast	Approved Budget v1 vs. Current Forecast	Current Forecast Remaining	% Current Forecast Spent
5836	Fingerprinting	-	62	62	1,350	1,350	1,350	-	-	1,288	5%
5845	Legal Fees	-	-	-	1,046	1,046	1,046	-	-	1,046	0%
5848	Licenses and Other Fees	-	200	200	1,523	1,523	1,523	-	-	1,323	13%
5851	Marketing and Student Recruiting	-	-	-	1,574	1,574	1,574	-	-	1,574	0%
5852	CAM Fees	-	26,194	26,194	200,838	210,702	210,702	-	(9,863)	184,507	12%
5857	Payroll Fees	45	114	160	11,081	11,081	11,081	-	-	10,921	1%
5858	CMO Fees Expense	-	-	-	338,181	351,834	374,515	(22,681)	(36,334)	374,515	0%
5860	Printing and Reproduction	-	-	-	857	857	857	-	-	857	0%
5861	Prior Yr Exp (not accrued	-	1,032	1,032	-	-	-	-	-	(1,032)	
5863	Professional Development	-	-	-	10,000	10,000	10,000	-	-	10,000	0%
5866	Special Ed Admin and other fees	-	-	-	9,006	9,006	9,006	-	-	9,006	0%
5869	Special Education Contract Instructors	-	-	-	256,206	256,206	256,206	-	-	256,206	0%
5874	Sports	-	-	-	1,000	1,000	1,000	-	-	1,000	0%
5875	Staff Recruiting	6,000	-	6,000	7,210	7,210	7,210	-	-	1,210	83%
5877	Student Activities	-	-	-	4,236	4,236	4,236	-	-	4,236	0%
5878	Student Assessment	-	2,790	2,790	4,873	4,873	4,873	-	-	2,083	57%
5880	Student Health Services	-	-	-	6,180	6,180	6,180	-	-	6,180	0%
5881	Student Information System	3,006	-	3,006	5,665	5,665	5,665	-	-	2,659	53%
5887	Technology Services	-	-	-	18,000	18,000	18,000	-	-	18,000	0%
5893	Transportation - Student	-	-	-	5,843	5,843	5,843	-	-	5,843	0%
5900	Communications	-	1,075	1,075	20,000	20,000	20,000	-	-	18,925	5%
5915	Postage and Delivery	-	5	5	486	486	486	-	-	481	1%
	SUBTOTAL - Services & Other Operating Exp.	**19,067**	**183,146**	**202,213**	**2,030,528**	**2,302,046**	**2,254,727**	**47,319**	**(224,199)**	**2,052,514**	**9%**
Capital Outlay & Depreciation											
6900	Depreciation	-	-	-	65,199	65,199	65,199	-	-	65,199	0%
	SUBTOTAL - Capital Outlay & Depreciation	**-**	**-**	**-**	**65,199**	**65,199**	**65,199**	**-**	**-**	**65,199**	**0%**
Other Outflows											
7438	Long term debt - Interest	8,691	9,190	17,881	49,332	49,332	49,332	-	-	31,451	36%
	SUBTOTAL - Other Outflows	**8,691**	**9,190**	**17,881**	**49,332**	**49,332**	**49,332**	**-**	**-**	**31,451**	**36%**
TOTAL EXPENSES		**105,903**	**325,046**	**430,949**	**3,624,737**	**4,029,717**	**3,839,769**	**189,948**	**(215,032)**	**3,408,820**	**11%**

AMPS
Monthly Cash Forecast
As of Aug FY2021

	2020-21 Actuals & Forecast													
	Jul Actuals	**Aug** Actuals	**Sep** Forecast	**Oct** Forecast	**Nov** Forecast	**Dec** Forecast	**Jan** Forecast	**Feb** Forecast	**Mar** Forecast	**Apr** Forecast	**May** Forecast	**Jun** Forecast	**Forecast**	**Remaining Balance**
Beginning Cash	**4,187,058**	**4,497,268**	**4,424,256**	**3,654,944**	**3,577,661**	**3,115,859**	**2,340,961**	**3,411,357**	**3,106,415**	**2,185,029**	**1,255,041**	**634,151**		
REVENUE														
LCFF Entitlement	-	1,049,533	1,210,620	2,200,040	1,660,813	1,660,813	2,200,040	1,660,813	1,340,700	1,128,621	589,394	701,726	22,018,570	6,615,461
Federal Revenue	-	-	1,520,688	73,107	320,229	84,302	96,686	344,205	106,668	111,561	347,915	96,686	4,208,777	1,106,732
Other State Revenue	49,032	66,098	65,602	397,283	108,750	315,682	1,075,057	254,351	125,814	195,870	624,469	62,785	4,629,075	1,288,282
Other Local Revenue	4,724	5,217	12,493	6,797	6,797	6,797	174,208	6,797	6,797	11,706	59,797	3,093,810	3,466,768	70,829
Fundraising & Grants	-	33	6,810	572	5,126	4,900	-	3	-	-	3	-	18,000	553
TOTAL REVENUE	**53,756**	**1,120,880**	**2,816,213**	**2,677,799**	**2,101,714**	**2,072,494**	**3,545,991**	**2,266,168**	**1,579,978**	**1,447,758**	**1,621,577**	**3,955,006**	**34,341,190**	**9,081,857**
EXPENSES														
Certificated Salaries	481,391	640,946	639,732	639,732	639,732	839,732	639,732	639,732	639,732	639,732	639,732	639,732	7,719,656	-
Classified Salaries	401,990	411,687	400,888	400,888	400,888	400,888	400,888	400,888	400,888	400,888	400,888	400,888	4,822,554	-
Employee Benefits	212,907	203,133	264,800	219,437	213,970	232,053	257,711	219,437	219,437	202,293	202,293	176,313	2,605,142	(18,642)
Books & Supplies	682	99,680	207,299	186,233	147,844	176,251	96,847	181,894	109,884	78,260	62,466	85,237	1,438,167	5,590
Services & Other Operating Expenses	382,308	919,400	1,743,563	1,261,676	1,197,751	1,202,338	1,023,257	1,071,998	1,074,262	999,413	879,428	4,205,610	16,087,146	126,143
Capital Outlay & Depreciation	-	-	70,864	70,864	70,864	70,864	70,864	70,864	70,864	70,864	70,864	70,864	850,367	141,728
Other Outflows	24,365	25,686	31,244	27,245	27,034	26,822	26,609	26,395	26,180	25,964	25,747	25,529	318,819	-
TOTAL EXPENSES	**1,503,643**	**2,300,530**	**3,358,389**	**2,806,075**	**2,698,082**	**2,948,949**	**2,515,907**	**2,611,209**	**2,541,247**	**2,417,413**	**2,281,417**	**5,604,173**	**33,841,852**	**254,819**
Operating Cash Inflow (Outflow)	**(1,449,887)**	**(1,179,650)**	**(542,177)**	**(128,276)**	**(596,368)**	**(876,455)**	**1,030,084**	**(345,041)**	**(961,269)**	**(969,655)**	**(659,840)**	**(1,649,167)**	**499,338**	**8,827,038**
Revenues - Prior Year Accruals	5,678,244	1,139,360	(2,391,505)	32,869	116,653	499,823	23,365	23,365	23,365	23,365	23,365	63,958	-	
Accounts Receivable - Current Year	-	-	267	-	-	-	-	-	-	-	-	-	-	
Fixed Assets	-	-	70,864	70,864	70,864	70,864	70,864	70,864	70,864	70,864	70,864	70,864	-	
Due To (From)	-	-	(7,133)	-	-	(415,426)	-	-	-	-	-	-	-	
Expenses - Prior Year Accruals	(2,851,543)	(10,459)	2,359,443	(2,612)	(2,612)	(2,612)	(2,612)	(2,612)	(2,612)	(2,612)	(2,612)	(2,612)	-	
Accounts Payable - Current Year	(1,020,556)	22,465	(209,153)	-	-	-	-	-	-	-	-	-	-	
Loans Payable (Long Term)	(46,049)	(44,728)	(43,910)	(44,120)	(44,331)	(44,543)	(44,756)	(44,970)	(45,185)	(45,401)	(45,618)	(45,836)	-	
Other Liabilites	-	-	(6,009)	(6,009)	(6,009)	(6,550)	(6,550)	(6,550)	(6,550)	(6,550)	(7,050)	(7,050)	-	
Ending Cash	**4,497,268**	**4,424,256**	**3,654,944**	**3,577,661**	**3,115,859**	**2,340,961**	**3,411,357**	**3,106,415**	**2,185,029**	**1,255,041**	**634,151**	**(935,691)**		

ESP-CA

EdTec Network : Amethod Public Schools (Consolidated) : Amethod Public Schools (AMPS)

Balance Sheet

End of Aug 2020

Financial Row	Amount
ASSETS	
Current Assets	
Bank	
9120-OCA - Cash in Bank - OCA	
9120-OCA - Cash in Bank - OCA	$0.01
9121-6649 - Cash in Bank - OCA: BofA Checking Account	$4,248,842.00
9122-5942 - Cash in Bank - OCA: BofA Checking Account 5942	$6,026.43
9123-4834 - New Resource Bank Non-Profit Checking	$107,633.10
9191-OCA - Cash Balancing - OCA	$0.56
Total - 9120-OCA - Cash in Bank - OCA	$4,362,502.10
Total Bank	$4,362,502.10
Accounts Receivable	
9200 - Accounts Receivable	
9201 - Employee Advances	$267.22
9211 - AR - Title I	$27,129.00
9212 - AR - Title II	$13,683.00
9213 - AR - Title III	$7,322.00
9214 - AR - Title IV	$12,133.00
9219 - AR - Special Ed (Fed)	$267,377.81
9230 - AR - State Aid	$2,640.00
9232 - AR - Property Taxes	$58,845.54
9233 - AR - Lottery	$117,398.63
9237 - AR - ASES	$63,051.07
9239 - AR - Special Education	$22,801.86
9246 - AR - Child Nutrition (State)	$0.03
9247 - AR - School Facilities Apportionment	$570,752.87
9248 - AR - Charter School Facilities Incentive Grant Program	$103,381.00
9251 - AR - Gen Purpose prior yr adjustment (Due from District)	$46,471.62
Total - 9200 - Accounts Receivable	$1,313,254.65
Total Accounts Receivable	$1,313,254.65
Other Current Asset	
9330 - Prepaid Expenditures (Expenses)	$451,268.81
9355 - Other Commuter Check	($60.00)
Total Other Current Asset	$451,208.81
Total Current Assets	$6,126,965.56
Fixed Assets	
9420 - Land Improvements	$6,351,845.43
9425 - Accumulated Depreciation - Land Improvements	($2,950,228.76)
9430 - Buildings	$1,961,079.68
9431 - Fixed Asset - Building Improvements	$4,740,569.95
9435 - Accumulated Depreciation-Buildings	($614,220.72)
9436 - Accumulated Depreciation - Building Improvements	($1,126,685.33)
9440 - Equipment	$307,014.60
9445 - Accumulated Depreciation-Equipment	($107,854.59)
9457 - Construction in Progress project 7	$24,739.01
Total Fixed Assets	$8,586,259.27
Other Assets	
9360 - Other Asset - Deposits	$403,834.00
Total Other Assets	$403,834.00
Total ASSETS	$15,117,058.83
LIABILITIES & EQUITY	
Current Liabilities	
Accounts Payable	
9500 - Accounts Payable	

Financial Row	Amount
9500 - Accounts Payable	($46,294.98)
9512 - AP - District Prior Year Prop Tax Adjustment	$58,122.42
9516 - AP - Payable to County (prior yr adj)	($1,899.80)
Total - 9500 - Accounts Payable	$9,927.64
Total Accounts Payable	$9,927.64
Other Current Liability	
9501 - Accrued Accounts Payable	$130,941.18
9502 - AP - District Oversight Fee	$15,276.02
9514 - AP - Other	$2,150.00
9525 - Flex Plan Liability	$28,815.50
9540 - Payroll Liability - Federal	$63,805.39
9541 - Payroll Liability - OASDI	($87.56)
9542 - Payroll Liability - Medicare	($20.48)
9545 - Payroll Liability - State	$7,703.11
9547 - Payroll Liability - SDI	$2,316.95
9570 - Wages Payable	$54,662.76
9580 - 403B Payable	$192.99
9590 - Due to Grantor Governments	$422,559.01
9655 - Deferred Rent (liability)	$2,267,927.89
APSB - AP Balancing	$0.56
Total Other Current Liability	$2,996,243.32
Total Current Liabilities	$3,006,170.96
Long Term Liabilities	
9660 - Long Term Liabilities	
9667 - Capital Leases Payable	$136,515.61
9670 - CDE Loan	$33,335.00
9671 - Notes Payable (School Defined 1)	$1,050,134.26
9672 - Notes Payable (School Defined 2)	$2,122,784.89
9673 - Notes Payable (School Defined 3)	$2,002,762.91
9675 - Notes Payable (School Defined 5)	$2,778,325.00
Total - 9660 - Long Term Liabilities	$8,123,857.67
Total Long Term Liabilities	$8,123,857.67
Equity	
9791 - Beginning Fund Balance	($56,308.36)
Retained Earnings	$6,667,983.50
Net Income	($2,624,644.94)
Total Equity	$3,987,030.20
Total LIABILITIES & EQUITY	$15,117,058.83

AMPS Board Financial Update

KELLY ELLIS

AIDAN BARRY-OWEN

SEPTEMBER 23, 2020

edtec
Charter School Specialists
BUSINESS • OPERATIONS • PERFORMANCE

Contents

1. State Deferral Updates

2. FY 2020-21 Budget
   A. Key Assumptions
   B. Budget Comparison
   C. Operating Income by Site
   D. Cash flow

Deferrals Updates

Deferral Update

How Much?

$12.9B, nearly 36% of State Aid

Timing?

Affects Feb-June apportionments, longest deferral of 9 months (Feb to Nov)

State Special Ed Deferred in spring as well

Uncertainty?

Timing & amounts can be changed

Cash Management Options

FY 2020-21 Financials

HH ADA Summary

State has now offered an option for growing schools to be compensated

Sites	20-21 ADA (prev. forecast)	20-21 ADA (19-20 HH)	Difference
BJE	471.9	455.4	(16.5)
DCA	323.9	320.4	(3.5)
JHHS	264.3	300.4	36.1
OCA	247.2	239.4	(7.8)
OCHS	450.5	444.3	(6.3)
RCA	257.2	248.7	(8.6)
AMPS Total	**2,015.0**	**2,008.5**	**(6.5)**

Key Revenue Updates

Type	Description / Notes	Impact
LCFF	COLA restored back to 0% from -7.92%, offset with losses from HH ADA	$1.7M
LLM Funds	Learning Loss Mitigation funds added, 1.9M under Federal and 200K under State	$2.1M
	Total Increase in Revenue	$4.3M

Key Expense Updates

Type	Description / Notes	Impact
Payroll	2% restored raises restored, along with site staffing updates	($900K)
Books and Supplies	Various line items increased to stay consistent with YTD spending	($50K)
LLM Contingency	A contingency line was added to offset revenues, roughly matches expected LLM revenue	($2M)
Home Office	Various line items, mainly Insurance, Legal and Consultants, increased to stay consistent with YTD spending & updated contracts	($200K)
	Total Increase in Expenses	($3.6M)

Budget Comparison

		2020-21	2020-21	Variance
		Previous Forecast	Current Forecast	
Revenue	LCFF Entitlement	20,250,233	22,018,570	1,768,337
	Federal Revenue	2,285,544	4,208,777	1,923,233
	Other State Revenues	4,402,663	4,629,075	226,412
	Local Revenues	3,074,970	3,466,768	391,798
	Fundraising and Grants	18,000	18,000	-
	Total Revenue	**30,031,410**	**34,341,190**	**4,309,780**
Expenses	Compensation and Benefits	14,246,905	15,147,353	(900,447)
	Books and Supplies	1,382,745	1,438,167	(55,422)
	Services and Other Operating	13,389,384	16,087,146	(2,697,762)
	Depreciation	850,367	850,367	-
	Other Outflows	354,559	318,819	35,740
	Total Expenses	**30,223,961**	**33,841,852**	**(3,617,891)**
	Operating Income	**(192,551)**	**499,338**	**691,889**
	Beginning Balance (Audited)	7,152,558	6,604,226	(548,332)
	Operating Income	(192,551)	499,338	691,889
Ending Fund Balance (incl. Depreciation)		**6,960,007**	**7,103,563**	**143,557**
Ending Fund Balance as % of Expenses		**23.0%**	**21.0%**	**-2.0%**

Latest forecast shifts AMPS to positive OI

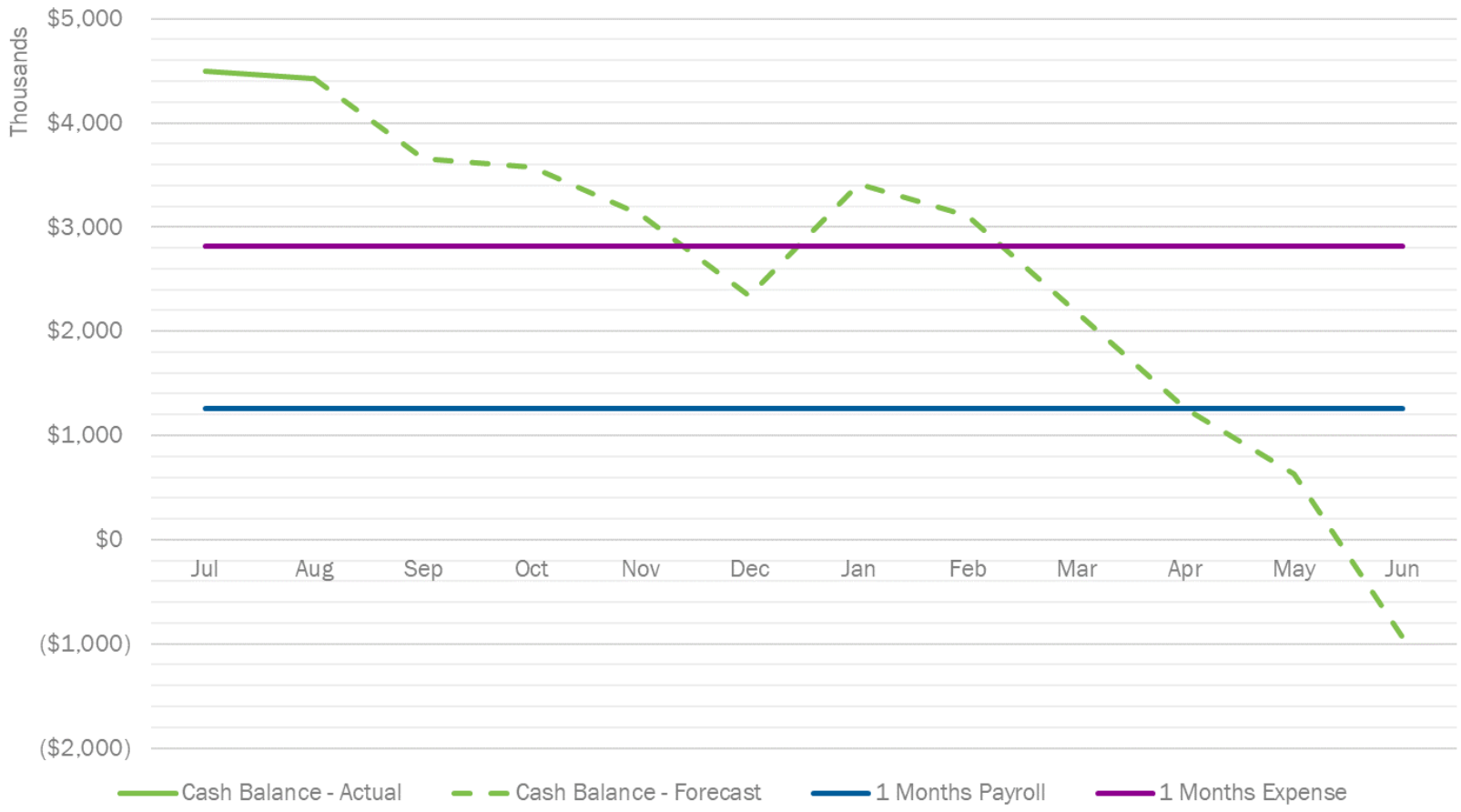
Individual Site Budgets

		BJE	DCA	Home	JHHS	OCA	OCHS	RCA	AMPS
	In Thousands	**FY21**	**FY21**	**FY21**	**FY21**	**FY21**	**FY21**	**FY21**	**FY21**
Revenue	LCFF Entitlement	4,748	3,233	-	3,631	2,479	5,428	2,499	22,019
	Federal Revenue	943	528	-	602	586	941	609	4,209
	Other State Revenues	1,049	825	-	619	619	889	637	4,629
	Local Revenues	151	10	3,091	95	3	13	104	3,467
	Fundraising and Grants	-	-	5	-	6	6	2	18
	Total Revenue	**6,891**	**4,596**	**3,096**	**4,947**	**3,693**	**7,277**	**3,851**	**34,342**
Expenses	Compensation and Benefits	2,409	2,497	1,340	2,282	1,813	3,554	1,251	15,147
	Books and Supplies	323	183	37	197	161	318	220	1,438
	Services and Other	3,800	1,826	1,601	2,004	1,563	3,039	2,255	16,087
	Depreciation	183	-	366	61	118	56	65	850
	Other Outflows	68	-	139	40	14	9	49	319
	Total Expenses	**6,783**	**4,506**	**3,483**	**4,584**	**3,669**	**6,976**	**3,840**	**33,841**
	Operating Income	**108**	**90**	**(387)**	**363**	**24**	**301**	**11**	**499**
	Beginning Balance	902	2,881	(7,370)	365	2,947	6,075	805	6,604
	Operating Income	108	90	(387)	363	24	301	11	499
Ending Fund Balance		**1,010**	**2,971**	**(7,757)**	**728**	**2,971**	**6,376**	**816**	**7,103**
Ending Fund Balance as % of Expenses		**14.9%**	**65.9%**	**-223.0%**	**15.9%**	**81.0%**	**91.4%**	**21.3%**	**21.0%**

Operating Income By Site

All individual school sites are now showing positive OI for the year

Cash Flow



Possible need for borrowing in late Spring

Thank You

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Coversheet

Learning Continuity and Attendance Plan

Section:	IX. Business II
Item:	D. Learning Continuity and Attendance Plan
Purpose:	Vote
Submitted by:	
Related Material:	DCA-AMPS LCEP V 3 with stakeholders feedback 09_18_2020.pdf OCA Draft LCEP.pdf OCHS _AMPS Learning Continuity and Attendance Plan.pdf

Learning Continuity and Attendance Plan Template (2020–21)

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Downtown Charter Academy	Claudia Lee	cllee@amethodschools.org 510-499-0453

The final Learning Continuity and Attendance Plan will be presented to the Board of Education at the September 23, 2020 meeting. This early draft includes several of the anticipated actions to implement the plans described. The Amethod Public Schools Organization herein referred to as the "district" anticipates receiving additional funding under the Coronavirus Aid, Relief, and Economic Security (CARES) Act and associated funds. This includes $75,131 from the Elementary and Secondary School Emergency Relief Fund (ESSER) and $288,980 in Learning Loss Mitigation Funding (LLMF). LLMF dollars represent the total of funding from three sources: the Governor's Emergency Education Relief (GEER) fund, Coronavirus Relief (CR) fund, and the state's General Fund (GF). The final allocations of these anticipated dollars to district actions and services is still being determined and was not available at the time of this draft. Projected expenditure details will be included in later drafts.

General Information

[A description of the impact the COVID-19 pandemic has had on the LEA and its community.]

The unprecedented COVID-19 pandemic has affected the entire globe. Locally, our communities have been greatly affected and the pandemic and subsequent shelter in place orders have altered the lives of our students, families, and staff dramatically. As a result of the COVID-19 pandemic and under the guidance of the state and local county public health department, the entire six school Amethod Public School (AMPS) closed its schools and transitioned to remote instruction on March 16, 2020. This involved the discontinuation of students receiving in-person instruction at schools. Instead, all instruction was delivered through a remote learning model in which students participated in activities at home, receiving instruction primarily through digital means.

The unexpected closure of schools in March 2020 has impacted the physical, emotional, social, and educational needs of our students and caused high levels of stress and trauma to them and their families. The closure of schools has impacted many families by challenging their ability to access basic services. Over 80% of our total district population are classified as low income and work ascended in service and labor workforce and as such the broader economic impacts of the pandemic, such as mass unemployment, have

increased existing challenges. Parents/guardians working in the home face the challenge of helping their children with learning while also completing their own work responsibilities.
The COVID pandemic has also resulted in increased isolation for children due to the physical and social separation from the classroom and school community. The physical separation from targeted supports and services that are typically provided in-person, including many services for English Learners, Foster Youth, Homeless Youth, and Students with Disabilities have also been disrupted.

The pandemic has also exposed and heightened many societal problems that have been under the surface of mainstream society for some time. These issues are matters that deal with issues of poverty and racial inequities that have surfaced through the months of the pandemic. Issues such as a lack of technological connection for the poor and mainly communities of color we serve made the abrupt shift to distance learning a challenge. In addition, many of our community members continue to experience trauma as a result of deeply embedded systemic racism and violence. Recent events rooted in structural racism, including the killing of George Floyd, and local condemnations on black and brown students' families whose schools have been targeted and attacked through actions as calls for removal from shared campuses and closures of their beloved schools just for being a public charter school has caused deep pain. Just as COVID-19 has had a disparate impact on our community, the countless acts of racism and attacks have layered on additional trauma to our students, families and staff.

As the district planned a contingent reopening plan, we created a task force whose members consisted of individuals from various stakeholder groups including parents, board members, local experts, and key staff. The AMPS COVID Taskforce attends meetings hosted by local health officials, attends meetings with local charter authorizer entities, and also meets with the AMPS Community Outreach team who have increased their role in family advocacy through the pandemic. The Taskforce merged the AMPS Five Foundations, the traits which guide the day to day instruction in our schools, to adapt and include responses and actions due to the COVID pandemic. The AMPS Five Foundations are as follows:

1. **Fostering High Expectations:** This is the core of our program as we seek to disrupt the opportunity gap for the most underserved students such as ELL, SPED, poor kids of color and immigrants- even through a global disruption such as the COVID Pandemic.
2. **Results Driven (Assessments & Accountability):** Data is about systems with predominant factors that include student and educator practice. Assessments during learning and throughout the school year that evaluate how students are progressing individually both in the moment and over time to address achievement gaps and learning loss before and after the school closure.
3. **Cultivating Excellent Talent:** Education is essential work that is both personal and personnel driven. Recently AMPS revised the instructional domains for the district to assure that they reflect a more student centered focus. This year the organizational wide summer training known as the AMPS Summit incorporated training targeted for distance and hybrid learning to adapt to the current situation.
4. **Relationships & Partnership:** Our school is founded in deep rooted community partnerships. Given all of the recent anti-charter school messaging voiced very

publically, our communities, specifically our Black and Brown families, were feeling exasperated prior to the pandemic. Thus, AMPS crafted a communications plan that has been adapted and carried over to the current situation. Our communities will have the information and resources they need to be safe. We will provide consistent, clear, and routine communications and engagement in multiple modalities and languages.

5. **Building an AMPS Culture:** A first-rate free and public education is at the cornerstone of this America's success; however the inequities in outcomes for low income predominantly Black and brown children is unacceptable. Higher education is the surest path to future success for the families we serve and thus the success of **all** students is our North Star.

Given the deep impact and necessary adaptations to our program through a once in a lifetime pandemic, the AMPS Administration has included the following factors to the pillars as we adapt to the disruption:

- **Health, Safety and Well-being:** Our actions during and after the pandemic are grounded in the scientific guidance provided by federal, state, and county health officials. We will take all steps possible to mitigate the spread of COVID-19 and protect the health, safety, and well-being of our students, employees, and school communities. We will create socially, emotionally and physically safe and nurturing environments for our students to thrive in.
- **Adaptability:** This is one of the core values of the AMPS organization. Due to the unpredictable public health crisis, we will remain as fluid as possible to balance educational needs with safety and public health. Our learning environment and strategies were analyzed, debated, and designed with agility to ensure high quality instruction continues whether we are in physical or remote learning space.

As part of the adaptation of the abrupt disruption due to the pandemic, AMPS has outlined specific expectations that parents/guardians and students should have of the district for distance learning:

- **Consistent, direct, live instruction for every student:** Access to daily direct live instruction for students, with the option of participating in recorded instruction at alternate times of the day.
- **Access and availability:** Teacher availability to students outside of direct, live instruction.
- **Appropriate support for students receiving Special Education:** Ensure students with disabilities are included in all offerings of school education models by using the IEP process to customize educational opportunities and support when necessary.
- **Tiered student support and intervention:** Multi-tiered Support System (MTSS) to school differentiated programs to continue focus support for improved academic outcomes for all tiered levels through remote tutoring, office hours, and afterschool programs.
- **Collaboration**: Meaningful and structured collaboration between teachers, directors, and colleagues from grade levels and home office departments to improve outcomes for students based on data and student need.
- **Professional development and supports for educators:** Professional development for all educators on strategies needed to deliver high-quality instruction

and on the District's learning management system, Google Classroom, that ensures students access to learning grounded in the essential standards, ZOOM professional accounts and setting management, trauma informed instruction, addressing equity in the virtual classroom, expectations and accountability in an online setting, Student Information system with student and families portal training, adapting gradebooks, tailoring lesson plans and instruction to hit the key fundamental skills students must learn by grade level, etc.

- **Support for English Learners and families**: Address systems and adapted teaching strategies to continue designated and integrated instruction in English language development including assessment of progress toward language proficiency and targeted support to access curriculum through distance and hybrid learning models.
- **Data Driven Instruction:** Target the needs of our most vulnerable students by offering intensive synchronous small group instruction to support assignment completion and key content according to proficiency levels.

Stakeholder Engagement

[A description of the efforts made to solicit stakeholder feedback.]

Stakeholder engagement is a vital component of our plans. We are fortunate to have an engaged community that precedes the COVID Pandemic. We have hosted ZOOM meetings with families and they have provided questions, feedback and input since our transition to Distance Learning on March 16, 2020. In order to inform this plan, we have used the input to design learning that will address learning loss and accelerate learning progress for pupils as we start the 2020-21 school year. The efforts to solicit stakeholder feedback to provide feedback and information to the district began in the summer and have continued throughout the development process. Engaging in outreach and surveying stakeholders has provided and continues to provide staff valuable input to inform the district's planning in Academics, Attendance & Engagement, Culture & Climate, Nutrition Services, and Public Health.

The organization held multiple meetings via ZOOM starting as far back as April 2020.
A corresponding survey was also administered to students, families,and staff members to seek their feedback on the distance learning experience. Since June and in early July, Home office and Site Directors held multiple information sessions with key stakeholder groups to seek additional feedback regarding distance learning for the 2020-21 school year. These sessions included brief overviews of the district's vision for reopening schools, guiding principles informing planning, and distance learning framework.

Dedicated sessions were held in each of the regions and counties where AMPS has school locations. The district has an overwhelming number of families that are first and second generation immigrants from a wide variety of countries. There are many obstacles that have been exposed in the rush to digital learning. Those include lack of internet, a lack of connectivity to wireless capabilities, language barriers and flat out time due to the societal effects of the pandemic, so we had to rely on the cultural competency of the AMPS organization to set up alternatives to the internet availability through usage of our phone and text system. We also posted COVID resources and plans on our website and solicited feedback from through use of our social media as well. Materials were translated into

multiple languages to reach stakeholders that speak languages other than English. Additional input received during the 9.3.20 Public Hearing supported final refinement of the plan leading toward the approval date of 9.17.20.

[A description of the options provided for remote participation in public meetings and public hearings.]

A local governing board/body is authorized to hold public meetings via teleconferencing and to make public meetings accessible telephonically or otherwise electronically to all members of the public seeking to observe and to address the local legislative body or state body consistent with the flexibility afforded by Executive Order N-29-20 (https://www.gov.ca.gov/wp-content/uploads/2020/03/3.17.20-N-29-20-EO.pdf), published on March 18, 2020

Meetings with stakeholders have been held via Zoom, enabling remote participation by members and, where applicable, members of the public. The ZOOM meetings always have a phone line listed for those individuals who may not have access through computer technology. Plans for providing remote participation options for the public hearing are in progress and will be detailed when finalized. Students are provided with hotspots and computers as needed and parents can use these devices to attend school meetings.

The AMPS Board of Directors meets regularly and practices adherence to the Brown Act, making all information available to the public, and also by videotaping meetings. In addition, California Gov. Gavin Newsom issued Executive Order N-29-20 on March 17, which amended some of the Brown Act public meeting requirements (Gov. Code Sec. 54950 et seq.) that are not practical in light of the current public health crisis attributed to the COVID 19 pandemic. Thus, within the law and by adhering to the required policies through the pandemic, the AMPS board has continued to hold consistent board meetings utilizing the ZOOM video platform. Furthermore, the platform allows for public participation. The AMPS Board of Directors have discussed the COVID Pandemic and the organizational responses and plans at multiple board meetings. All materials, and policies enacted by the AMPS Board and administration are posted on the organization's website.

Particularly for LCEP, DCA collected feedback from stakeholders as follows: During the September 8th meeting, AMPS Board and the public were previewed with the draft of the LCEP, and all their feedback was included. Then, DCA presented the Plan to parents and staff members on September 17th. Parents suggested including social gatherings for students in addition to the academic program, and Fun Friday and other small events were programmed to allow students to socialize in a more flexible environment. Teachers suggested tech enhancement for instruction as a way to compensate learning loss, and ipads and ipens were purchased for lead teachers. Subsequently on September 23rd, the LCEP was presented to the AMPS Board during the monthly meeting in its final version for their approval.

[A summary of the feedback provided by specific stakeholder groups.]

Regardless of the difficulties encountered by families during the pandemic, DCA parents' gave a high rate to the school for the efforts in providing academic support. The rubric we used was: 0

N/A-5 Excellent.

Students Feedback:

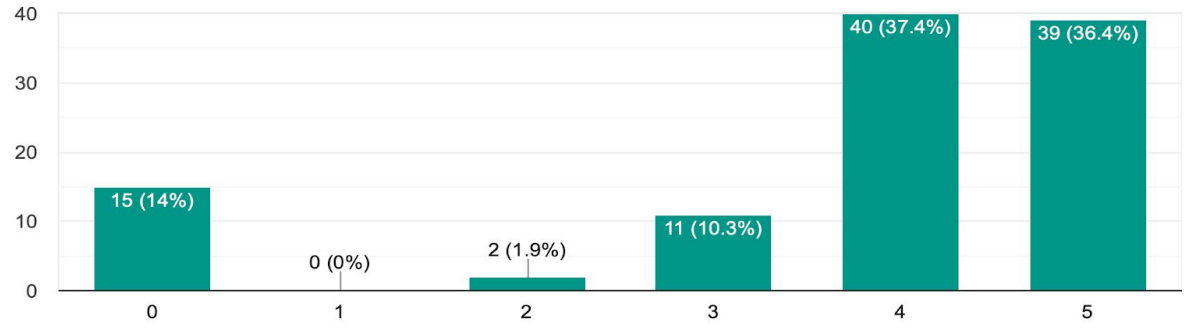
Students gave a high rate to: access to food, technology and electronic devices, supervision, help with technology and assignments

Challenges of distance learning: motivation, engagement, connection with friends and teachers.

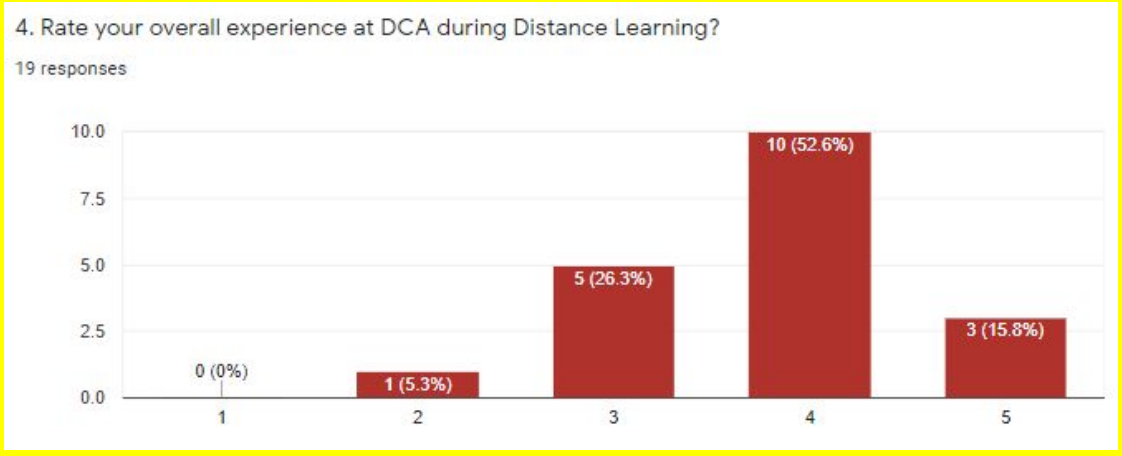
Gains: free time, family time, sleep, concentration, flexible schedule, working at their own pace, better grades, support with assignment completion.

Families feedback:

Rate the quality of the student academic support and/or tutoring that your student receives.
评价学生获得的学术支持和/或辅导的质量。
107 responses



Teachers' Feedback



The above findings were encouraging, given the level of involvement and commitment of our staff, however, everyone was grateful and acknowledged the importance of the requirements set forth by Senate Bill 98 for distance learning implementation in the fall. With significant percentages of parents/caregivers, students and staff members. all the Distance learning schedules, programming and supports were put in place.

The survey input also speaks to a need for specific strategies that can increase student and family sense of connectedness/belonging including the facilitation of student connections to peers and staff. Parents/caregivers also indicated a clear priority for additional resources to support technology use and student learning.

The ZOOM sessions conducted by school leaders with parent/guardian groups provided a rich source of feedback on the overall distance learning experience, specifically in the form of recommendations for improving in the 2020-21 school year. Key themes that emerged across the various sessions included:

- Parents/Guardians need a clear understanding of what they should expect from Distance learning
- Guidance/support for how they can support their students through the required minutes
- Wellbeing and social emotional resources links in the community are also important.
- The need to focus on our most vulnerable students in our planning and implementation.
- Relationship building and mental health need to be prioritized alongside physical health/safety.
- Access to counselors is important.

Sessions with staff pointed out:

- Learning online can be difficult for some students due to specific learning needs, a difficult home environment, or other factors. Student specific supports are needed.
- No one should work in silos. The attitude of every staff member needs to be one of each person working with each child. NOT as ‘somebody else’s problem.’
- This is an opportunity to do things differently/disrupt the status quo – to better serve all students.

- School culture is important and needs to be maintained. We need to find ways to facilitate social interaction online.
- Student engagement is essential
- Relationships with adults and kids are a key piece that cannot be provided for the same at home as at school.
- Mental health, emotional support, and social wellbeing all need to be priorities
- Consistency in education is needed - routine virtual experiences.
- Accountability needs to be called out in our planning

Input from specific parent/guardian groups that reflects the feedback provided during listening sessions and August meetings is summarized by group below:

- Multi-tiered support needs to continue, not stop, during distance learning.
- We need to focus on mental health in addition to physical health – these are both part of safety. This needs to be part of training and staff need support to address this.
- We need to support families who are supporting students at home.
- We need to have a choice of whether to attend in-person instruction and thoughtful planning for how to serve the most vulnerable students and focus on their needs.
- We need technology training for parents/families and staff
- Teachers need to be available for parents and students to reach – have office hours where they can be contacted.

In addition, during the August and September meetings, our stakeholders requested these additional supports:

- *Free time for students to connect socially*
- *A modification to the after school schedule to allow a longer time for lunch before the beginning of the extra curricular activities*
- *Planning around MAP results for English and Math that help teachers prioritize the lessons and fundamental skills by grade to reduce learning loss*
- *Extension for enrollment in extra curricular activities*

[A description of the aspects of the Learning Continuity and Attendance Plan that were influenced by specific stakeholder input.

The specific stakeholder input received throughout the summer months has significantly influenced the district's Learning Continuity and Attendance Plan both through the impacts on development of the district's Taskforce and through direct feedback on the plan itself. Key takeaways from the family and student surveys administered in the spring included the need to provide (a) daily, live, synchronous instruction, (b) increased connection to staff and peers and sense of belonging at school, and (c) more resources for parents to support their students learning and use of technology, (d) enhancement of technology resources for instructional staff, (e) additional small group instruction to provide the support for our most vulnerable students.

Development of clear expectations for daily, live instruction for all students. This includes the minimum number of minutes for both synchronous and asynchronous instruction for a

total minimum number of instructional minutes per day. The district has also included as part of the plan the expectation that lessons will be recorded to provide students the option of participating in recorded instruction later. This is seen as a critical support for students who may have different learning needs and benefit from rewatching instruction as well as a support for those students who may not be able to attend specific lessons. Development of Social Emotional Learning (SEL) lessons focused on universal themes that support connecting, belonging, and other aspects of social and emotional well-being. These lessons support the implementation of school wide practices as well as the daily integration of Social Emotional Learning into academic instruction. The district has also prioritized the expansion of its definition of engagement to encompass Emotional Engagement in addition to Behavioral and Cognitive Engagement. Regular surveys will be used by teachers and schools to monitor emotional engagement.

To support parents and caregivers in supporting their own students' learning, the distance learning plan includes specific expectations for weekly communication from teachers to students and families. Weekly communications will include the week's learning intentions, schedule of zoom times for synchronous instruction, content to be taught, criteria by which student success will be measured, and a description of assignments with related rubrics and due dates. This communication is intended to provide parents some of the key information and tools they need to support students in meeting goals. Teachers are also expected to be available to students and family members outside of instructional time. This includes maintaining open communication channels and identifying the times at which support is available.

Parents requested an extension for enrollment in extra curricular activities, now that students have settled down into the regular daily schedule. We are offering 18 clubs in the after school program that range from artistic endeavors with music production and instrumental music and plastic arts, to fitness classes in addition to the PE lessons, and mindfulness. Parents expressed that this programming has been key to students who need to continue developing their artistic talents and who need fun, positive and constructive ways to spend their time at home, other than academic lessons.

In addition, Fun Friday every month was instituted to allow students to socialize with their peers in a flexible environment. Teachers are going to organize games, competitions, interesting topic conversations, etc., so that students have the opportunity to communicate with their peers socially. They will also allow for more informal interactions during the Social Emotional Period every Friday.

Continuity of Learning

In-Person Instructional Offerings

[A description of the actions the LEA will take to offer classroom-based instruction whenever possible, particularly for students who have experienced significant learning loss due to school closures in the 2019–2020 school year or are at a greater risk of experiencing learning loss due to future school closures.]

Through mid-July, AMPS was moving forward with plans to reopen school in a hybrid model, with students spending portions of the day/week at school sites receiving in-person instruction and completing the rest of their learning in a distanced setting. Members of the Taskforce stayed in contact with local health and education officials through the process as information was evolving so quickly. The original goal under the summer dynamics of the COVID pandemic, our goal was to provide as much in- person instruction as can safely be delivered. The time allotment for our most vulnerable populations remained a priority of many stakeholders

AMPS worked closely with our local authorizers and discussed work to prepare scenarios for the upcoming year. In mid-July, both our authorizers, Oakland Unified School District, announced their decision to start the school year in full distance learning model. This decision was later affirmed by the guidance provided by Governor Newsom to schools in his July 17th press conference. This guidance detailed the conditions under which schools will be allowed to reopen, the requirements to follow when bringing students back, and the conditions under which a school or district may have to return back to a full distance model after reopening.

While current health conditions do not permit delivery of in-person instruction, AMPS is continuing to plan blended learning models so it will be prepared to bring students back once it is safe to do so. AMPS will continue to align decision-making to public health experts at the state and county level and to orders and guidance provided by Governor Newsom. Included below is the district's current thinking regarding instructional models, including scheduling and delivery methods. Please note that this planning is *tentative* and will continue to be responsive to state and county guidance and the districts own monitoring of community conditions and needs.

The district will provide instruction to students through a comprehensive remote learning plan that requires students' active engagement every day. Based on the feedback that was received from multiple stakeholder groups, including families, remote learning for the 2020-21 school year will focus on instruction and engagement. Beyond the assignment of work and digital tools, instruction will be focused on learning and engagement aligned to content standards, and support for executive functioning. Students will be monitored through assessment, and feedback. Opportunities for social-emotional learning, and peer connections will be provided daily. Students will interact daily with their teacher(s) and peers in an effort to support academic progress and social-emotional wellness and connection. Students will receive daily instruction, and will be assigned and expected to complete work each day. Students will participate in virtual interactions with teachers and peers daily, such

as class meetings, follow-up lessons, one-on-one and small-group check-ins, and office hours/tutorials.

Students will engage in online learning through various digital programs that will assist teachers in monitoring student progress, and they will interact with peers and staff members every day through online platforms. To access the digital curriculum and instructional program, the district will ensure that all students in need of a device are provided one and all families in need of Internet access are provided a hot spot.

All school sites will administer the K-12 Assessment calendar that includes formative, benchmark and summative assessments to determine progress towards standards both in remote and distance learning. School site teams will follow processes which include AMPS Community Outreach teams to conduct home visits (within social distancing parameters) to check on and monitor students who may become disengaged during remote learning. Teachers will communicate regularly with site teams regarding students who they are concerned about, and they will develop plans to engage and support these learners. They will also reach out to students who are not completing their work, not progressing as expected with online learning platforms, or not attending virtual sessions. Teachers, counselors, administrators, and other school staff will contact the families in order to work together as a team to re-engage students and provide needed supports and resources for the family.

Modes of Instruction
Again, AMPS is preparing for potential shifts in instructional model as determined by public health conditions or student needs. One strategy under consideration is the continued use of Google classroom in both in-person and distance learning. This would allow students at home to participate in instruction synchronously with students who are in the physical classroom space, including collaboration with peers in virtual groups. This model of delivery would maintain continuity of instruction in the event that one or more cohorts, schools, or the entire district needs to return to a full distance learning model.

Full Distance Learning:
To meet health, safety, and learning needs, two modes of instruction will be offered for families to choose from once allowable by the local health officials and determined by the California Department of Education. These will include a 100% distance learning model and a blended (Hybrid) learning model which is part in-person and part distance. Students engaging in the blended learning model would receive part of their instruction each week at their school site.

- Lessons occurring in the classroom will be recorded, allowing for the cohort of students engaging in distance learning to participate simultaneously with students who are attending in-person. This will also provide a record of direct instruction and explanations for the concepts and assignments presented, allowing students who cannot participate synchronously to watch at a later time. This will also support students who need or might benefit from re-watching instruction.
- During times of the week when all students are engaged in the distance model, teachers will provide key supports that maintain the community of learning and meet identified student needs. These supports include office hours for students and family,

small group and individual support for students, collaboration with co-teachers to prepare lessons, and professional learning with colleagues.

Hybrid Partial distance and school Cohorts:
In order to maintain the safest conditions, we will return in a cohort model. Classes will be divided to offer two sessions per day with ½ the class in-person at a time. In order to ensure equitable access to the educational program and academic and other supports, where authorized by the County Health Department, the district may choose to provide in-person learning opportunities five (5) days per week for the students described in SB98 so long as they are part of a stable classroom cohort for all five days while maintaining all other provisions of this MOU. In person cohorts will not exceed 15 students.

- To effectively coordinate with Alameda and Contra Costa County Public Health efforts to conduct contact tracing, students will be placed in a cohort, or kept in designated clusters, *as much as possible.* Where this is not possible due to specific course enrollment, all district, state, and county guidelines will be followed to best ensure the health and safety of students and staff.
- Arrival/departure plans and lunch plans will be developed at each school to minimize bottlenecks and blending of cohorts.
- Passing periods will be minimized. Where possible, teachers will move classrooms rather than students. Site-based safety plans will include passing period safety measures.
- Cohorts of students participating in in-person instruction will be on the school site at designated days and times, with disinfection occurring between those times.
- Students who remain in a 100% distance learning mode at the elementary level will, wherever possible, be paired up with teachers who are delivering 100% virtual instruction (not teaching at a physical school site).
- Classroom activities will, wherever possible, provide for virtual peer collaboration between cohorts of students – using Zoom breakout rooms to group students who are in-person and engaging in distance learning.
- Cohort sizes will maintain necessary physical distancing, keeping at least 6 feet of spacing between students within classrooms. Current analyses of the district's physical space and classrooms have determined that most school sites have the capability to bring approximately 50% of students on campus for in-person instruction at any one time. For those sites that cannot, we will adjust the cohort size and schedules.

Secondary School Scheduling
- Secondary schools will continue to schedule students into six courses and utilize a traditional 6 period day. This will maintain continuity with the existing scheduling model, staffing allocations, and alignment to exam schedules.
- Transition to a modified block schedule is possible and will be considered based upon need. This would result in periods 1, 3, and 5 and periods 2, 4, and 6 being held on alternating days.

Staffing
- Some teachers will be designated as distance learning teachers. These teachers will be scheduled with students who are engaging in 100% distance learning, though

some students who are in 100% distance learning will also be scheduled in classrooms that are working with in-person cohorts.
- As needed, some distance learning teachers may also be paired with in-person teachers to provide synchronous lessons.
- Additionally, based on student and family needs, teachers may need to work with students at other school sites.

Student Supports

- As each instructional program and related service is accounted for in terms of grouping for in-person attendance, a related services schedule will be developed for each site and determination made as to which related services will be provided on days of in-school attendance and as to which students and related services are deemed appropriate for continued virtual delivery.
- Services determined to be more appropriately provided on site will be scheduled for the days that the student(s) is scheduled on site as appropriate and practical given the health and safety needs resulting from the pandemic.
- Where possible, students with additional needs may be considered for additional in-person instruction. This would include students with disabilities, English Learner newcomers, homeless youth, and foster students.

Students who are Medically Fragile of have significant behavioral or physical support needs

For our students who are medically fragile, our team of Regular and Special Education staff will work closely with Health Services and the student's physician to determine the degree to which the student can participate in a return to a physical school setting. The physician will determine what additional accommodations need to be provided to the student to mitigate the student's possible exposure. If the physician determines that the student cannot participate in school due to their medical condition, an IEP will be scheduled to determine if Home Individual instruction or virtual instruction is appropriate for the student. Accommodations can be provided for students with significant behavioral needs or significant physical support needs; however, if a student requires a degree of support that is in conflict with the current County Health recommendations, the IEP team will meet to determine if a virtual service delivery is more appropriate to meet the student's need while additional guidelines are in place.

The AMPS Taskforce continually track health expert guidelines and have planned to mitigate risk of transmission between students, staff, and other community members while on campus includes, but is not limited to, a range of physical distancing protocols, facilities-related actions, and disinfection procedures.

Key safety measures to be included from recommendations:

- **Face Coverings/Masks:** Wearing a cloth face covering is required for all staff, students, parents/guardians, and visitors unless it is not recommended by a physician or is inappropriate for the developmental level of the individual. Face shields may be used by teachers to enable students to see their faces and to avoid potential barriers to phonological instruction. Face shields with a cloth drape can also be used by those who are unable to wear face coverings for medical reasons.

- **Physical distancing:** Everyone must practice physical distancing, keeping at least 6 feet away from other people at all times. Physical distancing can sometimes be difficult to maintain, such as when walking in a hallway or in large crowds, making face coverings even more vital.
- **Proper disinfection procedures:** The set procedures will be followed, with regular disinfection of high-touch areas throughout the day. Frequently touched surfaces include, but are not limited to door handles, light switches, sink handles, bathroom surfaces, tables, desks, and chairs.
- **Ventilation and Air Flow:** Sites will replace all HVAC filters 2-3 times per year, an increase to the current practice of once per year. Sites will run HVAC fans continuously throughout the 24 hour cycle, including when windows and doors are open. Windows and doors will be kept open, if possible, to increase airflow.
- **Entrances and Exits:** Parents/guardians will be encouraged to stay in cars when picking up/dropping off students. Sites will continue to implement a staggered schedule for drop off and loading. Visual cues, barriers, and signage will direct traffic flow, maintain distancing in any lines, and minimize interaction between families. Entry and exit points will be identified to limit close contact during high-traffic times.
- **Designated "Triage" Room':** Sites will have a designated area for sick individuals where they can be isolated, assessed, and wait to be taken home.
- **Classrooms:** Classrooms will be arranged to allow for 6 feet of distance between all student desks/seating and for teaching staff at the front of the classroom. Good hygiene and physical distancing practices will be modeled and reinforced. Materials/supplies sharing will be limited and activities that bring students close together will be modified.
- **Common Areas:** Signage, cones, stanchions, and other visual cues will be used to direct traffic flow, encourage appropriate distancing practices, and help maintain cohorts.
- **Recess and Play spaces:** Strategies for limiting the mixing of large groups will include recess cohorts, staggered playground use, and limiting activities where multiple classrooms interact.
- **Physical Education (PE) Classes:** Limited to activities that do not involve physical contact with other students or equipment until advised otherwise by state/local public health officials.

AMPS Staff and students will be encouraged and provided instructions for self-screening for symptoms at home. Active screening, in which students and staff entering a site or bus are screened with a temperature check and review of signs/symptoms, will be implemented if determined to be necessary. Staff will work with Alameda County Public Health to collect and track all illness-related information, support contact tracing, and coordinate a classroom, school, or district response as needed.

Distance Learning Program

Continuity of Instruction

[**A description of how the LEA will provide continuity of instruction during the school year to ensure pupils have access to a full curriculum of substantially similar quality regardless of the method of delivery, including the LEA's plan for curriculum and**

instructional resources that will ensure instructional continuity for pupils if a transition between in-person instruction and distance learning is necessary.]

To provide students access to the full curriculum in both distance and in-person learning, comprehensive scope and sequence documents in English Language Arts and Math have been developed for each grade level, teams of teachers, and deans are meeting to design curriculum and instruction to support distance and/or in person learning. They are collaborating with grade level partners to re-tool units of instruction so that there will be a continuity of learning whether in person or in distance learning. In the scope of their professional duties, Counselors will schedule regular and on-going check-ins for students needing additional support regarding access to social-emotional learning offerings, and supporting their access to distance learning opportunities.

In the full distance learning model, all students will receive synchronous and asynchronous instruction and content five days per week. The lesson design and type of instruction provided shall be at the discretion of the classroom teacher in accordance with SB98. All content shall be aligned to grade level standards that is provided at the level of quality and intellectual challenge substantially equivalent to in-person instruction. This daily live interaction shall be designed by the teacher to meet the needs of students. AMPS will continue to provide Special Education services, English Language Development classes, Reading and Math Program intervention sessions, and counseling support virtually to students. All students with IEPs will receive direct instruction from all IEP service providers virtually. Teachers will develop standards-based activities that encompass a progression of learning across all content areas.

A key decision supporting symmetry and cohesion in the AMPS teaching domain was the identification of Google Classroom as the designated Learning Management System (LMS). In combination with aligned use of the scope and sequence documents, staff and schools will be able to maintain continuity of instruction through distance learning and across any transitions into or out of in-person learning. The use of an LMS will maintain continuity of course assignments and resources so that teachers and students will be able to sustain momentum through any physical transition.

Prior to the start of the year, teachers attended professional development sessions to address:

- ✔ Building Positive Relationships and Restorative Practices
- ✔ Student Expectations and PBIS during Distance Learning
- ✔ Virtual Learning Etiquette and Tips for Teachers and Students
- ✔ MTSS and Counseling
- ✔ Supporting students with different learning needs and SPED in a virtual classroom
- ✔ Best Practices for Supporting ELLs during Distance Learning
- ✔ Tech Tools--Zoom, Google Classroom
- ✔ Online curriculum in all disciplines: Math, Science, History, English, ELD and PE
- ✔ Creating Intentional Spaces for Our Students
- ✔ Encouraging Community and Relationship Building in the Virtual Classroom

The overall AMPS community has strongly voiced their desire to see their teachers provide students the full classroom experience, including peer to peer interaction, to the furthest degree possible. The requirement for daily, live instruction has been affirmed by Senate Bill 98. During distance learning, AMPS will be offering consistent, daily, live instruction for every student with the option of participating in recorded instruction later. The option to later view recorded instruction is critical in supporting the different needs of learners, some of whom need to watch instruction over again.

In addition to whole-class, synchronous lessons, English Language Development (ELD) and additional differentiated supports in small group instruction will be provided synchronously. When providing distance learning, academic content, classwork, independent work, assignments, projects, synchronous instruction, asynchronous instruction, and live interaction shall all be combined to meet the daily minimum minutes per grade level. Daily lesson plans, assessments, and instructional methodologies used shall be at the discretion of the classroom teacher overseen by a Dean of instruction or Site Leader.

The instructional minutes to be provided by grade level are as follows:

DAILY MINUTES - CORE CLASSES: Math, Science, History, English and PE				
MONDAYS	TUESDAYS	WEDNESDAYS	THURSDAYS	FRIDAYS
310 MIN SYNCHRONOUS for ALL students	**310 MIN** SYNCHRONOUS Small group instruction for EL, SPED and Tier 2 and 3 students. ASYNCHRONOUS Independent study for Tier 1 students	**310 MIN** SYNCHRONOUS	**310 MIN** SYNCHRONOUS Small group instruction for EL, SPED and Tier 2 and 3 students. ASYNCHRONOUS Independent study for Tier 1 students	**250 MIN** SYNCHRONOUS

WEEKLY AFTER SCHOOL AND TUTORING				
90 MIN/STUDENT SYNCHRONOUS EXTRACURRICULAR ACTIVITIES	**45 MIN** SYNCHRONOUS TUTORING AS NEEDED	SYNCHRONOUS SPED Services **as per IEPs**	**EL** SYNCHRONOUS **Integrated** in a Co-teaching model. Asynchronous **Designated** as needed	SYNCHRONOUS OFFICE HOURS AND ASYNCHRONOUS INDEPENDENT WORK for Tier 1 students as needed

LEARNING LOSS SUPPORT FOR OUR MOST VULNERABLE STUDENTS	Tuesdays and Thursdays schedule addresses learning loss and protects instructional time for our unduplicated and most vulnerable students in small group instruction.
	Attendance is called on a daily basis during Homeroom. Students are expected to attend all classes and tutoring sessions. Parents will receive a call when their students are not present
	Engagement tracker is filled out on a daily basis and students with more than 3 calls will be referred for support and parent meeting

In addition, SPED students receive synchronous push in and pull out services stipulated in their IEPs.

Access and availability is acknowledged as a key element enabling students to fully access the curriculum regardless of the mode of instruction. Fortunately, all our college-bound curricula have the appropriate virtual resources to support students and teachers. And science teachers, for example, put together small packages of science disposable items so that students can p[ick them up and perform their experiments and have hands-on practice at home.

Access to Devices and Connectivity

[A description of how the LEA will ensure access to devices and connectivity for all pupils to support distance learning.]

This crisis has laid bare not only the lack of quality equity in classrooms among race and performance, but the consequences for student learning when access to aligned content is absent. The technology gaps identified at the outset of school closures deepened the understanding of inequities that existed prior to COVID-19 and will continue to require attention even after students and staff have fully returned to an in-person model. AMPS is committed to ensure equitable access to education for all students and shall confirm and/or make provisions so that all pupils have adequate access to connectivity and technological devices to participate in the educational program and complete assigned work. We will ensure that all students have access to devices and Wi-Fi.

The AMPS IT Department has inventoried all devices this summer and collected all outstanding devices and ensure updates and equipment is ready for new distribution. Hotspots were made available to students and have been pre-formatted to make the connection to the hotspot easier for students and parents. AMPS has also upgraded the student data system and has purchased the licenses for Infinite Campus which will allow for easy integration to CALPADS, attendance, and academic tracking. Live attendance will be required starting on day one. Attendance will be taken as usual. Staff will personally follow up with every child not attending by the first day of school.

Pupil Participation and Progress

[A description of how the LEA will assess pupil progress through live contacts and synchronous instructional minutes, and a description of how the LEA will measure participation and time value of pupil work.]

One of the AMPS' Five Foundations is a Focus Results Driven practice where data influences the next lessons**.** Consistent and effective formative assessment practices will enable staff to best utilize these minutes to meet collective and individual student needs. One example of such practices is the building into lessons of frequent 'Checks for Understanding.' This might be a series of short comprehension questions following a reading or a practice question following a math lecture segment. These brief, informal opportunities are embedded into lessons and provide teachers a real-time assessment of collective and individual student understanding of a specific concept or skill. Assessments during learning and throughout the school year that evaluate how students are progressing individually both in the moment and over time to address achievement gaps and learning loss before and after the school closure.

To achieve this, teachers and instructional staff will engage in consistent formative assessment and modification of instruction based on analysis of student progress and learning needs. The Interim Assessments are implemented during learning and throughout the school year that evaluate how students are progressing both in the moment and over time to address learning loss before and after the school closure. This information in turn allows a teacher to determine whether additional practice or reteaching is needed before moving forward with the lesson. It also allows for identification of specific students' needs and supports differentiation of instruction.

All AMPS teachers will document attendance/engagement for each student in the Student Information System (Infinite Campus) every day. Documentation of attendance in Infinite Campus is not unique to distance learning and also is required when students are attending in-person. For Distance Learning instruction, teachers will keep a weekly record documenting each student's synchronous or asynchronous engagement for each school day. This will include verification of participation as well as a record of student assignments. With portions of synchronous instruction being used to provide targeted small group and individual instruction, the total weekly amount of instruction received within the synchronous context will vary by student, though all students will be provided the minimum threshold of minutes through a combination of synchronous and asynchronous instruction.

Distance Learning Professional Development

[A description of the professional development and resources that will be provided to staff to support the distance learning program, including technological support.]

Following spring school closures, AMPS Leadership started to discuss and plan around the two main scenarios for teaching modality that were the most likely to be implemented. The two were the focus on a full distance model and the second was prepping for the very detailed hybrid model. Every year the AMPS organization hosts a weeklong all staff training institute called the AMPS Summit where teachers, paraprofessionals, front office staff, school leaders and all other departments in the organization get together for a series of

training related to their specific subject, grade level, and /or department functions. The week after the Summit is also a Professional development week at AMPS, but specific to school sites. This year the AMPS Summit Committee composed of Site administration, Career Path Teachers and home office staff began to plan and incorporate sessions that addressed the regular focus of student engagement, curriculum training, and such but it also incorporated sessions that addressed the adjustments schools have to make under the COVID pandemic. The table below details one week of the AMPS Summit for Downtown Charter Academy:

SIS: Infinite Campus	Google Classroom and ZOOM	PE Curriculum Overview	SIS: Attendance
Restorative Practices in a Virtual Classroom	English Learners Support Guidelines during COVID-19	Math Curriculum Overview	Youth Development
Health and Safety Plans	SPED Services in an Instructional Blended Model	Science Curriculum Overview	Community Building in a Virtual Environment
Black Lives Matter Movement and the History of Inequity	Observations and Coaching	History Curriculum Overview	PBIS and Restorative Practices
Expectations and Engagement in a Virtual Classroom	Mandated Reporting, 40 min, Students Sexual Abuse Prevention, 52 min, Sexual Harrasment Prevention, 1 hour	English Curriculum Overview	Trauma Informed Instruction

The Summit training is mandatory for all staff. As we have learned, voluntary training for staff will not offer enough of a guarantee that teachers will receive pertinent information and strategies to serve our students to the best ability. One key philosophy in the AMPS system is a focus on how school and organizational culture absolutely matters. Moreover, an effective organization and school focus on instruction and culture as the two main drivers for school and student success and as such, AMPS has been hosting the Summit for over eight years.

Building upon this work, some of this year's goals of professional learning for school leaders and teachers to support effective delivery of distance learning include:

1. All AMPS school leaders/teachers will engage in professional learning focused on understanding the state standards and how to plan and deliver lessons using the Universal Design for Learning framework (UDL) for in-person, virtual and blended learning environments. To achieve a guaranteed and viable curriculum, leaders and teachers will adhere to the new scope and sequence for math and ELA.
2. All AMPS school leaders/teachers will continue to use data to inform and drive instruction (in person, virtual or blended) in support of an effective MTSS framework.

3. All AMPS school leaders/teachers will effectively engage all students in learning, in either a virtual, in-person or blended learning environment, by intentionally incorporating culturally relevant content and social emotional supports,
4. All AMPS sites and home offices will effectively engage parents and families as partners in their students' learning.
5. All leaders/schools will deepen learning in improvement math as one of the organization's priorities this year. AMPS is in the middle of completing a Root Cause Analysis to better understand the need in our math programs.

To further support the distance learning program, including technology support, staff will be provided access to and/or participate in ongoing professional learning in the following areas:

- Use of Google Classroom as the Learning Management System for a virtual/blended environment
- Trainings in the usage of the Infinite Campus and Otus data systems for instructional staff, school leaders, and home office staff
- Administration and analysis of common assessments and use of resulting data to drive instruction, including the use of the new data system to administer/build assessments
- Monitoring student engagement, participation, and progress
- Zoom trainings on new attendance and engagement processes for attendance staff
- Administrator professional learning on new attendance and engagement expectations
- Compilation and use of a bank of exemplary lessons produced by teachers, for teachers, at each grade level and content area
- Essential learning for Substitute Teachers will include the use of instructional technology (Google Classroom, Zoom) and strategies for teaching in a virtual environment.

Existing professional learning opportunities that will continue to serve critical roles in supporting the distance learning program include teacher collaboration time and feedback coaching from Site Directors. AMPS expects school administrators including Site Directors, Deans and Vice Principals to regularly join teachers during virtual collaborative sessions and 'walk' virtual classrooms just as they would in an in-person context. Following and during these visits/observations, school administrators can act as thought partners, providing timely and specific feedback on teacher practice. Regular observations/visits will not only support continuous improvement for individual teachers, but also provide valuable data that can inform the design of more targeted professional development, just as teachers are using formative assessments and the common assessments to inform lesson and unit design.

Staff Roles and Responsibilities

[A description of the new roles and responsibilities of affected staff as a result of COVID-19.]

COVID-19 and the resulting transition to a distance learning model have significantly impacted the roles and responsibilities of staff across the district. However, in the AMPS philosophy, everyone from teachers to cafeteria staff are school leaders and representatives of what the organization stand for, thus all members of the AMPS team may be tasked with new tasks in response to the pandemic. In some cases, new roles and

responsibilities are still being defined (or refined) and will continue to evolve as the district prepares to reopen sites for in-person instruction. Following are a few updates to roles and responsibilities of staff, organized by area.

School Board: School board members work together with their organization's leader as a governance team to make decisions that will best serve all students in the community. In the midst of a significant emergency such as the COVID-19 pandemic, this collaborative relationship is especially critical for the safety and support of all. It also send a clear message that they too are all in with the programs to benefit all kids and families during these unprecedented times.

Administrators: Actively model and support all required public health measures. Designate staff liaison(s) to be responsible for responding to COVID-19 concerns. Ensure staff are providing students with appropriate distance learning opportunities and accurately tracking attendance/engagement. Reinforce stay at home requirements.

- Ensure all students and staff have access to the materials, training, and tools to engage effectively in distance learning.
- Publish times available to support teachers, students, and families during the school day.
- Monitor teaching and learning virtually to provide feedback and support to teachers to improve student learning.
- Engage in collaborative time with teachers virtually and facilitate regular virtual staff meetings.
- Maintain parents, school staff, and students informed and updated of all academic endeavors and community events and information.
- Provide support to instructional and non instructional staff as needed.

Office Staff: Actively model and support all required public health measures. Encourage electronic communications wherever possible. Reinforce stay at home requirements. Work with safety coordinator to follow protocols that lower the risk of infectious students being on campus. Front office staff will be continuing all of their core functions, though specific roles within these functions are adapted to the distance learning context. Follow-up with teachers who are not documenting attendance/engagement to the specific measures being used, attendance coding/entry will reflect any structures developed to represent the nuances of the distance learning context, and outreach/intervention within the MTSS context will connect students and families to resources in a distanced model. The responsibility of contacting families regarding absences will no longer fall to the office staff only as teachers, and administrators will also have this responsibility through the pandemic shifts.

Attendance and Engagement: Within the full-distance and any future hybrid models, teachers will be responsible for monitoring attendance and engagement using multiple measures. While in-person, a student’s attendance is determined solely by their presence or absence during the assigned date/class. In distance learning, teachers will monitor student submission of assignments, presence within the learning management system (Google classroom), attendance at live, synchronous instruction, and other forms of contact determined at the site. They will also be responsible for maintaining a weekly record documenting a student’s synchronous and/or asynchronous engagement.

Teaching Assistants and Tutors: Teaching Assistants and Instructional Tutors will be more systematically used to support individual students than they were in the spring. They are assigned to classrooms helping the teacher manage instruction and small group instruction. In accordance with the student's IEP, SPED tutor will provide support in breakout rooms and, as appropriate, be available to support teachers within Google Classroom and help students with assignments.

- Support student learning, provide enrichment programming through Google Classroom and Zoom, and maintain attendance records for student engagement; and ensuring targeted synchronous instruction is effective.

Special Education: All staff supporting students with disabilities will continue in their roles and performing their broad responsibilities, with modifications to reflect the distance context. Modifications include:

- ***Program specialists*** support teachers with the set-up and completion of virtual IEP meetings, including how to engage parents to be meaningful participants and to facilitate the 'paper requirements' of conducting an IEP in a virtual or telephonic setting.
- ***Counselors*** will work collaboratively with their current site teams to schedule consultation and counseling sessions with the students, and, in some cases, their parent(s)/guardian(s) to address appropriate supports within the distance learning setting. These sessions will be conducted virtually or by telephone.
- ***Deans*** will be available to sites for consultation on behavioral strategies that can be implemented in a virtual learning model.
- ***Teaching Assistants*** will support a range of distance learning-related actions. They will focus on support at the school site level to implement inclusive practices. They will offer direct support, including coaching, for teacher teams and new teachers. Specific supports will include set-up of Special Day Classrooms, new teacher support for IEPs, and site wide implementation of a Multi-Tiered System of Supports (MTSS) as needed

Health and Safety Protocols: The roles and responsibilities outlined within this section are from AMPS Task Force plan which was established by the AMPS Administration and board of directors. This plan was developed using recommendations from the Alameda County Public Health, UCSF Medical, California Department of Health, California Department of Education (CDE), and the Centers for Disease Control (CDC).

Broad responsibilities applicable to all staff include:

- Immediately isolate any individuals who have symptoms of illness to prevent possible transmission of disease.
- Collect and track illness-related information
- Follow all Health Insurance Portability and Accountability Act (HIPAA) to maintain required confidentiality regarding communicable diseases.
- Responses to the situation regarding any students, staff, or family member with a diagnosis or exposure to COVID-19.

Community Outreach and Engagement: Attend all family outreach and committee meetings and make presentations regarding needs and services available for the school. Assist in the support of all students being present for classroom time in distance learning by calling families and parents of any student who misses a class. Attend to a higher leveled

concern of a specific family and/or student and conduct a home visit as needed following all safety protocols such as social distancing.

Operations/Custodial Staff: Actively model and support all required public health measures. Maintain a stock of personal protective equipment to ensure readiness - order additional supplies of EP approved disinfectants as needed. Routine disinfecting of all high-touch areas on a daily basis. Contact facility operations designate if a large-scale disinfecting/cleaning is required.

Food Service Staff: Actively model and support all required public health measures. Implement one-way passage ways through meal delivery. Ensure work space has appropriate personal protective equipment and cleaning/disinfecting materials. Increase ventilation for closed areas.

AMPS Educators: Actively model and support all required public health measures. Reinforce and follow all required health precautions with students including physical distancing, maximum occupancy, regular hand washing, individual supplies, and disinfecting procedures. Send any visibly sick students or students reporting that they do not feel well to the office. Engage with families on an ongoing basis, including events that may be different under distance learning circumstances, such as Back to School Night held in a virtual manner.

- Invite site administrators and career path teachers to join Google Classrooms
- Develop high quality distance learning lessons/assignments for students that address course standards/benchmarks while balancing online learning, volume of work assigned, and student/teacher interaction.
- Observe established office hours during the regularly scheduled work day that include, but are not limited to, communicating with and providing feedback to students, facilitating synchronous/asynchronous lessons, or answering student questions.
- Collaborate with other grade level or department teachers and administrators to develop and administer regular common formative assessments.
- Log all communication with parents in Infinite Campus and/or Engagement Tracker.

Students: To be successful for their own learning, especially older advanced grade levels, students must dedicate appropriate time to learning, using the time on task recommendations or as guided by teachers. They must check the online platforms for information on classes, assignments, resources daily. Ensure that they know their usernames and passwords for instructional resources that are accessible via the district portal and/or website.

- Identify a comfortable and quiet space to learn and study and/or communicate to a school staff member if they need assistance and or advice in doing so
- Engage in online learning activities being offered by your teachers and/or provided through online resources.
- Submit assignments by due dates established by your teacher(s).

Families/Guardians: Communication between school staff and families will be essential during the full distance model. Families should stay up to date with communications and information regarding school notices that will or eventually will touch on areas such as:

instructional continuation plans, school opening or closure updates, and distance learning resources, students engagement and socio-emotional needs. Guardians/parents should make attempts to attend the school webinars, parent advisory meetings and ZOOM town halls for resources and up-to-date information

Supports for Pupils with Unique Needs

[A description of the additional supports the LEA will provide during distance learning to assist pupils with unique needs, including English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness.]

The COVID-19 pandemic has further exposed pre-existing and untenable inequities in California's education system that leave some of our most vulnerable students and families without critical support when they need it most. This is not new to California educators and as such one of the AMPS philosophies is to foster and support high expectations and rigor for ALL students. Far too many times, students with unique needs have often been patronized or receive dumbed down instruction instead of supported instruction and this we have understood as an often veiled discriminatory practice that only helps to keep the opportunity gaps for these populations wide. Instead, AMPS seeks to support students with more needs through more time, and programs support and this will continue through the distance and hybrid learning model. We expect the non-instructional needs of the most vulnerable populations will be exacerbated so we will be planning to prepare additional resources for these students and families by working together with key community partners to prepare resource links for our families.

Facets for our student with unique needs include but are not limited to the following:

I. **Identification of the neediest groups in our schools**
II. **Making initial and continuous contact with families who have high needs:** this includes families who have been impacted by the coronavirus. Maintain the inclusion of each and every learner.
III. **Assist beyond academic needs**
IV. **Appropriate supports for academic and social needs of students**

Community Outreach Teams: Our outreach teams will be a critical component to our process in assuring that our most at risk populations receive the necessary resources, supports, programs, and tools to assure that they are not left behind during the distance learning process. The AMPS Community Outreach team is composed of local multilingual culturally competent individuals of color who have already gained the trust and engagement of the AMPS families.

AMPS Community Outreach Teams will seek to:

- Coordinate & communicate with shelters to engage students in distance learning
- Coordination & communication with homeless providers and agencies
- Contact with parents/students to determine if they have special or unmet needs for accessing distance learning and address their technology needs, including provision of Wi-Fi hotspots on a case-by-case basis.

- Communicate with schools/teachers & parents/students to locate 'missing' students or students who are not engaged in distance learning, and identification of special needs or services
- Coordinate with parents/students & schools as necessary for optional distance learning delivery of assignment materials and provision of necessary school supplies.
- Establish Provision of community resource information for parents/students, such as shelter, housing, food, clothing, health, COVID resources, etc. and refer parents/students to appropriate community agencies and/or district departments/services when educational, health, or welfare needs are identified.
- Coordination with County LEA Homeless Liaisons to provide continuity of educational services as students transfer

Supports specific to English Learners

English Learners will receive both integrated and designated English Language Development (ELD) instruction during distance and in-person learning. For Designated ELD, English Learners will receive regular instruction targeted at their proficiency level and based on the California ELD standards. Designated ELD Instruction will meet or exceed the following amounts:
• Kindergarten: 40 minutes/week (80 minutes/week for newcomers)
• Grades 1-6: 60 minutes/week (120 minutes/week for newcomers)
• Grades 7-12: Designated class or 60 minutes/week (Designated class for newcomers)

Supports specific to Students with Disabilities
Providing proper support to students with disabilities in online and blended learning environments requires the attention of all involved in the planning and execution of the student's educational program and plan as well as the aforementioned comprehensive approach to the child. Attention to multiple sound instructional and intervention strategies that differentiate learning opportunities, expected learning outcomes, student-specific supports, and student voice will help maximize student success.

- *Ensuring a Free and Appropriate Public Education (FAPE) in the Least Restrictive Environment (LRE):* IEP statements outlining the educational plan in the event of physical school closures (in excess of ten days) will guide the provision of services in the event of fluctuations in school schedule or service delivery models. IEP amendments will be utilized to recommend any changes to the operative IEP due to anticipated service delivery changes. This would apply to instances or periods of quarantine or self-isolation as well. Students who indicated a need during the school year were provided a Chromebook to assist in accessing instruction. As needed, students will be provided additional consultation from staff or additional accessibility tools to actively engage in distance learning

Supports specific to Homeless Youth and Foster Youth will include
Many students who have experienced homelessness or foster care do not have a strong support system to which they can turn to in times of crisis. They may not have a caring adult to call for advice or information on how to keep safe and healthy. This lack of familial support can mean they do not have help to prepare in times of a public health crisis, nor manage the additional life stressors the crisis brings. COVID-19 is affecting many people of

all ages, but students are especially vulnerable and cannot be overlooked. Our focus with our homeless youth is:

(1) Identification of homeless populations in our schools
(2) Establishing Trust: Families deserve respect and integrity
(3) Maintaining communicating with affected families and/or youth;
(4) Accessing needed supports, such as food, hygiene, shelter, and medical care;
(5) Establish systems collaboration; and partnerships to best assist, and
(6) Supporting virtual or distance learning by assuring they have the basic technological needs such as internet accessibility available.

Supports specific to Foster Youth will include:

- Communication with case management, county support and Chaffee liaisons to support all foster youth.
- Weekly and/or bi-weekly check-ins with students and foster parents via phone, zoom, and e-mail.
- Monitoring of attendance/engagement and communication with teachers and administrators when needed.
- Referrals to both district and community agencies for additional support/resources as needed.
- Online tutoring services will be offered to eligible foster youth.
- Linkages to programs such The John H. Chafee Foster Care Program

Actions Related to the Distance Learning Program [additional rows and actions may be added as necessary]

Actions Related to the Distance Learning Program [additional rows and actions may be added as necessary] Description	Total Funds	Contributing
Devices: Chromebooks made available for all students who need a device to access distance learning at home.	*TBD*	Y
Additional Technology to Support Distance Learning: Wi-Fi hotspots, headsets, and laptops/devices for staff.	*TBD*	Y
Assistive technology for Students with Disabilities to access distance learning instruction from home.	*TBD*	N
Foster Youth Services: Maintain staffing and supports that specifically address Foster Youth needs.	*TBD*	Y
Multilingual Literacy: Maintain staffing and supports that specifically address English Learner needs including designated/integrated ELD implementation, newcomer programs, and language immersion programs.	*TBD*	Y

Counselors, Master Schedule, Credit Recovery: Maintain staffing and supports to provide core and supplemental counseling services to students. Maintain staffing and supports to implement equity-driven staffing processes and course scheduling. Provide credit-recovery options throughout the school year at high school sites. Support effective scheduling within distance learning and in transition to hybrid and full in-person modes, particularly as staff may need to be redeployed to address health concerns and students may have different proportions of in-person learning.	*TBD*	Y
Collaboration Time: Continue weekly hour of time for teachers to collaborate with peers on approaches to improving student achievement. While in distance learning and/or a hybrid model, collaboration further focused on assessing and addressing learning loss and responding to identified needs of students, particularly those who are most vulnerable to disproportionate impacts as a result of COVID.	*TBD*	Y
Special Education Instructional Assistants and Psychologists: Continue providing appropriate staffing for both position types and adapt delivery of services and supports to distance learning context.	*TBD*	N
Community Outreach time and service to assist our most vulnerable populations	*TBD*	Y

Pupil Learning Loss

[A description of how the LEA will address pupil learning loss that results from COVID-19 during the 2019–2020 and 2020–21 school years, including how the LEA will assess pupils to measure learning status, particularly in the areas of English language arts, English language development, and mathematics.]

We are concerned about some of the trends that have been published by educational researchers who have analyzed and are demonstrating that when students miss school for a prolonged period, it will likely have major impacts on student achievement, especially in the area of mathematics where over the past years many American public schools have been sliding in downward trends. This is especially poignant among populations of color.

Thus, it is our goal first to assure all students and families have access to appropriate, engaging mathematics and reading materials, and that they are available through distance and hybrid learning. Moreover, effective instruction needs to be engaging and offer

synchronous individual practice for students so as to have support from their teachers through learning of the material. Effective instruction, and support during coronavirus closures is one important way we can prevent opportunity gaps from growing. This will require addressing the most pressing challenges first, like closing the digital divide by providing increased access to the internet and technology. Then, school leaders and educators must continue to address the instructional challenges that quite frankly, have existed long before the COVID pandemic.

To address identified learning loss, AMPS will ensure that teachers are trained to use approved programs to support skills remediation and extension based on the results of the interim and diagnostic assessments. Teachers will monitor individual student growth throughout the school year, based on diagnostic data. The District will use the strategies below to provide specialized support to student groups:

AMPS is in the process of launching a new data management system to a new data and assessment management system offered through Otus and Edtec, a key partner to the organization. The platform will allow teachers to build multiple assessment types like simple and advanced, multiple choice, and rubrics with items from the Navigate item bank, designed by experts and aligned to standards. The program will make it less cumbersome for teachers, administrators and all others in the organization to navigate the different data system that are isolated and only give a partial picture of the issues facing a group, class or individual students. The system makes it easier for staff to Import third-party K-12 data, including benchmark assessments like NWEA, SBAC, PARCC, and more. Our goal is to identify and group students based on past and present data like assessment, attendance, and behavior and to confidently address the gaps through multiple measures and target instruction effectively by monitoring students' progress on grade level appropriate assessments and adjust supports based on student results.

All stakeholders including families and students should expect assessments during learning and throughout the school year that evaluate how students are progressing both in the moment and over time to address learning loss before and after the school closure. It is important to reiterate that assessment of students' learning status will begin the first day of school and continue each day. The formative data being gathered by teachers throughout instruction is a critical component to understanding what learning loss has occurred and each student's individual learning needs

Pupil Learning Loss Strategies

[A description of the actions and strategies the LEA will use to address learning loss and accelerate learning progress for pupils, as needed, including how these strategies differ for pupils who are English learners; low-income; foster youth; pupils with exceptional needs; and pupils experiencing homelessness.]

The primary means of addressing learning loss and accelerating learning for pupils will be the tiered instruction delivered through synchronous instructional time. At Tier 1, all students will receive standards-aligned instruction focused on priority standard clusters. This will allow for depth of instructional focus on the key skills and concepts that are most critical for the respective grade level/content area.

Tier 2 supports will be provided primarily through synchronous, small-group instruction that is targeted to identify student needs. As teachers assess learning loss and their students' individual and collective learning needs, they will not only adapt Tier 1 instruction, but also schedule small group sessions to provide additional support. Similarly, students who require even more intensive (Tier 3) support will be provided 1 on 1 instruction through individual sessions. Both the small group and individual sessions will take a 'just in time' rather than 'just in case' approach. This entails the focusing of small group and individual sessions on the key prerequisite skills that students need to successfully master the content rather than broad reviews of large chunks of information for the whole class. For example, one or more students who are having difficulty adding fractions of different denominators might need to first know how to add with the same denominator and/or find the lowest common denominator. A teacher, upon identifying the gap, might arrange a small group session with other students who have the same learning need or an individual session. These sessions would allow the teacher to provide more individualized attention to the student and support them in mastering the prerequisite skills so that they can fully participate in the lessons that are occurring for the whole class.

In terms of Professional Development at DCA, all our 23 instructional staff members participate in weekly meetings by grade level and department, weekly staff meeting, and bi-weekly meetings with specialists during which, the following topics have been presented and discussed as part DCA's culture of growth mindset:

- Social Emotional curriculum for online learning
- Data analysis for MAP testing
- SST meetings and Safety Net
- PBIS and Restorative Practices
- Student Information System
- ipad and ipen as instructional tools
- Anticipating students mistakes and creating target questions to improve understanding
- Bi-wwekly sessions of class observations and coaching for instructional practices

In addition, to the summit and training before the school started listed above, teachers will attend 4 days of staff development focusing on student engagement strategies for distance learning, behavioral engagement and equity, cognitive engagement (executive functioning) and emotional engagement, consistency of learning platforms and programs, on-going home-school connection.

Effectiveness of Implemented Pupil Learning Loss Strategies

[A description of how the effectiveness of the services or supports provided to address learning loss will be measured.]

The effectiveness of the services and supports provided to address learning loss will be measured by the ongoing assessments of student progress. This will include the

interim/benchmark assessments for Math and ELA administered at 3-4 points over the course of the 2020-21 school year.

- Interim Data
- Attendance numbers
- Parent engagement (attendance and response)
- Surveys
- AMPS domains..\..\..\..\Documents\AMethod Academic-Philosophies and methods\AMPS Teacher Domains\AMPS Essential Domains of Instructional Program Framework V2.pdf

Actions to Address Pupil Learning Loss [additional rows and actions may be added as necessary]

Community Outreach/marketing costs	*TBD*	Y
PD costs	*TBD*	Y
Data Dashboard and Software Tools: Infinite Campus	*TBD*	N
Communications and tools		
Extended Summer School		
Enhanced Tech for Instructional Staff		
1-1 Instruction and individual support when needed		

Mental Health and Social and Emotional Well-Being

[A description of how the LEA will monitor and support mental health and social and emotional well-being of pupils and staff during the school year, including the professional development and resources that will be provided to pupils and staff to address trauma and other impacts of COVID-19 on the school community.]

Staffing:

- Counselors
- Teaching Assistants, Tutors and Paras
- Ed Specialists
- Deans
- Mindfulness instructor
- Coaches: athletes
- Student Clubs
- After school programs
- Art/ self-expression

- Advisory
- AVID

Key responsibilities of educators to monitor/support mental health and address trauma include:

- Creating safe environments and conditions: Being available, compassionate, and connecting visually or auditory with students on a regular basis.
- Providing routines and structure: Creating weekly rituals and routines that help students self-regulate.
- Provide social and emotional support to students and caregivers: Through Community Outreach Teams, Regions can be a support system and facilitate connections to essential needs in response to COVID and other social needs.
- Prioritize health and well-being: Promote healthy sleeping, eating, and exercise habits and consider the total workload placed on students.
- Identify children and families who need additional support: Connect families and students to resources based on assessed needs and fulfill all mandated reporter duties.
- Provide community resources for mental health to families
- SEL curriculum and schedule
- Provide small group support for social skills, stress management and executive functions to students as needed
- Counseling for staff: Kaiser, providers

Tiered supports for mental health promotion, awareness, and supports are outlined in the table below to add structure to this.

TIER	STRATEGIES
Tier 1: Universal Mental Health Encouragement and Awareness Strategies Provided to students regardless of risk or protective factors related to mental health. Intended to foster positive social, emotional, and behavioral skills and well-being of all students.	● Community Resources ● Mindfulness Classes ● School wide SEL curriculum and lessons ● Home Visits ** (COVID Regs) ● Professional Learning for staff: *Trauma-Informed Practices K-12, Mindfulness, Suicide Prevention & Mental Health Crisis Response* ● Planned communication focus on promoting well-being ● Parent Outreach & Engagement sessions focused on topics such as Self-Care, Trauma Informed Care & Building Resilience, Suicide Prevention, etc. ● Wellness Warm-line in community ● Clubs/social groups for staff: New staff happy hour, career path mixer, book club, personal care groups,

Tier 2: Targeted Wellness Strategies Targeted mental health practices and systems for students who need more support than is universally provided. Focus is on supporting students who are at risk of developing more serious concerns in academics, behavior, or course performance. Utilize early warning referral sources to identify students in need of supportive interventions and provide support and linkages. Staff will follow all outlined policies and procedures for using, with a focus on connecting students to school and supporting their engagement.	● Coordination of Services with partner organizations in the community ● Psycho-educational groups: provides additional practice in developing social skills, self-regulation, self-management and other SEL skills that have been universally taught and reinforced. ● Linkage to community-based services ● School-based mental individual counseling (in person or virtually) for students and their caregivers ● Professional Learning for staff & caregivers
Tier 3: Intensive Strategies Individualized support to improve a student's behavioral and academic outcomes. Goal is to enhance a person's mental being, and quality of life by offering counseling services to professionals through community and social outreach. Community Outreach teams will, so conduct necessary check ins with households as needed. Continuing to use all other referral sources to identify students in need of intensive support. Tier 3 strategies work for students with developmental disabilities, autism, emotional and behavioral disorders, and students impacted by toxic stress and/or trauma.	● Referral and linkage to community-based services ● Suicide Risk : Assessment & Safety Planning ● Crisis Intervention hotlines ● Behavior contract support ● Special Education advocacy ● 504 advocacy & supports ● Child protection services

Pupil and Family Engagement and Outreach

[A description of pupil engagement and outreach, including the procedures for tiered reengagement strategies for pupils who are absent from distance learning and how the LEA will provide outreach to pupils and their parents or guardians, including in languages other than English, when pupils are not meeting compulsory education requirements, or if the LEA determines the pupil is not engaging in instruction and is at risk of learning loss.]

School administration team which includes the Site Director, dean, and registrar will oversee the engagement and outreach of pupils for reengagement strategies in the following way. Each step is progressive:

Teachers do the first level of outreach to try to re-engage the student. For students who remain un-engaged, Administrators receive documentations for teachers to input students' names who hadn't accessed office hours, handed in homework, or connected with the teacher in any way for a whole week. If a student is "absent" from multiple classes or

multiple days, the administrations will reach out to their respective students and seek to understand what is going on and work with the student to re-engage them.
Administrators will reach out to the student and/or parent to express concern, explain the importance of continuing with remote learning and encourage students to re-engage, and do follow up checks. The next step would be a home visit with a community outreach team member.

Continuing with outreach efforts throughout the summer, AMPS Community Outreach teams together with school administration, created cohorts of students who had attendance problems before covid, during the initial shelter in place in the spring, and set up prevention based contacts with families and students. Visits and services will be provided to pupils and their guardians in their language of preference and through a trained culturally competent staff. AMPS sites will provide telephonic translation as needed.

School Nutrition

[A description of how the LEA will provide nutritionally adequate meals for all pupils, including those students who are eligible for free or reduced-price meals, when pupils are participating in both in-person instruction and distance learning, as applicable.]

Nutrition Services will continue implementation of key operational procedures developed during the spring school closures that continued through the summer months that ensure safe and effective meal delivery services. These include use of a drive-thru, curbside pick-up provides Grab and Go meals to students on a weekly basis.

B4YM, our school lunch provider will begin delivering students' meals on the first day of school, August 10th, 2020. We will continue to use B4YM throughout the 2020-21 school year. Their lunches comply with the county health requirements and will be distributed a la carte, pre-bagged and labeled for each student to reduce contact. Our families filled out the lunch forms during the first 2 weeks of the school. However, Amethod Public Schools will be providing free meals (5 breakfast and 5 lunch meals per week) to all students regardless of meal eligibility status. This meal service is also open to the community, which means that siblings of enrolled Amethod Public Schools students, and anyone in the community under the age of 19 is welcome to pick up meals. Meals will be available on a first come, first serve basis.

The distribution of school lunches will be provided at the school's curb during the distance learning model. AMPS Nutrition staff ensures 6-10 feet of social distancing for staff and community members, use of appropriate personal protective equipment (PPE) by all staff, and clear signage at all distribution points to reinforce social distancing practices and now use face masks for community and staff required per state and county health orders.

When AMPS moves to on-campus learning program B4YM will provide the meals and the Nutrition Services staff will serve breakfast and lunch for students, adhering to health and safety protocols and all requirements. Students will pick up meals at the kitchen and will eat them at the cafeteria or blacktop outdoors. In the hybrid model, all students will either consume meals in the classroom, isolated rooms, or outdoors. Nutrition Services will offer multiple days of meals for curbside pick-up on the days students participate in remote learning. In planning the return of students and staff to the school site, Nutrition Services is

putting plans into place to maximize safety within the COVID context. One measure is the implementation of cashless payments for all students and staff. This will include options for paying online, by check, or by phone.

Additional Actions to Implement the Learning Continuity Plan [additional rows and actions may be added as necessary]

Section	Description	Total Funds	Contributing
School Nutrition	Nutrition Services Materials and Supplies: Additional materials needed to provide meals during school closures and, upon return, in a manner that is safe and consistent with public health guidelines. Includes additional kitchen equipment, sanitation supplies, and Personal Protective Equipment.	*TBD*	TBD
Mental Health and Social and Emotional Well-Being	Maintain existing staffing and supports to implement programs and support school initiatives. Professional learning expanded to address distance learning context	*TBD*	Y
Mental Health and Social and Emotional Well-Being	Maintain existing staffing and supports to provide critical health information, and support. Support direct outreach to students and families.	*TBD*	Y
Multiple Areas	School Psychologists: Maintain existing staffing and supports to assess, screen, and identify learning disabilities and to recommend appropriate interventions/modifications for students.	*TBD*	Y
Pupil and Family Engagement and Outreach	Maintain existing staffing and supports to support organization wide parent engagement. Within the school closure context, the Community Engagement staff are partnering closely with the school front offices and administration in each region to conduct home visits and other outreach to make contact with 'unreachable ' students.	*TBD*	Y
Pupil and Family Engagement and Outreach	Maintain existing staffing and supports teacher connections with families and students- especially vital during full remote learning mode	*TBD*	Y

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

Percentage to Increase or Improve Services	Increased Apportionment Based on the Enrollment of Foster Youth, English Learners, and Low-Income students
[Insert percentage here]%	[Insert dollar amount here]

Required Descriptions

[For the actions being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the needs of these students.]

The overwhelming majority of students (above 80%) enrolled in the AMPS Network meet one or more of the identified unduplicated percentage of targeted disadvantaged pupils classified as English learners, homeless, foster youth, and low income. As we have seen and really ion of the reasons why we exist is due to the issue that all underserved populations such as Foster Youth, Homeless, low income and ELL groups have faced an uphill battle historically in America's public school system throughout the decades, and no matter how many plans and bureaucracy is created, the data continues to demonstrate that face opportunities (opportunity gap). Foster Youth and Homeless youth in particular experience higher rates of societal barriers due to instability outside of the school walls. The original reasons why charter schools were created in the first place was to address the continual dismal outcomes of these and other populations and as such, our schools face 5 year renewal reviews and could face closure if not meeting the targets stated in the petition. This key difference between regular public schools and public charter schools is what has always driven our programs to be keen to serve all students through a data improvement lens.

There are several actions that are contributing to the increased/improved requirement that are being implemented across the district. Some of these actions were already in existence within the previous pre pandemic program while others were adapted and are unique to the school closure/distance learning context. Some of these include, but are not limited to:

- Multi-Tiered System Support (MTSS) : Differentiated instructional and social programs to address academic needs of all students; close the achievement gap with underserved students
- Essential data monitoring of : homeless, foster , SPED and low income populations
- Homework program at the middle school and targeted elementary sites
- High-quality ELD curricular materials and professional development

- A focused and adapted parent involvement and communication to address full distance model
- Essential data monitoring of EL student progress through the levels to reach fluency
- Reading and Math Support
- Designated English Learner Support Time

At DCA, our English Language Development teacher will provide targeted reading, writing, and vocabulary lessons through one-on-one and small-group instruction and serve as liaison between classroom teachers and students, offering guidance for individualizing assignments and assisting students with completing work. ELD Specialist and classroom teachers will offer students individualized support during check-in meetings in an integrated and designated model. They will regularly communicate with their students' families to determine other needs they may have, and they will communicate with staff to help families access the needed resources. The ELD teacher will provide ELPAC testing and will place students in their appropriate support according to their levels in collaborative work with general education teachers and the school ELAC committee, including the appropriate process for reclassification.

Low-income students, homeless and foster youth will receive targeted supports and services, as needed to access digital instructional platforms. It was our goal in the spring during the first days of the shelter-in-place to ensure all students in need of a device and waif were provided one. AMPS will ensure all families in need of Internet access are provided a preprogrammed hot spot for easier connection. At some grade levels and for students in need, paper packets will be provided in order to limit the amount of work completed on a device

Teacher Collaboration Time

Teacher Collaboration time is intended primarily for staff to engage in collaborative review of data, student work, and planning instruction that best meets the needs of students who continue to demonstrate inequitable outcomes in our schools and district. This includes English Learners, Foster Youth, Homeless Youth, Students with Disabilities, and other student groups. As distance learning and school closures continue, this collaboration time has become even more critical as a resource for teachers to improve their individual and collective capacity to address inequitable outcomes remotely via synchronous and asynchronous modes of instruction.

Positive Behavioral Interventions and Support (PBIS) and Social Emotional Learning (SEL)

These actions are jointly focused on providing both students and staff the training, skills, and tools they need to establish and maintain a positive school climate and culture. They are also intended to develop each individual's social and emotional capacity to be successful in college, career, and life. While a positive school culture and climate are important for all students, they are particularly important for unduplicated pupils and other groups who have historically and continue to experience disproportionate discipline and other unhealthy impacts of a negative school climate and culture. At DCA, we have included a 60 minute block for Social Emotional Learning, in addition to 20 min a day for homeroom time. As per parents suggestion, we are also having a Fun Friday events to allow for students' socialization during distance learning.

[A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.]

- *Small Group instructions that ranges from 660 minutes/week to 60 minutes/week to English Learners, SPED students, Foster youth, low income student, Tier 2 and Tier 3 students*
- *Instructions adapted to distance learning that target key fundamental skills per levels of proficiency*
- *Partnering teachers and Teaching Assistants in all classrooms to improve teacher-student ratio and support for class assignments*
- *Mid morning break and 1 hour lunch break during Distance Learning mode*
- *Physical Education 4 times/week for 100% of students*
- *Engagement tracker that provides additional check ins for our most bulb=erab;e students and continuous communication with parents*
- *Extra curricular activities with 18 different club offerings*
- *Musical instruments lending program and supply bags for students who want to take instrumental music, music production, plastic arts, etc.*
- *After school homework help when needed*
- *SST Meetings with parents and students*
- *Daily Mindfulness classes in the afternoons*
- *Community Outreach services and home visits when needed*
- *Social Emotional in-person support when needed*
- *School Office Open daily for tech pick up and other families' needs*

Percentage to Increase or Improve Services

Identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the Learning Continuity Plan year as calculated pursuant to 5 *CCR* Section 15496(a)(7).

DCA	**2019**	**2020**
Enrollment	326	318
Socioeconomically Disadvantaged	207	65%
English Learners	12.50%	16%
Foster Youth	0%	0%

- *Identify services, programs, tools, plans, etc. around added percentages*
- *SEL lessons included in the weekly schedule*
- *Training on equity in a virtual classroom*
-

Increased Apportionment Based on the Enrollment of Foster Youth, English Learners, and Low-Income Students

Specify the estimate of the amount of funds apportioned on the basis of the number and concentration of unduplicated pupils for the Learning Continuity Plan.

For the actions included in the Learning Continuity Plan and marked as contributing to the increased or improved services requirement for foster youth, English learners, and low-income students and that are being provided on an LEA-wide or schoolwide basis, provide a general explanation of these actions consistent with 5 CCR Section 15496(b).

Principally Directed and Effective: For these actions, explain how:

- *The LEA considered the needs, conditions, or circumstances of its unduplicated pupils as a result of COVID-19;*
- *The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations; and*
- The action is intended to meet the needs of the students in response to the COVID-19 pandemic.

A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.

Consistent with the requirements of 5 CCR Section 15496, describe how the services marked in the Learning Continuity Plan as contributing to the increased or improved services requirement for foster youth, English learners, and low-income students contribute to meeting the percentage calculated as compared to the services provided for all students. Additionally, consistent with the requirements of 5 CCR Section 15496, please describe any other actions or services that contribute towards meeting the increased or improved services requirement.

- *To improve services means to grow service in quality and to increase services means to grow services in quantity.*
- *MTSS: https://www.cde.ca.gov/ci/cr/ri/*
- *Universal Design: https://www.understood.org/en/learning-thinking-differences/treatments-approaches/educational-strategies/universal-design-for-learning-what-it-is-and-how-it-works*
- *Interim Assessments and data dives. Progress Monitoring*

Learning Continuity and Attendance Plan Template (2020–21)

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Oakland Charter Academy	Philip Ellingberg Site Director	pellingberg@amethodschoools.org (510) 719- 7810

This DRAFT version of Oakland Charter Academy's (OCA) Learning Continuity and Attendance Plan includes information available to date, including some items that are pending, still in development, and/or being discussed in negotiations with bargaining groups.

The final Learning Continuity and Attendance Plan will be presented to the Board of Education at the September 23, 2020 meeting. This early draft includes several of the anticipated actions to implement the plans described. The Amethod Public Schools Organization herein referred to as the "district" anticipates receiving additional funding under the Coronavirus Aid, Relief, and Economic Security (CARES) Act and associated funds. This includes $_____ from the Elementary and Secondary School Emergency Relief Fund (ESSER) and $_____in Learning Loss Mitigation Funding (LLMF). LLMF dollars represent the total of funding from three sources: the Governor's Emergency Education Relief (GEER) fund, Coronavirus Relief (CR) fund, and the state's General Fund (GF). The final allocations of these anticipated dollars to district actions and services is still being determined and was not available at the time of this draft. Projected expenditure details will be included in later drafts.

General Information

The unprecedented COVID-19 pandemic has affected the entire globe. Locally, our communities have been greatly affected and the pandemic and subsequent shelter in place orders have altered the lives of our students, families, and staff dramatically. As a result of the COVID-19 pandemic and under the guidance of the state and local county public health department, the entire six school Amethod Public School (AMPS) closed its schools and transitioned to remote instruction on March 16, 2020. This involved the discontinuation of students receiving in-person instruction at schools. Instead, all instruction was delivered through a remote learning model in which students participated in activities at home, receiving instruction primarily through digital means.

The unexpected closure of schools in March 2020 has impacted the physical, emotional, social, and educational needs of our students and caused high levels of stress and trauma to them and their families. The closure of schools has impacted many families by challenging their ability to access basic services. Over 80% of our total district population

are classified as low income and work ascended in service and labor workforce and as such the broader economic impacts of the pandemic, such as mass unemployment, have increased existing challenges. Parents/guardians working in the home face the challenge of helping their children with learning while also completing their own work responsibilities. The COVID pandemic has also resulted in increased isolation for children due to the physical and social separation from the classroom and school community. The physical separation from targeted supports and services that are typically provided in-person, including many services for English Learners, Foster Youth, Homeless Youth, and Students with Disabilities have also been disrupted.

The pandemic has also exposed and heightened many societal problems that have been under the surface of mainstream society for some time. These issues are matters that deal with issues of poverty and racial inequities that have surfaced through the months of the pandemic. Issues such as a lack of technological connection for the poor and mainly communities of color we serve made the abrupt shift to distance learning a challenge. In addition, many of our community members continue to experience trauma as a result of deeply embedded systemic racism and violence. Recent events rooted structural racism, include the killing of George Floyd, and local condemnations on black and brown students families whose schools have been targeted and attacked through actions as calls for removal from shared campuses and closures of their beloved schools just for being a public charter schools has caused deep pain. Just as COVID-19 has had a disparate impact on our community, the countless acts of racism and attacks have layered on additional trauma to our students, families and staff.

As the district planned a contingent reopening plan, we created a taskforce whose members consisted of individuals from various stakeholder groups including parent, board members, local experts, and key staff. The AMPS COVID Taskforce attend meetings hosted by local health officials, attend meetings with local charter authorizer entities, and also meet with the AMPS Community Outreach team who have increased their role in family advocacy through the pandemic. The Taskforce merged the AMPS Five Foundations, the traits which guide the day to day instruction in our schools, to adapt and include responses and actions due to the COVID pandemic. The AMPS Five Foundations are as follows:

1. **Fostering High Expectations:** This is the core of our program as we seek to disrupt the opportunity gap for the most underserved students such as ELL, SPED, poor kids of color and immigrants- even through a global disruption such as the COVID Pandemic.
2. **Results Driven (Assessments & Accountability):** Data is about systems with a predominant factors that include student and educator practice. Assessments during learning and throughout the school year that evaluate how students are progressing individually both in the moment and over time to address achievement gaps and learning loss before and after the school closure.
3. **Cultivating Excellent Talent:** Education is essential work that is both personal and personnel driven. Recently AMPS revised the instructional domains for the district to assure that they reflect a more student centered focus. This year the organizational wide summer training known as the AMPS Summit incorporated training targeted for distance and hybrid learning to adapt to the current situation.

4. **Relationships & Partnership:** Our school is founded in deep rooted community partnerships. Given all of the recent anti-charter school messaging voiced very publically, our communities, specifically our Black and Brown families, were feeling exasperated prior to the pandemic. Thus, AMPS crafted a communications plan that has been adapted carried over to the current situation. Our communities will have the information and resources they need to be safe. We will provide consistent, clear, and routine communications and engagement in multiple modalities and languages.
5. **Building an AMPS Culture:** A first-rate free and public education is at the cornerstone of this America's success; however the inequities in outcomes for low income predominantly Black and brown children is unacceptable. Higher education is the surest path to future success for the families we serve and thus the success of **all** students is our North Star.

Given the deep impact and necessary adaptations to our program through a once in a lifetime pandemic, the AMPS Administration has included the following factors to the pillars as we adapt to the disruption:

- **Health, Safety and Well-being:** Our actions during and after the pandemic are grounded in the scientific guidance provided by federal, state, and county health officials. We will take all steps possible to mitigate the spread of COVID-19 and protect the health, safety, and well-being of our students, employees, and school communities. We will create socially, emotionally and physically safe and nurturing environments for our students to thrive in.
- **Adaptability:** This is one of the core values of the AMPS organization. Due to the unpredictable public health crisis, we will remain as fluid as possible to balance educational needs with safety and public health. Our learning environment and strategies were analyzed, debated, and designed with agility to ensure high quality instruction continues whether we are in physical or remote learning space.

As part of the adaptation of the abrupt disruption due to the pandemic, AMPS has outlined specific expectations that parents/guardians and students should have of the district for distance learning:

- **Consistent, direct, live instruction for every student:** Access to daily direct live instruction for students, with the option of participating in recorded instruction at alternate times of the day.
- **Access and availability:** Teacher availability to students outside of direct, live instruction.
- **Appropriate supports for students receiving Special Education:** Ensure students with disabilities are included in all offerings of school education models by using the IEP process to customize educational opportunities and supports when necessary.
- **Tiered student support and intervention:** Multi-tiered Support System (MTSS) to school differentiated programs to continue focus support for improved academic outcomes for all tiered levels through remote tutoring, office hours, and afterschool programs.

- **Collaboration**: Meaningful and structured collaboration between teachers, directors, and colleagues from grade levels and home office departments to improve outcomes for students based on data and student need.
- **Professional development and supports for educators:** Professional development for all educators on strategies needed to deliver high-quality instruction and on the District's learning management system, Google Classroom, that ensures students access to learning grounded in the essential standards.
- **Support for English Learners and families**: Address systems and adapted teaching strategies to continue designated and integrated instruction in English language development including assessment of progress toward language proficiency and targeted support to access curriculum through distance and hybrid learning models. .

Stakeholder Engagement

Stakeholder engagement is a vital component of our plans. We are fortunate to have an engaged community that precedes the COVID Pandemic. We have hosted ZOOM meetings with families and they have provided questions, feedback and input since our transition to Distance Learning on March 16, 2020. In order to inform this plan, we have used the input to design learning that will address learning loss and accelerate learning progress for pupils as we start the 2020-21 school year. The efforts to solicit stakeholder feedback to provide feedback and information to the district began in the summer and have continued throughout the development process. Engaging in outreach and surveying stakeholders has provided and continues to provide staff valuable input to inform the district's planning in Academics, Attendance & Engagement, Culture & Climate, Nutrition Services, and Public Health.

The organization held multiple meetings via ZOOM starting as far back as April 2020. A corresponding survey was also administered to students to seek their feedback on the distance learning experience. Since June and in early July, Home office and Site Directors held multiple information sessions with key stakeholder groups to seek additional feedback regarding distance learning for the 2020-21 school year. These sessions included brief overviews of the district's vision for reopening schools, guiding principles informing planning, and distance learning framework.

Dedicated sessions were held in each of the regions and counties where AMPS has school locations. The district has an overwhelming number of families that are first and second generation immigrant from a wide variety of countries. There are many obstacles that have been exposed in the rush to digital learning. Those include lack of internet, a lack of connectivity to wireless capabilities. Language barriers and flat out time due to the societal effects of the pandemic, so we had to rely on the cultural competency of the AMPS organization to set up alternatives to internet through usage of our phone and text system. We also posted COVID resources and plans on our website and solicited feedback from through use of our social media as well. Materials were translated into multiple languages to reach stakeholders that speak languages other than English. Additional input received during the 9.3.20 Public Hearing supported final refinement of the plan leading toward the approval date of 9.17.20.

A local governing board/body is authorized to hold public meetings via teleconferencing and to make public meetings accessible telephonically or otherwise electronically to all members of the public seeking to observe and to address the local legislative body or state body consistent with the flexibility afforded by Executive Order N-29-20 (https://www.gov.ca.gov/wp-content/uploads/2020/03/3.17.20-N-29-20-EO.pdf), published on March 18, 2020

Meetings with stakeholders have been held via Zoom, enabling remote participation by members and, where applicable, members of the public. The ZOOM meetings always have a phone line listed for those individuals who may not have access through computer technology. Plans for providing remote participation options for the public hearing are in progress and will be detailed when finalized.

The AMPS Board of Directors meets regularly and has practiced the practice of adherence to the Brown Act, making all information available to the public, and also by videotaping meetings. In addition, California Gov. Gavin Newsom issued Executive Order N-29-20 on March 17, which amended some of the Brown Act public meeting requirements (Gov. Code Sec. 54950 et seq.) that are not practical in light of the current public health crisis attributed to the COVID 19 pandemic. Thus, within the law and by adhering to the required policies through the pandemic, the AMPS board has continued to hold consistent board meeting utilizing the ZOOM video platform. Furthermore, the platform allows for public participation. The AMPS Board of Directors have discussed the COVID Pandemic and the organizational responses and plans at multiple board meetings. All materials, and policies enacted y the AMPS Board and administration are posted on the organization's website.

As noted above, the parent/caregiver survey and the student survey revealed a significant level of concern with the distancing learning, technology needs, and communication.

Families Engagement Survey

Question	Results
Rate the communication for the school in regards to Distance Learning. (1-10)	1-5: 35% 6-10: 65%
Rate the work your child is doing: Class Assignments.	1-5: 33% 6-10: 67%
Rate the support your family received with Technology; hotspots and Chromebooks.	1-5: 26% 6-10: 74%
Rate the overall distance learning at OCA.	1-5: 37% 6-10: 63%

Teacher Engagement Survey

Question	Results
Rate overall experience at OCA thus far.	1-5: 0% 6-10: 100%

What have been some of the professional and/or personal gains. (Example Responses Provided)	● I have gained a lot more knowledge of technology from implementing it into my virtual class. ● learning more about the craft of preparing and facilitating lesson plans, learning about building an environment that is safe and welcoming of all students, learning about setting boundaries with my work and personal time ● I have become more familiar with distance learning, zoom, and google classroom. I have gained some teaching resources for ELA. ● meeting other good teachers, expanding my knowledge in virtual academics ● Working with competent, caring teachers to provide the best we can for students.
What are some things that can be improved, so that you feel better supported at OCA? (Example Responses Provided)	● It would more useful if the follow up with families continued for students that are chronically absent. ● more clear information about ASES and ELD times that I can relay to students, more communication from paras about where my students are, it's super helpful when they let me know that they worked with a students on as assignment so I can get a little progress report and can grade that student's assessment in accordance with the effort put in as communicated by the para who worked with them ● Better communication from the rest of staff, such as returning emails, and supporting new staff. Some of the PD's on tech/testing/protocols felt kind of rushed, and I sometimes feel like I am struggling to keep all the new information in mind.

The above findings reinforce the importance of the requirements set forth by Senate Bill 98 for distance learning implementation in the fall. With significant percentages of parents/caregivers and/or students reporting that they were displeased with distance learning and desire to see signs of improvement.

The survey input also speaks to a need for specific strategies that can increase student and family sense of connectedness/belonging including the facilitation of student connections to peers and staff. Parents/caregivers also indicated a clear priority for additional resources to support technology use and student learning.

The ZOOM sessions conducted by school leaders with parent/guardian groups provided a rich source of feedback on the overall distance learning experience, specifically in the form of recommendations for improving in the 2020-21 school year. Key themes that emerged across the various sessions included:

- Parents/Guardians need a clear understanding of what they should expect from Distance learning
- Guidance/support for how they can support their students through the required minutes
- Wellbeing and social emotional resources links in the community are also important.
- The need to focus on our most vulnerable students in our planning and implementation.

- Relationship building and mental health need to be prioritized alongside physical health/safety.
- Access to counselors is important.

Sessions with staff pointed out:

- Learning online can be difficult for some students due to specific learning needs, a difficult home environment, or other factors. Student specific supports are needed.
- No one should work in silos. The attitude of every staff member needs to be one of each person working with each child. NOT as 'somebody else's problem.'
- This is an opportunity to do things differently/disrupt the status quo – to better serve all students.
- School culture is important and needs to be maintained. We need to find ways to facilitate social interaction online.
- Student engagement is essential
- Relationships with adults and kids are a key piece that cannot be provided for the same at home as at school.
- Mental health, emotional support, and social wellbeing all need to be priorities
- Consistency in education is needed - routine virtual experiences.
- Accountability needs to be called out in our planning

Input from specific parent/guardian groups that reflects the feedback provided during listening sessions and August meetings is summarized by group below:

- Multi-tiered support needs to continue, not stop, during distance learning.
- We need to focus on mental health in addition to physical health – these are both part of safety. This needs to be part of training and staff need support to address this.
- We need to support families who are supporting students at home.
- We need to have a choice of whether to attend in-person instruction and thoughtful planning for how to serve the most vulnerable students and focus on their needs.
- We need technology training for parents/families and staff
- Teachers need to be available for parents and students to reach – have office hours where they can be contacted.

(Pending)

Summary of Input from other August – September meetings, results of broad input from open sharing of draft and accompanying survey, and input from public hearing.

The specific stakeholder input received throughout the summer months has significantly influenced the district's Learning Continuity and Attendance Plan both through the impacts on development of the district's Taskforce and through direct feedback on the plan itself. Key takeaways from the family and student surveys administered in the spring included the need to provide (a) daily, live, synchronous instruction, (b) increased connection to staff and peers and sense of belonging at school, and (c) more resources for parents to support their students learning and use of technology.

Development of clear expectations for daily, live instruction for all students every day. This includes the minimum number of minutes for both synchronous and asynchronous

instruction for a total minimum number of instructional minutes per day. The district has also included as part of the plan the expectation that lessons will be recorded to provide students the option of participating in recorded instruction later. This is seen as a critical support for students who may have different learning needs and benefit from rewatching instruction as well as a support for those students who may not be able to attend specific lessons. Development of Social Emotional Learning (SEL) lessons focused on universal themes that support connecting, belonging, and other aspects of social and emotional well-being. These lessons support the implementation of school wide practices as well as the daily integration of Social Emotional Learning into academic instruction. The district has also prioritized the expansion of its definition of engagement to encompass Emotional Engagement in addition to Behavioral and Cognitive Engagement. Regular surveys will be used by teachers and schools to monitor emotional engagement.

To support parents and caregivers in supporting their own students' learning, the distance learning plan includes specific expectations for weekly communication from teachers to students and families. Weekly communications will include the week's learning intentions, schedule of zoom times for synchronous instruction, content to be taught, criteria by which student success will be measured, and a description of assignments with related rubrics and due dates. This communication is intended to provide parents some of the key information and tools they need to support students in meeting goals. Teachers are also expected to be available to students and family members outside of instructional time. This includes maintaining open communication channels and identifying the times at which support is available.

(Pending) Description of influence of input from August meetings, broad input, Learning Options survey, and public hearing.

Continuity of Learning

In-Person Instructional Offerings

Through mid-July, AMPS was moving forward with plans to reopen school in a hybrid model, with students spending portions of the day/week at school sites receiving in-person instruction and completing the rest of their learning in a distanced setting. Members of the Taskforce stayed in contact with local health and education officials through the process as information was evolving so quickly. The original goal under the summer dynamics of the COVID pandemic, our goal as to provide as much in- person instruction as can safely be delivered. The time allotment for our most vulnerable populations remained a priority of many stakeholders

AMPS worked closely with our local authorizers and discussed worked to prepare scenarios for the upcoming year. In mid-July, both our authorizers (Oakland Unified School District and West Contra Costa Unified School District) announced their decision to start the school year in full distance learning model. This decision was later affirmed by the guidance provided by Governor Newsom to schools in his July 17th press conference. This guidance detailed the conditions under which schools will be allowed to reopen, the requirements to follow when bringing students back, and the conditions under which a school or district may have to return back to a full distance model after reopening.

While current health conditions do not permit delivery of in-person instruction, AMPS is continuing to plan blended learning models so it will be prepared to bring students back once it is safe to do so. AMPS will continue to align decision-making to public health experts at the state and county level and to orders and guidance provided by Governor Newsom. Included below is the district's current thinking regarding instructional models, including scheduling and delivery methods. Please note that this planning is *tentative* and will continue to be responsive to state and county guidance and the districts own monitoring of community conditions and needs.

The district will provide instruction to students through a comprehensive remote learning plan that requires students' active engagement every day. Based on the feedback that was received from multiple stakeholder groups, including families, remote learning for the 2020-21 school year will focus on instruction and engagement. Beyond the assignment of work and digital tools, instruction will be focused on learning and engagement aligned to content standards, and support for executive functioning. Students will be monitored through assessment, and feedback. Opportunities for social-emotional learning, and peer connections will be provided daily. Students will interact daily with their teacher(s) and peers in an effort to support academic progress and social-emotional wellness and connection. Students will receive daily instruction, and will be assigned and expected to complete work each day. Students will participate in virtual interactions with teachers and peers daily, such as class meetings, follow-up lessons, one-on-one and small-group check-ins, and office hours/tutorials.

Students will engage in online learning through various digital programs that will assist teachers in monitoring student progress, and they will interact with peers and staff members every day through online platforms. To access the digital curriculum and instructional program, the district will ensure that all students in need of a device are provided one and all families in need of Internet access are provided a hot spot.

All school sites will administer the K-12 Assessment calendar that includes formative, benchmark and summative assessments to determine progress towards standards both in remote and distance learning. School site teams will follow processes which include AMPS Community Outreach teams to conduct home visits (within social distancing parameters) to check on and monitor students who may become disengaged during remote learning. Teachers will communicate regularly with site teams regarding students who they are concerned about, and they will develop plans to engage and support these learners. They will also reach out to students who are not completing their work, not progressing as expected with online learning platforms, or not attending virtual sessions. Teachers, counselors, administrators, and other school staff will contact the families in order to work together as a team to re-engage students and provide needed supports and resources for the family.

Modes of Instruction
Again, AMPS is preparing for potential shifts in instructional model as determined by public health conditions or student need. One strategy under consideration is the continued use of Google classroom in both in-person and distance learning. This would allow students at home to participate in instruction synchronously with students who are in the physical

classroom space, including collaboration with peers in virtual groups. This model of delivery would maintain continuity of instruction in the event that one or more cohorts, schools, or the entire district needs to return to a full distance learning model.

Full Distance Learning:
To meet health, safety, and learning needs, two modes of instruction will be offered for families to choose from once allowable by the local health officials and determined by the California Department of Education. These will include a 100% distance learning model and a blended (Hybrid) learning model which is part in-person and part distance. Students engaging in the blended learning model would receive part of their instruction each week at their school site.

- Lessons occurring in the classroom will be recorded, allowing for the cohort of students engaging in distance learning to participate simultaneously with students who are attending in-person. This will also provide a record of direct instruction and explanations for the concepts and assignments presented, allowing students who cannot participate synchronously to watch at a later time. This will also support students who need or might benefit from re-watching instruction.
- During times of the week when all students are engaged in the distance model, teachers will provide key supports that maintain the community of learning and meet identified student needs. These supports include office hours for students and family, small group and individual support for students, collaboration with co-teachers to prepare lessons, and professional learning with colleagues.

Hybrid Partial distance and school Cohorts:
In order to maintain the safest conditions, we will return in a cohort model. Classes will be divided to offer two sessions per day with ½ the class in-person at a time. In order to ensure equitable access to the educational program and academic and other supports, where authorized by the County Health Department, the district may choose to provide in-person learning opportunities five (5) days per week for the students described in SB98 so long as they are part of a stable classroom cohort for all five days while maintaining all other provisions of this MOU. In person cohorts will not exceed 15 students.

- To effectively coordinate with Alameda and Contra Costa County Public Health efforts to conduct contact tracing, students will be placed in a cohort, or kept in designated clusters, *as much as possible.* Where this is not possible due to specific course enrollment, all district, state, and county guidelines will be followed to best ensure the health and safety of students and staff.
- Arrival/departure plans and lunch plans will be developed at each school to minimize bottlenecks and blending of cohorts.
- Passing periods will be minimized. Where possible, teachers will move classrooms rather than students. Site-based safety plans will include passing period safety measures.
- Cohorts of students participating in in-person instruction will be on the school site at designated days and times, with disinfection occurring between those times.
- Students who remain in a 100% distance learning mode at the elementary level will, wherever possible, be paired up with teachers who are delivering 100% virtual instruction (not teaching at a physical school site).

- Classroom activities will, wherever possible, provide for virtual peer collaboration between cohorts of students – using Zoom breakout rooms to group students who are in-person and engaging in distance learning.
- Cohort sizes will maintain necessary physical distancing, keeping at least 6 feet of spacing between students within classrooms. Current analyses of the district's physical space and classrooms have determined that most school sites have the capability to bring approximately 50% of students on campus for in-person instruction at any one time. For those sites that cannot, we will adjust the cohort size and schedules.

Secondary School Scheduling

- Secondary schools will continue to schedule students into six courses and utilize a traditional 6 period day. This will maintain continuity with the existing scheduling model, staffing allocations, and alignment to exam schedules.
- Transition to a modified block schedule is possible and will be considered based upon need. This would result in periods 1, 3, and 5 and periods 2, 4, and 6 being held on alternating days.

Staffing

- Some teachers will be designated as distance learning teachers. These teachers will be scheduled with students who are engaging in 100% distance learning, though some students who are in 100% distance learning will also be scheduled in classrooms that are working with in-person cohorts.
- As needed, some distance learning teachers may also be paired with in-person teachers to provide synchronous lessons.
- Additionally, based on student and family needs, teachers may need to work with students at other school sites.

Student Supports

- As each instructional program and related service is accounted for in terms of grouping for in-person attendance, a related services schedule will be developed for each site and determination made as to which related services will be provided on days of in-school attendance and as to which students and related services are deemed appropriate for continued virtual delivery.
- Services determined to be more appropriately provided on site will be scheduled for the days that the student(s) is scheduled on site as appropriate and practical given the health and safety needs resulting from the pandemic.
- Where possible, students with additional needs may be considered for additional in-person instruction. This would include students with disabilities, English Learner newcomers, homeless youth, and foster students.

Students who are Medically Fragile of have significant behavioral or physical support needs

For our students who are medically fragile, our team of Regular and Special Education staff will work closely with Health Services and the student's physician to determine the degree to which the student can participate in a return to a physical school setting. The physician will determine what additional accommodations need to be provided to the student to mitigate the student's possible exposure. If the physician determines that the student cannot

participate in school due to their medical condition, an IEP will be scheduled to determine if Home Individual instruction or virtual instruction is appropriate for the student. Accommodations can be provided for students with significant behavioral needs or significant physical support needs; however, if a student requires a degree of support that is in conflict with the current County Health recommendations, the IEP team will meet to determine if a virtual service delivery is more appropriate to meet the student's need while additional guidelines are in place.

The AMPS Taskforce continually track health expert guidelines and have planned to mitigate risk of transmission between students, staff, and other community members while on campus includes, but is not limited to, a range of physical distancing protocols, facilities-related actions, and disinfection procedures.

Key safety measures to be included from recommendations:

- **Face Coverings/Masks:** Wearing a cloth face covering is required for all staff, students, parents/guardians, and visitors unless it is not recommended by a physician or is inappropriate for the developmental level of the individual. Face shields may be used by teachers to enable students to see their faces and to avoid potential barriers to phonological instruction. Face shields with a cloth drape can also be used by those who are unable to wear face coverings for medical reasons.
- **Physical distancing:** Everyone must practice physical distancing, keeping at least 6 feet away from other people at all times. Physical distancing can sometimes be difficult to maintain, such as when walking in a hallway or in large crowds, making face coverings even more vital.
- **Proper disinfection procedures:** The set procedures will be followed, with regular disinfection of high-touch areas throughout the day. Frequently touched surfaces include, but are not limited to door handles, light switches, sink handles, bathroom surfaces, tables, desks, and chairs.
- **Ventilation and Air Flow:** Sites will replace all HVAC filters 2-3 times per year, an increase to the current practice of once per year. Sites will run HVAC fans continuously throughout the 24 hour cycle, including when windows and doors are open. Windows and doors will be kept open, if possible, to increase airflow.
- **Entrances and Exits:** Parents/guardians will be encouraged to stay in cars when picking up/dropping off students. Sites will continue to implement a staggered schedule for drop off and loading. Visual cues, barriers, and signage will direct traffic flow, maintain distancing in any lines, and minimize interaction between families. Entry and exit points will be identified to limit close contact during high-traffic times.
- **Designated "Triage" Room':** Sites will have a designated area for sick individuals where they can be isolated, assessed, and wait to be taken home.
- **Classrooms:** Classrooms will be arranged to allow for 6 feet of distance between all student desks/seating and for teaching staff at the front of the classroom. Good hygiene and physical distancing practices will be modeled and reinforced. Materials/supplies sharing will be limited and activities that bring students close together will be modified.
- **Common Areas:** Signage, cones, stanchions, and other visual cues will be used to direct traffic flow, encourage appropriate distancing practices, and help maintain cohorts.

- **Recess and Play spaces:** Strategies for limiting the mixing of large groups will include recess cohorts, staggered playground use, and limiting activities where multiple classrooms interact.
- **Physical Education (PE) Classes:** Limited to activities that do not involve physical contact with other students or equipment until advised otherwise by state/local public health officials.

AMPS Staff and students will be encouraged and provided instructions for self-screening for symptoms at home. Active screening, in which students and staff entering a site or bus are screened with a temperature check and review of signs/symptoms, will be implemented if determined to be necessary. Staff will work with Alameda County Public Health to collect and track all illness-related information, support contact tracing, and coordinate a classroom, school, or district response as needed.

Actions Related to In-Person Instructional Offerings

Description	Total Funds	Contributing
Personal Protective Equipment: Face coverings (masks and, where appropriate, face shields) to ensure that students, staff, and family entering schools sites and staff working in the community are minimizing the spread of respiratory droplets while on campus. Increased supplies of soap and hand sanitizer that is greater than 60% alcohol.	*TBD*	N
The devices for students	*TBD*	
Connectivity, including hotspots and improved technology infrastructure	*TBD*	
Signage, Posters, and Floor Decals: Visual cues throughout school sites to maximize social distancing. Cues will help to direct traffic flow, minimize interactions between families, and identify specific entry/exit points. Visuals will also reinforce face covering and hand washing protocols.	*TBD*	
Custodians/Plant Managers: Maintain staffing at sites so that, in addition to standard maintenance and cleaning, facilities are routinely disinfected in high-touch areas.	*TBD*	
Health Materials: Additional Thermometers to screen student temperature and additional supplies to respond to students who display any signs of illness.	*TBD*	
Disinfecting Materials: Additional materials to support effective, routine disinfection of high-touch surfaces such as spray bottles, disinfectant, paper towels, gloves, goggles, and masks.	*TBD*	

Distance Learning Program

Continuity of Instruction

To provide students access to the full curriculum in both distance and in-person learning, comprehensive scope and sequence documents in English Language Arts and Math have been developed for each grade level, teams of teachers, and deans are meeting to design curriculum and instruction to support distance and/or in person learning. They are collaborating with grade level partners to re-tool units of instruction so that there will be a continuity of learning whether in person or in distance learning. In the scope of their professional duties, Counselors will schedule regular and on-going check-ins for students needing additional support regarding access to social-emotional learning offerings, and supporting their access to distance learning opportunities.

In the full distance learning model, all students will receive synchronous and asynchronous instruction and content five days per week. The lesson design and type of instruction provided shall be at the discretion of the classroom teacher in accordance with SB98. All content shall be aligned to grade level standards that is provided at the level of quality and intellectual challenge substantially equivalent to in-person instruction. This daily live interaction shall be designed by the teacher to meet the needs of students. AMPS will continue to provide Special Education services, English Language Development classes, Reading and Math Program intervention sessions, and counseling supports virtually to students. All students with IEPs will receive direct instruction from all IEP service providers virtually. Teachers will develop standards-based activities that encompass a progression of learning across all content areas.

A key decision supporting symmetry and cohesion in the AMPS teaching domain was the identification of Google Classroom as the designated Learning Management System (LMS). In combination with aligned use of the scope and sequence documents, staff and schools will be able to maintain continuity of instruction through distance learning and across any transitions into or out of in-person learning. The use of an LMS will maintain continuity of course assignments and resources so that teachers and students will be able to sustain momentum through any physical transition.

Prior to the start of the year, teachers will attend a full two week professional development sessions to address:

- ✔ Building Positive Relationships and Restorative Practices
- ✔ Student Expectations and PBIS during Distance Learning
- ✔ Virtual Learning Etiquette and Tips for Teachers and Students
- ✔ MTSS and Counseling
- ✔ Best Practices for Supporting ELLs during Distance Learning
- ✔ Tech Tools--Zoom and Flipgrid
- ✔ Creating Intentional Spaces for Our Students
- ✔ Encouraging Community and Relationship Building in the Virtual Classroom

The overall AMPS community has strongly voiced their desire to see their teachers provide students the full classroom experience, including peer to peer interaction, to the furthest degree possible. The requirement for daily, live instruction has been affirmed by Senate Bill 98. During distance learning, AMPS will be offering consistent, daily, live instruction for every student with the option of participating in recorded instruction later. The option to later view recorded instruction is critical in supporting the different needs of learners, some of whom need to watch instruction over again.

In addition to whole-class, synchronous lessons, English Language Development (ELD) and additional differentiated supports will be provided synchronously. When providing distance learning, academic content, classwork, independent work, assignments, projects, synchronous instruction, asynchronous instruction, and live interaction shall all be combined to meet the daily minimum minutes per grade level. Daily lesson plans, assessments, and instructional methodologies used shall be at the discretion of the classroom teacher overseen by a Dean of instruction or Assistant Principal.

The instructional minutes to be provided by grade level are as follows:

Grade Levels **Minimum Number of Instructional Minutes Per Day**			
	Synchronous	**Asynchronous**	**Total**
TK-3		1	252
4-6			272
Middle School (MTuWF)			278
High School (MTuWF)		120	295
Middle and High School Thursday		240	240

In addition to direct, live instruction every day for every student, a key expectation of the plan is teacher availability to students outside of that time. Access and availability is acknowledged as a key element enabling students to fully access the curriculum regardless of the mode of instruction. Whether at a distance or in-person, students - and family members - need consistent and reliable access to teacher support. This includes maintaining open communication channels and identified times at which support can be obtained.

Access to Devices and Connectivity

This crisis has laid bare not only the lack of quality equity in classrooms among race and performance, but the consequences for student learning when access to aligned content is absent. The technology gaps identified at the outset of school closures deepened the understanding of inequities that existed prior to COVID-19 and will continue to require attention even after students and staff have fully returned to an in-person model. AMPS is committed to ensure equitable access to education for all students and shall confirm and/or make provisions so that all pupils have adequate access to connectivity and technological devices to participate in the educational program and complete assigned work. We will ensure that all students have access to devices and Wi-Fi.

The AMPS IT Department has inventoried all devices this summer and collected all outstanding devices and ensure updates and equipment is ready for new distribution. Hotspots were made available to students and has been pre-formatted to make the connection to the hotspot easier for students and parents. AMPS has also upgraded the student data system and has purchased the licenses for Infinite Campus which will allow for easy integration to CALPADS, attendance, and academic tracking. Live attendance will be required starting on day one. Attendance will be taken as usual. Staff will personally follow up with every child not attending by the first day of school.

Pupil Participation and Progress

[A description of how the LEA will assess pupil progress through live contacts and synchronous instructional minutes, and a description of how the LEA will measure participation and time value of pupil work.]

One of the AMPS' Five Foundations is a focus Results Driven practice where data influences the next lessons**.** Consistent and effective formative assessment practices will enable staff to best utilize these minutes to meet collective and individual student needs. One example of such practices is the building into lessons of frequent 'Checks for Understanding.' This might be a series of short comprehension questions following a reading or a practice question following a math lecture segment. These brief, informal opportunities are embedded into lessons and provide teachers a real-time assessment of collective and individual student understanding of a specific concept or skill. Assessments during learning and throughout the school year that evaluate how students are progressing individually both in the moment and over time to address achievement gaps and learning loss before and after the school closure.

To achieve this, teachers and instructional staff will engage in consistent formative assessment and modification of instruction based on analysis of student progress and learning needs. The Interim Assessments are implemented during learning and throughout the school year that evaluate how students are progressing both in the moment and over time to address learning loss before and after the school closure. This information in turn allows a teacher to determine whether additional practice or reteaching is needed before moving forward with the lesson. It also allows for identification of specific students' needs and supports differentiation of instruction.

All AMPS teachers will document attendance/engagement for each student in the Student Information System (Infinite Campus) every day. Documentation of attendance in Infinite Campus is not unique to distance learning and also is required when students are attending in-person. For Distance Learning instruction, teachers will keep a weekly record documenting each student's synchronous or asynchronous engagement for each school day. This will include verification of participation as well as a record of student assignments. With portions of synchronous instruction being used to provide targeted small group and individual instruction, the total weekly amount of instruction received within the synchronous context will vary by student, though all students will be provided the minimum threshold of minutes through a combination of synchronous and asynchronous instruction.

Distance Learning Professional Development

[A description of the professional development and resources that will be provided to staff to support the distance learning program, including technological support.]

Following spring school closures, AMPS Leadership started to discuss and plan around the two main scenarios for teaching modality that were the most likely to be implemented. The two were the focus on a full distance model and the second was prepping for the very detailed hybrid model. Every year the AMPS organization hosts a weeklong all staff training institute called the AMPS Summit where teachers, paraprofessionals, front office staff, school leaders and all other departments in the organization get together for a series of trainings related to their specific subject, grade level, and /or department functions. The week after the Summit is also a Professional development week at AMPS, but specific to school sites. This year the AMPS Summit Committee composed of Site administration, Career Path Teachers and home office staff began to plan and incorporate sessions that addressed the regular focus of student engagement, curriculum trainings, and such but it also incorporated sessions that addressed the adjustments schools have to make under the COVID pandemic. The table below details one week of the AMPS Summit (site based):

Monday	Tuesday	Wednesday	Thursday	Friday
CEO Welcome Address **8:00am-9:00am** Welcome Back! AMPS Vision and Mission --- **Pick up Materials from JHHS** **9:00am-12:00pm** --- **Official Welcome for Teachers and Staff** **1:00pm-4:00pm**	**Spring 2020 Reflections and 20-21 School Goals** **9:00am-10:30am** --- **Community and Relationship Building in an Online Classroom** **1:00pm-3:00pm**	**Department Meetings (Teachers and Paras)** **9:00am-10:30am** **Supporting Students with Special Needs in the Virtual Classroom** **10:45am-12:15pm** --- **Infinite Campus (Student Information System) Teacher Training** **1:00pm-4:00pm** Setting up gradebooks, taking attendance, looking up student demographics, parent/guardian contact information	**Assessment Tools** **10:15am-11:15am** **IXL (Math)** **Fastbridge (ELA)** **Gizmos (Science)** **Technology Tools for All: Zoom & Pear Deck** **11:20am-12:20pm** --- **Department Meetings Part 2** **1:30pm-3:00pm** **Work Time** **3:00-4:00pm** Please work on SafeSchools Training, Our JHHS Getting to Know You Google Slide, complete the Staff survey	**Restorative Practices & Relational Trust in the Virtual Setting** **9:00am-10:30am** **Best Practices for Supporting English Learners** **10:45am-12:15pm** --- **Lesson Planning and Week 1 Close Out** **1:00pm-2:30pm** **Work Time** **2:30-4:00pm** Please work on SafeSchools Training, Our JHHS Getting to Know You Google Slide, complete the Staff survey

The Summit trainings are mandatory for all staff. As we have learned voluntary trainings for staff will not offer enough of a guarantee that teachers will receive pertinent information and strategies to serve our students to the best ability. One key philosophy in the AMPS system is a focus on how school and organizational culture absolutely matters. Moreover, an

effective organization and school focus on instruction and culture as the two main drivers for school and student success and as such, AMPS has been hosting the Summit for over eight years.

Building upon this work, some of this year's goals of professional learning for school leaders and teachers to support effective delivery of distance learning include:

1. All AMPS school leaders/teachers will engage in professional learning focused on understanding the state standards and how to plan and deliver lessons using the Universal Design for Learning framework (UDL) for in-person, virtual and blended learning environments. To achieve a guaranteed and viable curriculum, leaders and teachers will adhere to the new scope and sequence for math and ELA.
2. All AMPS school leaders/teachers will continue to use data to inform and drive instruction (in person, virtual or blended) in support of an effective MTSS framework.
3. All AMPS school leaders/teachers will effectively engage all students in learning, in either a virtual, in-person or blended learning environment, by intentionally incorporating culturally relevant content and social emotional supports,
4. All AMPS sites and home office will effectively engage parents and families as partners in their students' learning.
5. All leaders/schools will deepen learning in improvement math as one of the organizations priorities this year. AMPS is in the middle of completing a Root Cause Analysis to better understand the need in our math programs.

To further support the distance learning program, including technology support, staff will be provided access to and/or participate in ongoing professional learning in the following areas:

- Use of Google Classroom as the Learning Management System for a virtual/blended environment
- Trainings in the usage of the Infinite Campus and Otus data systems for staff, school leaders, and home office staff
- Administration and analysis of common assessments and use of resulting data to drive instruction, including the use of the new data system to administer/build assessments
- Monitoring student engagement, participation, and progress
- Zoom trainings on new attendance and engagement processes for attendance staff
- Administrator professional learning on new attendance and engagement expectations
- Compilation and use of a bank of exemplary lessons produced by teachers, for teachers, at each grade level and content area
- Essential learning for Substitute Teachers will include the use of instructional technology (Google Classroom, Zoom) and strategies for teaching in a virtual environment.

Existing professional learning opportunities that will continue to serve critical roles in supporting the distance learning program include teacher collaboration time and feedback coaching from Site Directors. AMPS expects school administrators including Site Directors, Deans and Vice Principals to regularly join teachers during virtual collaborative sessions and 'walk' virtual classrooms just as they would in an in-person context. Following and during these visits/observations, school administrators can act as thought partners, providing timely and specific feedback on teacher practice. Regular observations/visits will not only support continuous improvement for individual teachers, but also provide valuable

data that can inform the design of more targeted professional development, just as teachers are using formative assessments and the common assessments to inform lesson and unit design.

Staff Roles and Responsibilities

[A description of the new roles and responsibilities of affected staff as a result of COVID-19.]

COVID-19 and the resulting transition to a distance learning model have significantly impacted the roles and responsibilities of staff across the district. However, in the AMPS philosophy, everyone from teachers to cafeteria staff are school leaders and representatives of what the organization stand for, thus all members of the AMPS team may be tasked with new tasks in response to the pandemic. In some cases, new roles and responsibilities are still being defined (or refined) and will continue to evolve as the district prepares to reopen sites for in-person instruction. Following are a few updates to roles and responsibilities of staff, organized by area.

School Board: School board members work together with their organizations leader as a governance team to make decisions that will best serve all students in the community. In the midst of a significant emergency such as the COVID-19 pandemic, this collaborative relationship is especially critical for the safety and support of all. It also send a clear message that they too are all in with the programs to benefit all kids and families during these unprecedented times.

Administrators: Actively model and support all required public health measures. Designate staff liaison(s) to be responsible for responding to COVID-19 concerns. Ensure staff are providing students with appropriate distance learning opportunities and accurately tracking attendance/engagement. Reinforce stay at home requirements.

- Ensure all students and staff have access to the materials, training, and tools to engage effectively in distance learning.
- Publish times available to support teachers, students, and families during the school day.
- Monitor teaching and learning virtually to provide feedback and support to teachers to improve student learning.
- Engage in collaborative time with teachers virtually and facilitate regular virtual staff meetings.

Office Staff: Actively model and support all required public health measures. Encourage electronic communications wherever possible. Reinforce stay at home requirements. Work with school nurse to follow protocols that lower the risk of infectious students being on campus. Front office staff will be continuing all of their core functions, though specific roles within these functions are adapted to the distance learning context. Follow-up with teachers who are not documenting attendance/engagement to the specific measures being used, attendance coding/entry will reflect any structures developed to represent the nuances of the distance learning context, and outreach/intervention within the MTSS context will connect students and families to resources in a distanced model. The responsibility of contacting families regarding absences will no longer fall to the office staff only as teachers, and administrators will also have this responsibility through the pandemic shifts.

Attendance and Engagement: Within the full-distance and any future hybrid models, teachers will be responsible for monitoring attendance and engagement using multiple measures. While in-person, a student's attendance is determined solely by their presence or absence during the assigned date/class. In distance learning, teachers will monitor student submission of assignments, presence within the learning management system (Google classroom), attendance at live, synchronous instruction, and other forms of contact determined at the site. They will also be responsible for maintaining a weekly record documenting a student's synchronous and/or asynchronous engagement each day.

Instructional Aides: Instructional Aides will be more systematically used to support individual students than they were in the spring. Aides that are assigned to classrooms and aides that are assigned to individual students will be assisting students during distance learning and helping the teacher manage instruction. This will include contracted aides as well as district staff. In accordance with the student's IEP, instructional aides will provide support in breakout rooms and, as appropriate, and be available to support teachers within Google Classroom and help students with assignments.

- Support student learning, provide enrichment programming through Google Classroom and Zoom, and maintain attendance records for student engagement; and ensuring targeted synchronous instruction is effective.

Special Education: All staff supporting students with disabilities will continue in their roles and performing their broad responsibilities, with modifications to reflect the distance context. Modifications include:

- ***Program specialists*** support teachers with the set-up and completion of virtual IEP meetings, including how to engage parents to be meaningful participants and to facilitate the 'paper requirements' of conducting an IEP in a virtual or telephonic setting.
- ***Counselors*** will work collaboratively with their current site teams to schedule consultation and counseling sessions with the students, and, in some cases, their parent(s)/guardian(s) to address appropriate supports within the distance learning setting. These sessions will be conducted virtually or by telephone.
- ***Deans*** will be available to sites for consultation on behavioral strategies that can be implemented in a virtual learning model.
- ***Paraprofessionals*** will support a range of distance learning-related actions. They will focus on support at the school site level to implement inclusive practices. They will offer direct support, including coaching, for teacher teams and new teachers. Specific supports will include set-up of Special Day Classrooms, new teacher support for IEPs, and site wide implementation of a Multi-Tiered System of Supports (MTSS) as needed

Health and Safety Protocols: The roles and responsibilities outlined within this section are from AMPS Taskforce plan which was established by the AMPS Administration and board of directors. This plan was developed using recommendations from the Alameda County Public Health, UCSF Medical, California Department of Health, California Department of Education (CDE), and the Centers for Disease Control (CDC).

Broad responsibilities applicable to all staff include:

- Immediately isolate any individuals who have symptoms of illness to prevent possible transmission of disease.
- Collect and track illness-related information

- Follow all Health Insurance Portability and Accountability Act (HIPAA) to maintain required confidentiality regarding communicable diseases.
- Responses to the situation regarding any students, staff, or family member with a diagnosis or exposure to COVID-19.

Community Outreach and Engagement: Attend all family outreach and committee meetings and make presentations regarding needs and services available for the school. Assist in the support of all students being present for classroom time in distance learning by calling families and parents of any student who drop misses a class. Attend to a higher leveled concern of a specific family and/or student and conduct a home visit as needed following all safety protocols such as social distancing.

Operations/Custodial Staff: Actively model and support all required public health measures. Maintain a stock of personal protective equipment to ensure readiness - order additional supplies of EP approved disinfectants as needed. Routine disinfecting of all high-touch areas on a daily basis. Contact facility operations designee if a large-scale disinfecting/cleaning is required.

Food Service Staff: Actively model and support all required public health measures. Implement one-way passage ways through meal delivery. Ensure work space has appropriate personal protective equipment and cleaning/disinfecting materials. Increase ventilation for closed areas.

AMPS Educators: Actively model and support all required public health measures. Reinforce and follow all required health precautions with students including physical distancing, maximum occupancy, regular hand washing, individual supplies, and disinfecting procedures. Send any visibly sick students or students reporting that they do not feel well to the office. Engage with families on an ongoing basis, including events that may be different under distance learning circumstances, such as Back to School Night held in a virtual manner.

- Invite site administrators and career path teachers to join Google Classrooms
- Develop high quality distance learning lessons/assignments for students that address course standards/benchmarks while balancing online learning, volume of work assigned, and student/teacher interaction.
- Observe established office hours during the regularly scheduled work day that include, but are not limited to, communicating with and providing feedback to students, facilitating synchronous/asynchronous lessons, or answering student questions.
- Collaborate with other grade level or department teachers and administrators to develop and administer regular common formative assessments.
- Log all communication with parents in Infinite Campus.

Students: To be successful for their own learning, especially older advanced grade levels, students must dedicate appropriate time to learning, using the time on task recommendations or as guided by teachers. They must check the online platforms for information on classes, assignments, resources daily. Ensure that they know their usernames and passwords for instructional resources that are accessible via the district portal and/or website.

- Identify a comfortable and quiet space to learn and study and/or communicate to a school staff member if they need assistance and or advice in doing so
- Engage in online learning activities being offered by your teachers and/or provided through online resources.
- Submit assignments by due dates established by your teacher(s).

Families/Guardians: Communication between school staff and families will be essential during the full distance model. Families should stay up to date with communications and information regarding school notices that will or eventually will touch on areas such as: instructional continuation plans, school opening or closure updates, and distance learning resources. Guardians/parents should make attempts to attend the school webinars, and ZOOM town halls for resources and up-to-date information

Supports for Pupils with Unique Needs

The COVID-19 pandemic has further exposed pre-existing and untenable inequities in California's education system that leave some of our most vulnerable students and families without critical support when they need it most. This is not new to California educators and as such one of the AMPS philosophies is to foster and support high expectations and rigor for ALL students. Far too many times, students with unique needs have often been patronized or receive dumbed down instruction instead of supported instruction and this we have understood as an often veiled discriminatory practice that only helps to keep the opportunity gaps for these populations wide. Instead, AMPS seeks to support students with more needs through more time, and programs supports and this will continue through the distance and hybrid learning model. We expect he non-instructional needs of the most vulnerable populations will be exacerbated so we will be planning to prepare additional resources for these students and families by working together with key community partners to prepare resource links for our families.

Facets for our student with unique needs include but are not limited to the following:

I. **Identification of the neediest groups in our schools**
II. **Making initial and continuous contact with families whom have high needs:** this includes families who have been impacted by the corona virus. Maintain the inclusion of each and every learner.
III. **Assist beyond academic needs**
IV. **Appropriate supports for academic and social needs of students**

Community Outreach Teams: Our outreach teams will be a critical component to our process in assuring that our most at risk populations receive the necessary resources, supports, programs, and tools to assure that they are not left behind during the distance learning process. The AMPS Community Outreach team is composed of local multilingual culturally competent individuals of color who have already gained the trust and engagement of the AMPS families.

AMPS Community Outreach Teams will seek to:

- Coordinate & communicate with shelters to engage students in distance learning

- Coordination & communication with homeless providers and agencies
- Contact with parents/students to determine if they have special or unmet needs for accessing distance learning and address their technology needs, including provision of Wi-Fi hotspots on a case-by-case basis.
- Communicate with schools/teachers & parents/students to locate 'missing' students or students who are not engaged in distance learning, and identification of special needs or services
- Coordinate with parents/students & schools as necessary for optional distance learning delivery of assignment materials and provision of necessary school supplies.
- Establish Provision of community resource information for parents/students, such as shelter, housing, food, clothing, health, COVID resources, etc. and refer parents/students to appropriate community agencies and/or district departments/services when educational, health, or welfare needs are identified.
- Coordination with County LEA Homeless Liaisons to provide continuity of educational services as students transfer

Supports specific to English Learners

English Learners will receive both integrated and designated English Language Development (ELD) instruction during distance and in-person learning. For Designated ELD, English Learners will receive regular instruction targeted at their proficiency level and based on the California ELD standards. Designated ELD Instruction will meet or exceed the following amounts:
• Grades 6-8: 60 minutes/week (120 minutes/week for newcomers)

Supports specific to Students with Disabilities
Providing proper supports to students with disabilities in online and blended learning environments requires the attention of all involved in the planning and execution of the student's educational program and plan as well as the aforementioned comprehensive approach to the child. Attention to multiple sound instructional and intervention strategies that differentiate learning opportunities, expected learning outcomes, student-specific supports, and student voice will help maximize student success.

- *Ensuring a Free and Appropriate Public Education (FAPE) in the Least Restrictive Environment (LRE):* IEP statements outlining the educational plan in the event of physical school closures (in excess of ten days) will guide the provision of services in the event of fluctuations in school schedule or service delivery models. IEP amendments will be utilized to recommend any changes to the operative IEP due to anticipated service delivery changes. This would apply to instances or periods of quarantine or self-isolation as well. Students who indicated a need during the school year were provided a Chromebook to assist in accessing instruction. As needed, students will be provided additional consultation from staff or additional accessibility tools to actively engage in distance learning.

Supports specific to Homeless Youth and Foster Youth will include
Many students who have experienced homelessness or foster care do not have a strong support system to which they can turn to in times of crisis. They may not have a caring adult to call for advice or information on how to keep safe and healthy. This lack of familial

support can mean they do not have help to prepare in times of a public health crisis, nor manage the additional life stressors the crisis brings. COVID-19 is affecting many people of all ages, but students are especially vulnerable and cannot be overlooked. Our focus with our homeless youth is:

(1) Identification of homeless populations in our schools
(2) Establishing Trust: Families deserve respect and integrity
(3) Maintaining communicating with affected families and/or youth;
(4) Accessing needed supports, such as food, hygiene, shelter, and medical care;
(5) Establish systems collaboration; and partnerships to best assist, and
(6) Supporting virtual or distance learning by assuring they have the basic technological needs such as internet accessibility available.

Supports specific to Foster Youth will include:

- Communication with case management, county support and Chaffee liaisons to support all foster youth.
- Weekly and/or bi-weekly check-ins with students and foster parents via phone, zoom, and e-mail.
- Monitoring of attendance/engagement and communication with teachers and administrators when needed.
- Referrals to both district and community agencies for additional support/resources as needed.
- Online tutoring services will be offered to eligible foster youth.
- Linkages to programs such The John H. Chafee Foster Care Program

Actions Related to the Distance Learning Program

Actions Related to the Distance Learning Program [additional rows and actions may be added as necessary] Description	Total Funds	Contributing
Devices: Chromebooks made available for all students who need a device to access distance learning at home.	*TBD*	Y
Additional Technology to Support Distance Learning: Wi-Fi hotspots, headsets, and laptops/devices for staff.	*TBD*	Y
Assistive technology for Students with Disabilities to access distance learning instruction from home.	*TBD*	N
Foster Youth Services: Maintain staffing and supports that specifically address Foster Youth needs.	*TBD*	Y
Multilingual Literacy: Maintain staffing and supports that specifically address English Learner needs including designated/integrated	*TBD*	Y

ELD implementation, newcomer programs, and language immersion programs.		
Counselors, Master Schedule, Credit Recovery: Maintain staffing and supports to provide core and supplemental counseling services to students. Maintain staffing and supports to implement equity-driven staffing processes and course scheduling. Provide credit-recovery options throughout the school year at high school sites. Support effective scheduling within distance learning and in transition to hybrid and full in-person modes, particularly as staff may need to be redeployed to address health concerns and students may have different proportions of in-person learning.	*TBD*	Y
Collaboration Time: Continue weekly hour of time for teachers to collaboration with peers on approaches to improving student achievement. While in distance learning and/or a hybrid model, collaboration further focused on assessing and address learning loss and responding to identified needs of students, particularly those who are most vulnerable to disproportionate impacts as a result of COVID.	*TBD*	Y
Special Education Instructional Assistants and Psychologists: Continue providing appropriate staffing for both position types and adapt delivery of services and supports to distance learning context.	*TBD*	N
Community Outreach time and service to assist our most vulnerable populations	*TBD*	Y

Pupil Learning Loss

We are concerned of some of the trends that have been published by educational researchers who have analyzed and are demonstrating that when students miss school for a prolonged period, it will likely have major impacts on student achievement, especially in the area of mathematics where over the past years many American public schools have been sliding in downward trends. This is especially poignant among populations of color.

Thus, it is our goal first to assure all students and families have access to appropriate, engaging mathematics and reading materials, and that they are available through distance and hybrid learning. Moreover, effective instruction needs to be engaging and offer synchronous individual practice for students so as to have supports from their teachers through learning of the material. Effective instruction, and support during coronavirus

closures is one important way we can prevent opportunity gaps from growing. This will require addressing the most pressing challenges first, like closing the digital divide by providing increased access to the internet and technology. Then, school leaders and educators must continue to address the instructional challenges that quite frankly, have existed long before the COVID pandemic.

To address identified learning loss, OCA will ensure that teachers are trained to use approved programs to support skills remediation and extension based on the results of the interim and diagnostic assessments. Teachers will monitor individual student growth throughout the school year, based on diagnostic data. The District will use the strategies below to provide specialized support to student groups:

AMPS is in the process of launching a new data management system to a new data and assessment management system offered through Otus and Edtec, a key partner to the organization. The platform will allow teachers to build multiple assessment types like simple and advanced, multiple choice, and rubrics with items from the Navigate item bank, designed by experts and aligned to standards. The program will make it less cumbersome for teachers, administrators and all other in the organization to navigate the different data system that isolated only give a partial picture of the issues facing a group, class or individual students. The system makes it easier for staff to Import third-party K-12 data, including benchmark assessments like NWEA, SBAC, PARCC, and more. Our goal is to identify and group students based on past and present data like assessment, attendance, and behavior and to confidently address the gaps through multiple measures and target instruction effectively by monitoring students' progress on grade level appropriate assessments and adjust supports based on student results.

All stakeholders including families and students should expect assessments during learning and throughout the school year that evaluate how students are progressing both in the moment and over time to address learning loss before and after the school closure. It is important to reiterate that assessment of students' learning status will begin the first day of school and continue each day. The formative data being gathered by teachers throughout instruction is a critical component to understanding what learning loss has occurred and each student's individual learning needs

Pupil Learning Loss Strategies

The primary means of addressing learning loss and accelerating learning for pupils will be the tiered instruction delivered through synchronous instructional time. At Tier 1, all students will receive standards-aligned instruction focused on priority standard clusters. This will allow for depth of instructional focus on the key skills and concepts that are most critical for the respective grade level/content area.

Tier 2 supports will be provided primarily through synchronous, small-group instruction that is targeted to identify student needs. As teachers assess learning loss and their students' individual and collective learning needs, they will not only adapt Tier 1 instruction, but also schedule small group sessions to provide additional support. Similarly, students who require even more intensive (Tier 3) support will be provided 1 on 1 instruction through individual sessions. Both the small group and individual sessions will take a 'just in time' rather than 'just in case' approach. This entails the focusing of small group and individual sessions on the key prerequisite skills that students need to successfully master the content rather than

broad reviews of large chunks of information for the whole class. For example, one or more students who are having difficulty adding fractions of different denominators might need to first know how to add with the same denominator and/or find the lowest common denominator. A teacher, upon identifying the gap, might arrange a small group session with other students who have the same learning need or an individual session. These sessions would allow the teacher to provide more individualized attention to the student and support them in mastering the prerequisite skills so that they can fully participate in the lessons that are occurring for the whole class.

In terms of Professional Development, 17/23 staff members will attend 2 days of staff development focusing on student engagement strategies for distance learning, focusing on behavioral engagement, cognitive engagement (executive functioning) and emotional engagement, consistency of learning platforms and programs, on-going home-school connection.

Effectiveness of Implemented Pupil Learning Loss Strategies

The effectiveness of the services and supports provided to address learning loss will be measured by the ongoing assessments of student progress. This will include the interim/benchmark assessments for Math and ELA administered at 3-4 points over the course of the 2020-21 school year.

- Interim Data
- Attendance numbers
- Parent engagement (attendance and response)
- Surveys
- AMPS domains..\..\..\..\Documents\AMethod Academic-Philosophies and methods\AMPS Teacher Domains\AMPS Essential Domains of Instructional Program Framework V2.pdf

Actions to Address Pupil Learning Loss

Community Outreach/marketing costs	*TBD*	Y
PD costs	*TBD*	Y
Data Dashboard and Software Tools: Infinite Campus	*TBD*	N
Communications and tools		

Mental Health and Social and Emotional Well-Being

Staffing:

- Counselors

- Paras
- Ed Specialists
- Deans
- Coaches: athletes
- Student Clubs
- After school programs
- Art/ self-expression

Key responsibilities of educators to monitor/support mental health and address trauma include:

- Creating safe environments and conditions: Being available, compassionate, and connecting visually or auditory with students on a regular basis.
- Providing routines and structure: Creating weekly rituals and routines that help students self-regulate.
- Provide social and emotional support to students and caregivers: Through Community Outreach Teams, Regions can be a support system and facilitate connections to essential needs in response to COVID and other social needs.
- Prioritize health and well-being: Promote healthy sleeping, eating, and exercise habits and consider the total workload placed on students.
- Schools: Identify children and families who need additional support: Connect families and students to resources based on assessed needs and fulfill all mandated reporter duties.
- Counseling for staff: Kaiser, providers

TIER	STRATEGIES
Tier 1: Universal Mental Health Encouragement and Awareness Strategies Provided to students and staff regardless of risk or protective factors related to mental health. Intended to foster positive social, emotional, and behavioral skills and well-being of all students.	● Community Resources ● School wide SEL curriculum and lessons ● Home Visits ** (COVID Regs) ● Professional Learning for staff: *Trauma-Informed Practices K-12, Mindfulness, Suicide Prevention & Mental Health Crisis Response* ● Planned communication focus on promoting well-being ● Parent Outreach & Engagement sessions focused on topics such as Self-Care, Trauma Informed Care & Building Resilience, Suicide Prevention, etc. ● Wellness Warm-line in community

	● Clubs/social groups for staff: New staff happy hour, career path mixer, book club, personal care groups,
Tier 2: Targeted Wellness Strategies Targeted mental health practices and systems for students and staff who need more support than is universally provided. Focus is on supporting students who are at risk of developing more serious concerns in academics, behavior, or course performance. Utilize early warning referral sources to identify students in need of supportive interventions and provide support and linkages. Staff will follow all outlined policies and procedures for using, with a focus on connecting students to school and supporting their engagement.	● Coordination of Services with partner organizations in the community ● Psycho-educational groups: provides additional practice in developing social skills, self-regulation, self-management and other SEL skills that have been universally taught and reinforced. ● Linkage to community-based services ● School-based mental individual counseling (in person or virtually) for students and their caregivers ● Professional Learning for staff & caregivers
Tier 3: Intensive Strategies Individualized support to improve a student's behavioral and academic outcomes. Goal is to enhance a person's mental being, and quality of life by offering counseling services of professionals through community and social outreach. Community Outreach teams will, so conduct necessary check ins with households as needed. Continuing to use all other referral sources to identify students in need of intensive support. Tier 3 strategies work for students with developmental disabilities, autism, emotional and behavioral disorders, and students impacted by toxic stress and/or trauma.	● Referral and linkage to community-based services ● Suicide Risk : Assessment & Safety Planning ● Crisis Intervention hotlines ● Behavior contract support ● Special Education advocacy ● 504 advocacy & supports ● Child protection services

Pupil and Family Engagement and Outreach

School administration teams which include Site Directors, Deans, and Vice Principals will oversee the engagement and outreach of pupils for reengagement strategies in the following way. Each step is progressive:

Teachers do the first level of outreach to try to re-engage the student. For students who remain un-engaged, Administrators receive documentations for teachers to input students' names who hadn't accessed office hours, handed in homework, or connected with the teacher in any way for a whole week. If a student is "absent" from multiple classes or multiple days, the administrations will reach out to their respective students and seek to understand what is going on and work with the student to re-engage them.

Administrators will reach out to the student and/or parent to express concern, explain the importance of continuing with remote learning and encourage students to re-engage, and do follow up checks. The next step would be a home visit with a community outreach team member.

Continuing with outreach efforts throughout the summer, AMPS Community Outreach teams together with school administration, created cohorts of students who had attendance problems before covid, during the initial shelter in place in the spring, and set up prevention based contacts with families and students. Visits and services will be provided to pupils and their guardians in their language of preference and through a trained culturally competent staff. AMPS sites will provide telephonic translation as needed.

School Nutrition

Nutrition Services will continue implementation of key operational procedures developed during the spring school closures that continued through the summer months that ensure safe and effective meal delivery services. These include use of a drive-thru, curbside pick-up provides Grab and Go meals to students.

Revolution Foods Inc. our school lunch program, will begin operating on August 10, 2020 at accessible more centralized school site regardless of remote learning or in-person status. We will continue to use Revolution Foods Inc. throughout the 2020-21 school year. Their lunches comply with the county health requirements and will be distributed a la carte, pre-bagged and labeled for each student to reduce contact.

The distribution of school lunches will be provided at each of the schools for both in-person instruction and distance learning as applicable. OCA Nutrition staff ensures 6-10 feet of social distancing for staff and community members, use of appropriate personal protective equipment (PPE) by all staff, and clear signage at all distribution points to reinforce social distancing practices and now use of masks for community and staff required per state and county health orders.

When OCA moves to a blended learning program the Nutrition Services department will provide breakfast and lunch for students who attend in person, adhering to all social distancing requirements. Nutrition Services will offer multiple days of meals for curbside pick-up on the day's students participate in remote learning. In planning the return of students and staff to the school site, Nutrition Services is putting plans into place to maximize safety within the COVID context. One measure is the implementation of cashless payments for all students and staff. This will include options for paying online, by check, or by phone.

Additional Actions to Implement the Learning Continuity Plan [additional rows and actions may be added as necessary]

Section	Description	Total Funds	Contributing

School Nutrition	Nutrition Services Materials and Supplies: Additional materials needed to provide meals during school closures and, upon return, in a manner that is safe and consistent with public health guidelines. Includes additional kitchen equipment, sanitation supplies, and Personal Protective Equipment.	*TBD*	TBD
Mental Health and Social and Emotional Well-Being	Maintain existing staffing and supports to implement programs and support school initiatives. Professional learning expanded to address distance learning context	*TBD*	Y
Mental Health and Social and Emotional Well-Being	Maintain existing staffing and supports to provide critical health information, and support. Support direct outreach to students and families.	*TBD*	Y
Multiple Areas	School Psychologists: Maintain existing staffing and supports to assess, screen, and identify learning disabilities and to recommend appropriate interventions/modifications for students.	*TBD*	Y
Pupil and Family Engagement and Outreach	Maintain existing staffing and supports to support organization wide parent engagement. Within the school closure context, the Community Engagement staff are partnering closely with the school front offices and administration in each region to conduct home visits and other outreach to make contact with 'unreachable ' students.	*TBD*	Y
Pupil and Family Engagement and Outreach	Maintain existing staffing and supports teacher connections with families and students- especially vital during full remote learning mode	*TBD*	Y

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

Percentage to Increase or Improve Services	Increased Apportionment Based on the Enrollment of Foster Youth, English Learners, and Low-Income students
[Insert percentage here]%	[Insert dollar amount here]

Required Descriptions

[For the actions being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the needs of these students.]

The overwhelming majority of students (above 80%) enrolled in the AMPS Network meet one or more of the identified unduplicated percentage of targeted disadvantaged pupils classified as English learners, homeless, foster youth, and low income. As we have seen and really ion of the reasons why we exist is due to the issue that all underserved populations such as Foster Youth, Homeless, low income and ELL groups have faced an uphill battle historically in America's public school system throughout the decades, and no matter how many plans and bureaucracy is created, the data continues to demonstrate that face opportunities (opportunity gap). Foster Youth and Homeless youth in particular experience higher rates of societal barriers due to instability outside of the school walls. The original reasons why charter school were created in the first place was to address the continual dismal outcomes of these and other populations and as such, our schools face 5 year renewal reviews and could face closure if not meeting the targets stated in the petition. This key difference between regular public schools and public charter schools is what has always driven our programs to be keen to serving all students through a data improvement lens.

There are several actions that are contributing to the increased/improved requirement that are being implemented across the district. Some of these actions were already in existence within the previous pre pandemic program while others were adapted and are unique to the school closure/distance learning context. Some of these include, but are not limited to:

- Multi-Tiered System Support (MTSS) : Differentiated instructional and social programs to address academic needs of all students; close the achievement gap with underserved students
- Essential data monitoring of : homeless, foster , SPED and low income populations
- Homework program at the middle school and targeted elementary sites
- High-quality ELD curricular materials and professional development
- A focused and adapted parent involvement and communication to address full distance model
- Essential data monitoring of EL student progress through the levels to reach fluency
- Reading and Math Support
- Designated English Learner Support Time

Our English Language Development team will provide targeted reading, writing, and vocabulary lessons through one-on-one and small-group instruction. ELD Specialists will serve as liaisons between classroom teachers and students, offering guidance for individualizing assignments and assisting students with completing work. ELD Specialists and classroom teachers will offer students individualized support during check-in meetings. They will regularly communicate with their students' families to determine other needs they may have, and they will communicate with staff to help families access the needed resources.
Low-income students, homeless and foster youth will receive targeted supports and services, as needed to access digital instructional platforms. It was our goal in the spring during the first days of the shelter in place to ensure all students in need of a device and waif were provided one. AMPS will ensure all families in need of Internet access are provided a preprogrammed hot spot for easier connection. At some grade levels and for students in need, paper packets will be provided in order to limit the amount of work completed on a device

Teacher Collaboration Time
Teacher Collaboration time is intended primarily for staff to engage in collaborative review of data, student work, and planning instruction that best meets the need of students who continue to demonstrate inequitable outcomes in our schools and district. This includes English Learners, Foster Youth, Homeless Youth, Students with Disabilities, and other student groups. As distance learning and school closures continue, this collaboration time has become even more critical as a resource for teachers to improve their individual and collective capacity to address inequitable outcomes remotely via synchronous and asynchronous modes of instruction.

Positive Behavioral Interventions and Support (PBIS) and Social Emotional Learning (SEL)
These actions are jointly focused on providing both students and staff the training, skills, and tools they need to establish and maintain a positive school climate and culture. They are also intended to develop each individual's social and emotional capacity to be successful in college, career, and life. While a positive school culture and climate are important for all students, they are particularly important for unduplicated pupils and other groups who have historically and continue to experience disproportionate discipline and other unhealthy impacts of a negative school climate and culture.

[A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.]

- *Collected surveys are key!!*
- *Lesson plan adaptations to COVID*
- *What does your school schedule look like through distance learning? Hybrid plans (when allowed)*
- *Additional Check ins?*
- *ASES*
- *Engagement with families*
- *Prevention services: Community Outreach Team*
- *Tutoring*
- *Grouping: when allowed to bring in to sites*

Percentage to Increase or Improve Services

Identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the Learning Continuity Plan year as calculated pursuant to 5 *CCR* Section 15496(a)(7).

- *Current enrollment: what is percentage increase or decrease in subgroup categories*
- *Identify services, programs, tools, plans, etc. around added percentages*
- *SEL as well*
- *How about staff? What did trainings look like as you identified the given subgroup enrollment percentages in your school?*

Increased Apportionment Based on the Enrollment of Foster Youth, English Learners, and Low-Income Students

Specify the estimate of the amount of funds apportioned on the basis of the number and concentration of unduplicated pupils for the Learning Continuity Plan.

For the actions included in the Learning Continuity Plan and marked as contributing to the increased or improved services requirement for foster youth, English learners, and low-income students and that are being provided on an LEA-wide or schoolwide basis, provide a general explanation of these actions consistent with 5 CCR Section 15496(b).

Principally Directed and Effective: For these actions, explain how:

- *The LEA considered the needs, conditions, or circumstances of its unduplicated pupils as a result of COVID-19;*
- *The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations; and*
- The action is intended to meet the needs of the students in response to the COVID-19 pandemic.

A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.

Consistent with the requirements of 5 CCR Section 15496, describe how the services marked in the Learning Continuity Plan as contributing to the increased or improved services requirement for foster youth, English learners, and low-income students contribute to meeting the percentage calculated as compared to the services provided for all students. Additionally, consistent with the requirements of 5 CCR Section 15496, please describe any other actions or services that contribute towards meeting the increased or improved services requirement.

- *To improve services means to grow service in quality and to increase services means to grow services in quantity.*
- *MTSS: https://www.cde.ca.gov/ci/cr/ri/*
- *Universal Design: https://www.understood.org/en/learning-thinking-differences/treatments-approaches/educational-strategies/universal-design-for-learning-what-it-is-and-how-it-works*
- *Interim Assessments and data dives. Progress Monitoring*

Learning Continuity and Attendance Plan (2020–21)

The instructions for completing the Learning Continuity and Attendance Plan follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Oakland Charter High School	Bianca Forrester, Site Director	bforrester@amethodschools.org 510-436-1000 ext. 501

General Information:

[A description of the impact the COVID-19 pandemic has had on the LEA and its community.]
The final Learning Continuity and Attendance Plan will be presented to the Board of Education at the September 23, 2020 meeting. The Amethod Public Schools Organization herein referred to as the “district” anticipates receiving additional funding under the Coronavirus Aid, Relief, and Economic Security (CARES) Act and associated funds. This includes $ 113,989. from the Elementary and Secondary School Emergency Relief Fund (ESSER) and $505,171 in Learning Loss Mitigation Funding (LLMF). LLMF dollars represent the total of funding from three sources: the Governor’s Emergency Education Relief (GEER) fund, Coronavirus Relief (CR) fund, and the state’s General Fund (GF). Like all schools, the immediate closure of our campus in March impacted many aspects of our school programming. With our county on the active watch list, we are currently not in a position to program any “in-person” instructional offerings. In response to this challenge we have spent considerable time and resources in developing a remote learning plan that will promote learning continuity and high student engagement. With many members of our school community being essential workers, the need for comprehensive student supports is more now than ever. The current circumstances demand that we provide these supports remotely. With ongoing student nutritional, technological, academic, and mental health needs we have worked to redefine roles and reassign resources to meet the needs of our community. Frequent family surveys and town halls have provided us with the data needed to do so appropriately. Many members of our teaching staff have also expressed concern with being on campus for any reason, even if we are technically permitted to do so. In addition to this, the transition to extended daily screen time has posed challenges for our students, families, teaching staff, and administrators. Lastly, being in a situation where we are currently not occupying our facilities anywhere near capacity has brought up concerns around the leases on our buildings while we remain in a remote program. The unprecedented COVID-19 pandemic has affected the entire globe. Locally, our communities have been greatly affected and the pandemic and subsequent shelter in place orders have altered the lives of our students, families, and staff dramatically. As a result of the COVID-19 pandemic and under the guidance of the state and local county public health department, the entire six school Amethod Public School (AMPS) closed its schools and transitioned to remote instruction on March 16, 2020. With our county on the active watch list, we are currently not in a position to program any “in-person” instructional offerings. In response to this challenge we have spent considerable time and resources in developing a remote learning plan

that will promote learning continuity and high student engagement. With many members of our school community being essential workers, the need for comprehensive student supports is more vital than ever. All instruction at OCHS was and continues to be delivered through a remote learning model in which students participate in activities at home, receiving instruction primarily through digital means.

The unexpected closure of schools in March 2020 has impacted the physical, emotional, social, and educational needs of our students and caused high levels of stress and trauma to them and their families. The closure of schools has impacted many families by challenging their ability to access basic services. Over 80% of our total district population are classified as low income and work in the service and labor industries; as such the broader economic impacts of the pandemic, such as mass unemployment, have increased existing challenges. Moreover, parents/guardians working in the home face the challenge of helping their children with learning while also completing their own work responsibilities.

The COVID pandemic has also resulted in increased isolation for children due to the physical and social separation from the classroom and school community. The physical separation from targeted supports and services that are typically provided in-person, including many services for English Learners, Foster Youth, Homeless Youth, and Students with Disabilities have also been disrupted.

The pandemic has also exposed and heightened many societal problems that have been under the surface of mainstream society for some time. These issues are matters that deal with issues of poverty and racial inequities that have surfaced through the months of the pandemic. Issues such as a lack of technological connection for the poor and mainly communities of color we serve made the abrupt shift to distance learning a challenge. In addition, many of our community members continue to experience trauma as a result of deeply embedded systemic racism and violence. Recent events rooted in structural racism, including the killing of George Floyd, and local condemnations on black and brown students' families whose schools have been targeted and attacked through actions as calls for removal from shared campuses and closures of their beloved schools just for being a public charter school has caused deep pain. Just as COVID-19 has had a disparate impact on our community, the countless acts of racism and attacks have layered on additional trauma to our students, families and staff.

As the district planned a contingent reopening plan, we created a task force whose members consisted of individuals from various stakeholder groups including parents, board members, local experts, and key staff. The AMPS COVID Taskforce attends meetings hosted by local health officials, attends meetings with local charter authorizer entities, and also meets with the AMPS Community Outreach team who have increased their role in family advocacy through the pandemic. The Taskforce merged the AMPS Five Foundations, the traits which guide the day to day instruction in our schools, to adapt and include responses and actions due to the COVID pandemic. The AMPS Five Foundations are as follows:

1. Fostering High Expectations: This is the core of our program as we seek to disrupt the opportunity gap for the most underserved students such as ELL, SPED, poor kids of color and immigrants- even through a global disruption such as the COVID Pandemic.
2. Results Driven (Assessments & Accountability): Data is about systems with predominant factors that include student and educator practice. Assessments during learning and throughout the school year that evaluate how students are progressing individually both in the moment and over time to address achievement gaps and learning loss before and after the school closure.
3. Cultivating Excellent Talent: Education is essential work that is both personal and personnel driven. Recently AMPS revised the instructional domains for the district to assure that they reflect a more student centered focus. This year the organizational wide summer training known as the AMPS Summit incorporated training targeted for distance and hybrid learning to adapt to the current situation.
4. Relationships & Partnership: Our school is founded in deep rooted community partnerships. Given all of the recent anti-charter school messaging voiced very publically, our communities, specifically our Black and Brown families, were feeling exasperated prior to the pandemic.

Thus, AMPS crafted a communications plan that has been adapted and carried over to the current situation. Our communities will have the information and resources they need to be safe. We will provide consistent, clear, and routine communications and engagement in multiple modalities and languages.

5. Building an AMPS Culture: A first-rate free and public education is at the cornerstone of this America's success; however the inequities in outcomes for low income predominantly Black and brown children is unacceptable. Higher education is the surest path to future success for the families we serve and thus the success of all students is our North Star.

Given the deep impact and necessary adaptations to our program through a once in a lifetime pandemic, the AMPS Administration has included the following factors to the pillars as we adapt to the disruption:

- Health, Safety and Well-being: Our actions during and after the pandemic are grounded in the scientific guidance provided by federal, state, and county health officials. We continue to take all possible precautions to mitigate the spread of COVID-19 and protect the health, safety, and well-being of our students, employees, and school communities. LIkewise, we continue to create socially, emotionally and physically safe and nurturing environments for our students to thrive in.
- Adaptability: This is one of the core values of the AMPS organization. Due to the unpredictable public health crisis, we will remain as fluid as possible to balance educational needs with safety and public health. Our learning environment and strategies were analyzed, debated, and designed with agility to ensure high quality instruction continues whether we are in physical or remote learning space.

As part of the adaptation of the abrupt disruption due to the pandemic, AMPS has outlined specific expectations that parents/guardians and students should have of the district for distance learning:

- Consistent, direct, live instruction for every student: OCHS scholars receive 240 minutes of daily live synchronous instruction.
- Access and availability: Our teachers, paraprofessionals and tutors are available to student for over 30 hours per week in addition to the hours of daily live instruction
- Appropriate supports for students receiving Special Education: Ensure students with disabilities are included in all offerings of school education models by using the IEP process to customize educational opportunities and supports when necessary.
- Tiered student support and intervention: Multi-tiered Support System (MTSS) to school differentiated programs to continue focus support for improved academic outcomes for all tiered levels through remote tutoring, office hours, and afterschool programs.
- Collaboration: Meaningful and structured collaboration between teachers, directors, and colleagues from grade levels and home office departments to improve outcomes for students based on data and student need.
- Professional development and supports for educators: Professional development for all educators on strategies needed to deliver high-quality instruction and on the District's learning management system, Zoom and Google Classroom, ensuring student access to learning grounded in the essential standards.
- Support for English Learners and families: Address systems and adapted teaching strategies to continue designated and integrated instruction in English language development including assessment of progress toward language proficiency and targeted support to access curriculum through distance and hybrid learning models.

Stakeholder Engagement

[A description of the efforts made to solicit stakeholder feedback.]

Stakeholder engagement is a vital component of our plans. We are fortunate to have an engaged community that precedes the COVID Pandemic. We have hosted ZOOM meetings with families and they have provided questions, feedback and input since our transition to Distance Learning on March 16, 2020. In order to inform this plan, we have used the input to design learning that will address learning loss and accelerate learning progress for pupils as we start the 2020-21 school year. The efforts to solicit stakeholder feedback to provide feedback and information to the district began in the summer and have continued throughout the development process. Engaging in outreach and surveying stakeholders has provided and continues to provide staff valuable input to inform the district's planning in Academics, Attendance & Engagement, Culture & Climate, Nutrition Services, and Public Health. The organization held multiple meetings via ZOOM starting as far back as April 2020.

At OCHS we surveyed our students, parents and staff in May of 2020 and again in July of 2020 in order to solicit feedback on our progress towards meeting the needs of our students, staff and families. Beginning in May, Home office and Site Directors held multiple information sessions with key stakeholder groups to seek additional feedback regarding distance learning for the 2020-21 school year. These sessions included brief overviews of the district's vision for reopening schools, guiding principles informing planning, and distance learning frameworks.

Our parent and community surveys revealed weeks before Governor Newsom's decision that 100% of our Mandarin speaking families, 78% or our Spanish speaking families and 84% of our English speaking families were not prepared to return their children to in person instruction. The communities we serve have been hit hard by the pandemic and the zip code for our school remains at the time of this writing one of the two highest covid-19 infection rates zip codes in the county.

[A description of the options provided for remote participation in public meetings and public hearings.]

Dedicated sessions were held in each of the regions and counties where AMPS has school locations. The district has an overwhelming number of families that are first and second generation immigrants from a wide variety of countries. There are many obstacles that have been exposed in the rush to digital learning. Those include lack of internet, a lack of connectivity to wireless capabilities. Language barriers and flat out time due to the societal effects of the pandemic, so we had to rely on the cultural competency of the AMPS organization to set up alternatives to the internet through usage of our phone and text system. We also posted COVID resources and plans on our website and solicited feedback from through use of our social media as well. Materials were translated into multiple languages to reach stakeholders that speak languages other than English. Additional input received during the 9.3.20 Public Hearing supported final refinement of the plan leading toward the approval date of 9.17.20.

At OCHS we mailed home postcards with bitly abbreviated links to community reopening meetings held over zoom.. We held two reopening meetings, one in Spanish, and one in Mandarin and English. Between these two meetings and our monthly community meetings we hosted over 350

participants. Our robust efforts to engage the community we serve at every turn paid rich dividends in the development of a truly comprehensive educational program that seeks to meet the needs of every learner. . We were able to contact 100% of our students and families to ensure a food supply, internet access, and a home computer and delivered any missing components to student homes. We worked with parents as well to ensure understanding of expectations and supports. Finally, we created a grading policy ensuring student grades would not fall below their pre-COVID scores in order to avoid unnecessarily penalizing students for a situation outside their control.

As part of our survey, OCHS gathered information on technology needs prior to the start of the school year and provided computers and hot spots to all who indicated a need. For the initial disbursement of chromebooks and hotspots we prioritized our most vulnerable students including students with special needs and English language learners. Every OCHS family received multiple personal phone calls and text messages to invite them to participate in our survey, we also provided support by having our operations staff call families and fill out the survey responses over the phone in cases where families indicated they could not access our surveys. As a result, we have ensured that options are available for all to participate in public meetings and hearings and that lack of technology is not a barrier. In addition to ensuring families had the means to participate, we also provided extensive communication regarding this process. We kept our school office open throughout the summer hosting daily hours for families to come in and get individual support with filling out registration paperwork, calling up and following up to ensure that no family was left behind. Families continue to receive text alerts of important messages, and we use our school messenger service as an additional method to communicate with those who primarily speak a language other than English. We post weekly updates to our website, to ensure everyone is able to access our information.

A local governing board/body is authorized to hold public meetings via teleconferencing and to make public meetings accessible telephonically or otherwise electronically to all members of the public seeking to observe and to address the local legislative body or state body consistent with the flexibility afforded by Executive Order N-29-20 (https://www.gov.ca.gov/wp-content/uploads/2020/03/3.17.20-N-29-20-EO.pdf), published on March 18, 2020

Meetings with stakeholders have been held via Zoom, enabling remote participation by members and, where applicable, members of the public. The ZOOM meetings always have a phone line listed for those individuals who may not have access through computer technology.

The AMPS Board of Directors meets regularly and has practiced the practice of adherence to the Brown Act, making all information available to the public, and also by videotaping meetings. In addition, California Gov. Gavin Newsom issued Executive Order N-29-20 on March 17, which amended some of the Brown Act public meeting requirements (Gov. Code Sec. 54950 et seq.) that are not practical in light of the current public health crisis attributed to the COVID 19 pandemic. Thus, within the law and by adhering to the required policies through the pandemic, the AMPS board has continued to hold consistent board meeting utilizing the ZOOM video platform. Furthermore, the platform allows for public participation. The AMPS Board of Directors have discussed the COVID Pandemic and the organizational responses and plans at multiple board meetings. All materials, and policies enacted y the AMPS Board and administration are posted on the organization’s website.

[A summary of the feedback provided by specific stakeholder groups.]

At OCHS we surveyed our students, parents and staff in May of 2020 and again in July of 2020 in order to solicit feedback on our progress towards meeting the needs of our students, staff and families. We again conducted a student wellness the first week of September. Our survey data indicates that over 80% of our parents know where to go for academic support for their children through distance learning. 75% Strongly agreed that their children had access to access to the tools, papers, books and materials they needed to successfully complete assignments and 74% strongly agreed that they had access to technology tools, laptop and wifi and/or a working hotspot. 90% of OCHS families reported that teachers provided clear instructions for how to complete assignments, while 87% indicated that they were comfortable with the online interactions students were having in class and 79% stated that they were able to monitor their students online activity in class. Additionally, The instructional leadership team which includes teachers, administrators and support staff met several times over the summer to provide feedback on distance learning and hybrid plans as they developed.

Parents and teachers alike expressed concern around in-person classes due to safety concerns. Teachers also raised concerns about learning loss and worry over the social and emotional wellness of their students. As noted previously, parent survey feedback focused on a desire to close the school and move to remote learning out of safety concerns. Parents also expressed concern about student stress, grading and how remote learning would impact student education and GPAs. During our Family Staff Meetings, and community nights parents also expressed concern around the socio-emotional development of their children and resulting stress and anxiety from both the pandemic and loss of social support. Feedback has been overwhelmingly positive since the school year began with 100% of our parents reporting that they feel supported by OCHS. During our FST and community meetings parents have reported the that they are grateful that their children are participating in daily synchronous learning, that our master schedule move to a tumbling block makes a lot of sense for their children and balances well the need for students to progress academically while mitigating concerns for student stress and digital overload. Parents, students and teachers have reported that mailing home the school calendar with color coded days indicating the schedule has enabled everyone to clearly understand the schedule and facilitated student achievement. Additionally 100% of students, parents and teachers responded enthusiastically to the school supplies OCHS tote bag we provided to every student. Students appreciated the thought that went into the color coded three subject notebooks corresponding with their three classes per day as well as the plethora of school supplies, OCHS branded quality mask, granola bars and general school supplies.

The ZOOM sessions conducted by school leaders with parent/guardian groups provided a rich source of feedback on the overall distance learning experience, specifically in the form of recommendations for improving in the 2020-21 school year. Key themes that emerged across the various sessions included:

- Guidance/support for how they can support their students through the required minutes
- Wellbeing and social emotional resources links in the community are also important.
- The need to focus on our most vulnerable students in our planning and implementation.
- Relationship building and mental health need to be prioritized alongside physical health/safety.
- Access to counselors is important. The OCHS student wellness survey revealed a 40% increase in the number of students requesting to meet with our wellness and counseling support staff.

Sessions with staff pointed out:

- Learning online can be difficult for some students due to specific learning needs, a difficult home environment, or other factors. Proactively assigning paraprofessionals by grade level and department has been critical to support our most vulnerable populations.
- This is an opportunity to do things differently/disrupt the status quo – to better serve all students and engagement is key.

- School culture is important and needs to be maintained. We need to find ways to facilitate social interaction online.
- Student engagement is essential
- Relationships with adults and kids are a key piece that cannot be provided for the same at home as at school.
- Mental health, emotional support, and social wellbeing all need to be priorities
- Consistency in education is needed - routine virtual experiences.
- Accountability needs to be kept at the forefront when planning and we have to come up with novel ways to ensure students are submitting their own work.

Input from specific parent/guardian groups that reflects the feedback provided during listening sessions and August meetings is summarized by group below:

- Multi-tiered support needs to continue, not stop, during distance learning.
- We need to focus on mental health in addition to physical health – these are both part of safety. This needs to be part of training and staff need support to address this.
- We need to support families who are supporting students at home.
- We need to have a choice of whether to attend in-person instruction and thoughtful planning for how to serve the most vulnerable students and focus on their needs.
- We need technology training for parents/families and staff
- Teachers need to be available for parents and students to reach – have office hours where they can be contacted.

A description of the aspects of the Learning Continuity and Attendance Plan that were influenced by specific stakeholder input.
The specific stakeholder input received throughout the summer months has significantly influenced the district's Learning Continuity and Attendance Plan both through the impacts on development of the district's Taskforce and through direct feedback on the plan itself. Key takeaways from the family and student surveys administered in the spring and summer included the need to provide: (a) daily, live, synchronous instruction, (b) increased connection to staff and peers and sense of belonging at school, and (c) more resources for parents to support their students learning and use of technology. Development of clear expectations for daily, live instruction for all students every day. This includes the minimum number of minutes for both synchronous and asynchronous instruction for a total minimum number of instructional minutes per day. The district has also included as part of the plan the expectation some lessons will be available through recording such as the use of Edpuzzle to provide students the option of participating in recorded instruction later. This is seen as a critical support for students who may have different learning needs and benefit from rewatching instruction as well as a support for those students who may not be able to attend specific lessons. Development of Social Emotional Learning (SEL) lessons focused on universal themes that support connecting, belonging, and other aspects of social and emotional well-being. These lessons support the implementation of school wide practices as well as the daily integration of Social Emotional Learning into academic instruction. The district has also prioritized the expansion of its definition of engagement to encompass Emotional Engagement in addition to Behavioral and Cognitive Engagement. Regular surveys will be used by teachers and schools to monitor emotional engagement.

To support parents and caregivers in supporting their own students' learning, the distance learning plan includes specific expectations for weekly communication from teachers to students and families. Weekly communications will include the week's learning intentions, schedule of zoom times for synchronous instruction, content to be taught, criteria by which student success will be measured, and a description of assignments with related rubrics and due dates. This communication is intended to provide parents some of the key information and tools they need to support students in meeting goals. Teachers, counselors and paraprofessionals are also expected to be available to students and family members outside of instructional time. This includes maintaining open communication channels and identifying the times at which support is available.

Our current school schedule was created by a collaborative group of almost 10 teachers and administrators centered on specific input from parents regarding screen time, access to teachers support, social emotional wellness. The resulting schedule includes two advisory sessions per week, classes begin at 9:00, 11:00 and 1:00 every day and allow for substantial breaks between classes and is in block-schedule format to address screen time concerns. Teacher office hours by class period have been scheduled throughout the week including late into the evening to accommodate the needs of our high school students and their preference to study in the evenings.. Additionally, in response to parent concerns around student emotional support and well-being our advisory lessons center on community, health and wellness in addition to supporting our college going focus. This Learning Continuity Plan also encompasses addressing learning loss, which was an expressed concern of our stakeholders. OCHS invested in adaptive on line diagnostic and assessment tools to be able to accurately gauge student learning loss and progress towards the standard. All students have taken the IXL math diagnostic and Fastbridge ELA diagnostic and teachers have been provided ample time during 1:1 instructional coaching meetings, department meetings and all staff meetings to analyze the data and plan lessons that address gaps in student knowledge and performance.

A description of the options provided for remote participation in public hearings.

The OCHS FST/PAC/ELAC and Community meetings held on August 12th, September 2nd, and September 9th invited robust parent participation in our planning and we specifically invited parents to attend our September 23rd board meeting during which this plan will be voted on. Additionally parents were invited and encouraged to attend the September 9th board meeting and provide public input into this plan. Moreover, the AMPS Board of Directors meets regularly and has practiced the practice of adherence to the Brown Act, making all information available to the public, and also by videotaping meetings. In addition, California Gov. Gavin Newsom issued Executive Order N-29-20 on March 17, which amended some of the Brown Act public meeting requirements (Gov. Code Sec. 54950 et seq.) that are not practical in light of the current public health crisis attributed to the COVID 19 pandemic. Thus, within the law and by adhering to the required policies through the pandemic, the AMPS board has continued to hold consistent board meeting utilizing the ZOOM video platform. Furthermore, the platform allows for public participation. The AMPS Board of Directors have discussed the COVID Pandemic and the organizational responses and plans at multiple board meetings. All materials, and policies enacted y the AMPS Board and administration are posted on the organization's website.

Continuity of Learning

In-person Instructional Offerings

A description of the actions the LEA will take to offer classroom-based instruction whenever possible, with an emphasis on students who have experienced significant learning loss due to school closures in the 2019–2020 school year or are at a greater risk of experiencing learning loss due to future school closures.

Through mid-July, AMPS was moving forward with plans to reopen school in a hybrid model, with students spending portions of the day/week at school sites receiving in-person instruction and completing the rest of their learning in a distanced setting. Members of the Taskforce stayed in contact with local health and education officials through the process as information was evolving so quickly. The original goal under the summer dynamics of the COVID pandemic, our goal as to provide as much in- person instruction as can safely be delivered. The time allotment for our most vulnerable populations remained a priority of many stakeholders

AMPS worked closely with our local authorizers and discussed worked to prepare scenarios for the upcoming year. In mid-July, both our authorizers (Oakland Unified School District and West Contra Costa Unified School District) announced their decision to start the school year in full distance learning model. This decision was later affirmed by the guidance provided by Governor Newsom to schools in his July 17th press conference. This guidance detailed the conditions under which schools will be allowed to reopen, the requirements to follow when bringing students back, and the conditions under which a school or district may have to return back to a full distance model after reopening.

While current health conditions do not permit delivery of in-person instruction, AMPS is continuing to plan blended learning models so it will be prepared to bring students back once it is safe to do so. AMPS will continue to align decision-making to public health experts at the state and county level and to orders and guidance provided by Governor Newsom. Included below is the district's current thinking regarding instructional models, including scheduling and delivery methods. Please note that this planning is tentative and will continue to be responsive to state and county guidance and the districts own monitoring of community conditions and needs.

The district will provide instruction to students through a comprehensive remote learning plan that requires students' active engagement every day. Based on the feedback that was received from multiple stakeholder groups, including families, remote learning for the 2020-21 school year will focus on instruction and engagement. Beyond the assignment of work and digital tools, instruction will be focused on learning and engagement aligned to content standards, and support for executive functioning. Students will be monitored through assessment, and feedback. Opportunities for social-emotional learning, and peer connections will be provided daily. Students will interact daily with their teacher(s) and peers in an effort to support academic progress and social-emotional wellness and connection. Students will receive daily instruction, and will be assigned and expected to

complete work each day. Students will participate in virtual interactions with teachers and peers daily, such as class meetings, follow-up lessons, one-on-one and small-group check-ins, and office hours/tutorials.

Students will engage in online learning through various digital programs that will assist teachers in monitoring student progress, and they will interact with peers and staff members every day through online platforms. To access the digital curriculum and instructional program, the district will ensure that all students in need of a device are provided one and all families in need of Internet access are provided a hot spot.

All school sites will administer the K-12 Assessment calendar that includes formative, benchmark and summative assessments to determine progress towards standards both in remote and distance learning. School site teams will follow processes which include AMPS Community Outreach teams to conduct home visits (within social distancing parameters) to check on and monitor students who may become disengaged during remote learning. Teachers will communicate regularly with site teams regarding students who they are concerned about, and they will develop plans to engage and support these learners. They will also reach out to students who are not completing their work, not progressing as expected with online learning platforms, or not attending virtual sessions. Teachers, counselors, administrators, and other school staff will contact the families in order to work together as a team to re-engage students and provide needed supports and resources for the family.

Modes of Instruction

Again, AMPS is preparing for potential shifts in instructional model as determined by public health conditions or student need. One strategy under consideration is the continued use of Google classroom in both in-person and distance learning. This would allow students at home to participate in instruction synchronously with students who are in the physical classroom space, including collaboration with peers in virtual groups. This model of delivery would maintain continuity of instruction in the event that one or more cohorts, schools, or the entire district needs to return to a full distance learning model.

Full Distance Learning:

To meet health, safety, and learning needs, two modes of instruction will be offered for families to choose from once allowable by the local health officials and determined by the California Department of Education. These will include a 100% distance learning model and a blended (Hybrid) learning model which is part in-person and part distance. Students engaging in the blended learning model would receive part of their instruction each week at their school site.

- Lessons occurring in the classroom will be recorded, allowing for the cohort of students engaging in distance learning to participate simultaneously with students who are attending in-person. This will also provide a record of direct instruction and explanations for the concepts and assignments presented, allowing students who cannot participate synchronously to watch at a later time. This will also support students who need or might benefit from re-watching instruction.
- During times of the week when all students are engaged in the distance model, teachers will provide key supports that maintain the community of learning and meet identified student needs. These supports include office hours for students and family, small group and individual support for students, collaboration with co-teachers to prepare lessons, and professional learning with colleagues.

Hybrid Partial distance and school Cohorts:

In order to maintain the safest conditions, we will return in a cohort model. Classes will be divided to offer two sessions per day with ½ the class in-person at a time. In order to ensure equitable access to the educational program and academic and other supports, where authorized by the County Health Department, the district may choose to provide in-person learning opportunities five (5) days per week for the students described in SB98 so long as they are part of a stable classroom cohort for all five days while maintaining all other provisions of this MOU. In person cohorts will not exceed 15 students.

- To effectively coordinate with Alameda and Contra Costa County Public Health efforts to conduct contact tracing, students will be placed in a cohort, or kept in designated clusters, as much as possible. Where this is not possible due to specific course enrollment, all district, state, and county guidelines will be followed to best ensure the health and safety of students and staff.
- Arrival/departure plans and lunch plans will be developed at each school to minimize bottlenecks and blending of cohorts.
- Passing periods will be minimized. Where possible, teachers will move classrooms rather than students. Site-based safety plans will include passing period safety measures.
- Cohorts of students participating in in-person instruction will be on the school site at designated days and times, with disinfection occurring between those times.
- Students who remain in a 100% distance learning mode at the elementary level will, wherever possible, be paired up with teachers who are delivering 100% virtual instruction (not teaching at a physical school site).
- Classroom activities will, wherever possible, provide for virtual peer collaboration between cohorts of students – using Zoom breakout rooms to group students who are in-person and engaging in distance learning.
- Cohort sizes will maintain necessary physical distancing, keeping at least 6 feet of spacing between students within classrooms. Current analyses of the district's physical space and classrooms have determined that most school sites have the capability to bring approximately 50% of students on campus for in-person instruction at any one time. For those sites that cannot, we will adjust the cohort size and schedules.

Secondary School Scheduling

- Secondary schools will continue to schedule students into six courses and utilize a tumbling block schedule with three classes per day and advisory two times per week. This will maintain continuity with the existing scheduling model, staffing allocations, and alignment to exam schedules.

Staffing

- Some teachers will be designated as distance learning teachers. These teachers will be scheduled with students who are engaging in 100% distance learning, though some students who are in 100% distance learning will also be scheduled in classrooms that are working with in-person cohorts.
- As needed, some distance learning teachers may also be paired with in-person teachers to provide synchronous lessons.
- Additionally, based on student and family needs, teachers may need to work with students at other school sites.

Student Supports

- As each instructional program and related service is accounted for in terms of grouping for in-person attendance, a related services schedule will be developed for each site and determination made as to which related services will be provided on days of in-school attendance and as to which students and related services are deemed appropriate for continued virtual delivery.
- Services determined to be more appropriately provided on site will be scheduled for the days that the student(s) is scheduled on site as appropriate and practical given the health and safety needs resulting from the pandemic.

- Where possible, students with additional needs may be considered for additional in-person instruction. This would include students with disabilities, English Learner newcomers, homeless youth, and foster students.

Students who are Medically Fragile of have significant behavioral or physical support needs

For our students who are medically fragile, our team of Regular and Special Education staff will work closely with Health Services and the student's physician to determine the degree to which the student can participate in a return to a physical school setting. The physician will determine what additional accommodations need to be provided to the student to mitigate the student's possible exposure. If the physician determines that the student cannot participate in school due to their medical condition, an IEP will be scheduled to determine if Home Individual instruction or virtual instruction is appropriate for the student. Accommodations can be provided for students with significant behavioral needs or significant physical support needs; however, if a student requires a degree of support that is in conflict with the current County Health recommendations, the IEP team will meet to determine if a virtual service delivery is more appropriate to meet the student's need while additional guidelines are in place.

The AMPS Taskforce continually tracks health expert guidelines and have planned to mitigate risk of transmission between students, staff, and other community members while on campus includes, but is not limited to, a range of physical distancing protocols, facilities-related actions, and disinfection procedures.

Key safety measures to be included from recommendations:

- Face Coverings/Masks: Wearing a cloth face covering is required for all staff, students, parents/guardians, and visitors unless it is not recommended by a physician or is inappropriate for the developmental level of the individual. Face shields may be used by teachers to enable students to see their faces and to avoid potential barriers to phonological instruction. Face shields with a cloth drape can also be used by those who are unable to wear face coverings for medical reasons.
- Physical distancing: Everyone must practice physical distancing, keeping at least 6 feet away from other people at all times. Physical distancing can sometimes be difficult to maintain, such as when walking in a hallway or in large crowds, making face coverings even more vital.
- Proper disinfection procedures: The set procedures will be followed, with regular disinfection of high-touch areas throughout the day. Frequently touched surfaces include, but are not limited to door handles, light switches, sink handles, bathroom surfaces, tables, desks, and chairs.
- Ventilation and Air Flow: Sites will replace all HVAC filters 2-3 times per year, an increase to the current practice of once per year. Sites will run HVAC fans continuously throughout the 24 hour cycle, including when windows and doors are open. Windows and doors will be kept open, if possible, to increase airflow.
- Entrances and Exits: Parents/guardians will be encouraged to stay in cars when picking up/dropping off students. Sites will continue to implement a staggered schedule for drop off and loading. Visual cues, barriers, and signage will direct traffic flow, maintain distancing in any lines, and minimize interaction between families. Entry and exit points will be identified to limit close contact during high-traffic times.
- Designated "Triage" Room': Sites will have a designated area for sick individuals where they can be isolated, assessed, and wait to be taken home.
- Classrooms: Classrooms will be arranged to allow for 6 feet of distance between all student desks/seating and for teaching staff at the front of the classroom. Good hygiene and physical distancing practices will be modeled and reinforced. Materials/supplies sharing will be limited and activities that bring students close together will be modified.

- Common Areas: Signage, cones, stanchions, and other visual cues will be used to direct traffic flow, encourage appropriate distancing practices, and help maintain cohorts.
- Recess and Play spaces: Strategies for limiting the mixing of large groups will include recess cohorts, staggered playground use, and limiting activities where multiple classrooms interact.
- Physical Education (PE) Classes: Limited to activities that do not involve physical contact with other students or equipment until advised otherwise by state/local public health officials.

AMPS Staff and students will be encouraged and provided instructions for self-screening for symptoms at home. Active screening, in which students and staff entering a site or bus are screened with a temperature check and review of signs/symptoms, will be implemented if determined to be necessary. Staff will work with Alameda County Public Health to collect and track all illness-related information, support contact tracing, and coordinate a classroom, school, or district response as needed.

Actions Related to In-Person Instructional Offerings [additional rows and actions may be added as necessary]

Description	Total Funds	Contributing
Personal Protective Equipment: Face coverings (masks and, where appropriate, face shields) to ensure that students, staff, and family entering schools sites and staff working in the community are minimizing the spread of respiratory droplets while on campus. Increased supplies of soap and hand sanitizer that is greater than 60% alcohol.	$10,000 (estimated)	Y
Signage, Posters, and Floor Decals: Visual cues throughout school sites to maximize social distancing. Cues will help to direct traffic flow, minimize interactions between families, and identify specific entry/exit points. Visuals will also reinforce face covering and hand washing protocols.	$500	Y
Custodial Services: Increase & maintain staffing at sites so that, in addition to standard maintenance and cleaning, facilities are routinely disinfected in high-touch areas.	$50,000 (estimated)	Y
Health Materials: Additional Thermometers to screen student temperature and additional supplies to respond to students who display any signs of illness.	$25,000	Y
Disinfecting Supplies: Additional supplies to support effective, routine disinfection of high-touch surfaces such as spray bottles, disinfectant, paper towels, gloves, goggles, and masks.	$10,000	Y

Distance Learning Program

Continuity of Learning

A description of how the LEA will provide continuity of instruction during the school year to ensure pupils have access to a full curriculum of substantially similar quality regardless of the method of delivery, including the LEA's plan for curriculum and instructional resources that will ensure instructional continuity for pupils if a transition between in-person instruction and distance learning is necessary.

To provide students access to the full curriculum in both distance and in-person learning, comprehensive scope and sequence documents in English Language Arts and Math have been developed for each grade level, teams of teachers, and deans are meeting to design curriculum and instruction to support distance and/or in person learning. They are collaborating with grade level partners to re-tool units of instruction so that there will be a continuity of learning whether in person or in distance learning. In the scope of their professional duties, counselors will schedule regular and on-going check-ins for students needing additional support regarding access to social-emotional learning offerings, and supporting their access to distance learning opportunities.

In the full distance learning model, all students will receive synchronous and asynchronous instruction and content five days per week. The lesson design and type of instruction provided shall be at the discretion of the classroom teacher in accordance with SB98. All content shall be aligned to grade level standards that is provided at the level of quality and intellectual challenge substantially equivalent to in-person instruction. This daily live interaction shall be designed by the teacher to meet the needs of students. AMPS will continue to provide Special Education services, English Language Development classes, Reading and Math Program intervention sessions, and counseling support virtually to students. All students with IEPs will receive direct instruction from all IEP service providers virtually. Teachers will develop standards-based activities that encompass a progression of learning across all content areas.

A key decision supporting symmetry and cohesion in the AMPS teaching domain was the identification of Google Classroom as the designated Learning Management System (LMS). In combination with aligned use of the scope and sequence documents, staff and schools will be able to maintain continuity of instruction through distance learning and across any transitions into or out of in-person learning. The use of an LMS will maintain continuity of course assignments and resources so that teachers and students will be able to sustain momentum through any physical transition.

Prior to the start of the year, OCHS teachers will attended a full week of professional development sessions to address:

- ✔ Building Positive Relationships and Restorative Practices
- ✔ Student Expectations and PBIS during Distance Learning
- ✔ Virtual Learning Etiquette and Tips for Teachers and Students

- ✔ MTSS and Counseling
- ✔ Best Practices for Supporting ELLs during Distance Learning
- ✔ Tech Tools--Zoom and Flipgrid
- ✔ Creating Intentional Spaces for Our Students
- ✔ Encouraging Community and Relationship Building in the Virtual Classroom

The overall AMPS community has strongly voiced their desire to see their teachers provide students the full classroom experience, including peer to peer interaction, to the furthest degree possible. The requirement for daily, live instruction has been affirmed by Senate Bill 98. During distance learning, AMPS will be offering consistent, daily, live instruction for every student with the option of participating in recorded instruction later. The option to later view recorded instruction is critical in supporting the different needs of learners, some of whom need to watch instruction over again. In addition to whole-class, synchronous lessons, English Language Development (ELD) and additional differentiated supports will be provided synchronously. When providing distance learning, academic content, classwork, independent work, assignments, projects, synchronous instruction, asynchronous instruction, and live interaction shall all be combined to meet the daily minimum minutes per grade level. Daily lesson plans, assessments, and instructional methodologies used shall be at the discretion of the classroom teacher overseen by a Dean of instruction or Assistant Principal.

OCHS students will have 20 hours of synchronous, academic direct instruction and 1 hour of SEL curriculum direct instruction weekly. Classes will be held on Zoom and classroom assignment and communications will be posted through google classroom. OCHS has a technology point person who trains students, staff and families to ensure that access to technological tools and comfort with the tools is not a barrier to student success. Curriculum for core content classes will follow state standards and aim to keep students at or above grade level. OCHS designated two weeks to textbook and school supplies pick up. Moreover, our community outreach personnel were assigned to deliver books and materials to families who were unable to travel to campus due to health concerns or access to transportation. The math diagnostic IXL, and ELA diagnostic Fastbridge was administered to all students to diagnose learning loss and provide current lexile and math grade level knowledge. This information is used in the design and delivery of curriculum and additional targeted tutorial support for all learners. These adaptive diagnostic tools will be used regularly throughout the school year to monitor reading growth and mathematical proficiency growth. All academic departments will continue to monitor the established metrics for student growth to have a close watch on areas of learning loss due to remote programming. Advisory meetings will happen on Tuesdays and Thursdays to promote student engagement and provide socio-emotional supports. A designated employee will make phone calls to the households of all students who are absent each day and communicate with the operations student support team the needs of the family to provide necessary support to promote ongoing student engagement and learning.

ALAMEDA COUNTY OFFICE OF EDUCATION LEADERSHIP AND SERVICE FOR EVERY CHILD, IN EVERY SCHOOL, EVERY DAY!

Teaching & Learning

Minimum Instructional Minutes

Grade Level / Program	OLD Minimum # of Minutes		NEW Minimum # of Minutes Per Day
	Minutes Per Year	Minutes Per Day (Approx.)	
Kindergarten	36,000	205	**180**
Grades 1 - 3	50,400	288	**230**
Grades 4 - 8	54,000	308	**240**
Grades 9 - 12	64,800	370	**240**
Students in Grades 11 & 12 who are enrolled part-time in CSU/UC classes	N/A	N/A	**180**
Any students who are enrolled part-time in a community college	N/A	N/A	**180**
Students enrolled in a continuation HS	N/A	N/A	**180**

EC Section 43501

In addition to direct, live instruction every day for every student, a key expectation of the plan is teacher availability to students outside of that time. Access and availability is acknowledged as a key element enabling students to fully access the curriculum regardless of the mode of instruction. Whether at a distance or in-person, students - and family members - need consistent and reliable access to teacher support. This includes maintaining open communication channels and identified times at which support can be obtained.

Access to Devices and Connectivity

A description of how the LEA will ensure access to devices and connectivity for all pupils to support distance learning.
This crisis has laid bare not only the lack of quality equity in classrooms among race and performance, but the consequences for student learning when access to aligned content is absent. The technology gaps identified at the outset of school closures deepened the understanding of inequities that existed prior to COVID-19 and will continue to require attention even after students and staff have fully returned to an in-person model. AMPS is committed to ensure equitable access to education for all students and shall confirm and/or make provisions so that all pupils have adequate access to connectivity and technological devices to participate in the educational program and complete assigned work. We will ensure that all students have access to devices and Wi-Fi. The AMPS IT Department has inventoried all devices this summer and collected all outstanding devices and ensure updates and equipment is ready for new distribution. Hotspots were made available to students and have been pre-formatted to make the connection to the hotspot easier for students and parents. OCHS has a dedicated bilingual hotspot support person who meets with students and families and teaches them how to activate the devices as well as provides regular ongoing tech support as needed. Additionally, OCHS has a dedicated student and staff technology support person who trains our team in zoom, pear deck, and other online teaching and learning tools. Students are provided daily support with access to zoom classes and google classroom navigation. OCHS provided a chromebook and hotspot to every student who is in need of this technology. Surveys were sent out families followed up by individual phone calls in Spanish and Englishto determine who needed this support. Any students who do not show up to classes will continue to be contacted by the appropriate support person to determine if there is a technological need in their household. If a family is unable to travel to campus to receive appropriate technology, a member of our community outreach staff will deliver the technology to the home of the student. Furthermore, AMPS has upgraded the student data system and has purchased the licenses for Infinite Campus which will allow for easy integration to CALPADS, attendance, and academic tracking. Live attendance will be required starting on day one. Attendance will be taken as usual. Staff will personally follow up with every child not attending by the first day of school.

Pupil Participation and Progress

A description of how the LEA will assess pupil progress through live contacts and synchronous instructional minutes, and a description of how the LEA will measure participation and time value of pupil work.
One of the AMPS' Five Foundations is a focus Results Driven practice where data influences the next lessons. Consistent and effective formative assessment practices will enable staff to best utilize these minutes to meet collective and individual student needs. One example of such practices is the building into lessons of frequent 'Checks for Understanding.' This might be a series of short comprehension questions following a reading or a

practice question following a math lecture segment. These brief, informal opportunities are embedded into lessons and provide teachers a real-time assessment of collective and individual student understanding of a specific concept or skill. Assessments during learning and throughout the school year that evaluate how students are progressing individually both in the moment and over time to address achievement gaps and learning loss before and after the school closure.

To achieve this, teachers and instructional staff will engage in consistent formative assessment and modification of instruction based on analysis of student progress and learning needs. The Interim Assessments are implemented during learning and throughout the school year that evaluate how students are progressing both in the moment and over time to address learning loss before and after the school closure. This information in turn allows a teacher to determine whether additional practice or reteaching is needed before moving forward with the lesson. It also allows for identification of specific students' needs and supports differentiation of instruction.

All AMPS teachers will document attendance/engagement for each student in the Student Information System (Infinite Campus) every day. Documentation of attendance in Infinite Campus is not unique to distance learning and also is required when students are attending in-person. For Distance Learning instruction, teachers will keep a weekly record documenting each student's synchronous or asynchronous engagement for each school day. This will include verification of participation as well as a record of student assignments. With portions of synchronous instruction being used to provide targeted small group and individual instruction, the total weekly amount of instruction received within the synchronous context will vary by student, though all students will be provided the minimum threshold of minutes through a combination of synchronous and asynchronous instruction.

Pupil progress will be assessed through observation in a synchronous learning setting, student homework completion, and formal assessments. OCHS students spend 1,260 minutes in synchronous learning each week. Time value of pupil work outside of this synchronous time varies according to the subject (AP classes spend more time and non-AP less for instance), the target time of non-synchronous work is between 60-90 minutes daily for each student. Participation will be measured through daily attendance and completion of homework. Any students who exhibit reason for concern with daily attendance or homework completion will be contacted by the appropriate member of our student support team and a support plan will be developed with the student, family and our staff. Students who are struggling academically will be referred to our mandatory tutorial program held MN, TU, TH & FR after school from 2:30-5:00 and staffed by our teachers and paraprofessionals.

Distance Learning Professional Development

A description of the professional development and resources that will be provided to staff to support the distance learning program, including technological support.

Following spring school closures, AMPS Leadership started to discuss and plan around the two main scenarios for teaching modality that were the most likely to be implemented. The two were the focus on a full distance model and the second was prepping for the very detailed hybrid model. Every

year the AMPS organization hosts a weeklong all staff training institute called the AMPS Summit where teachers, paraprofessionals, front office staff, school leaders and all other departments in the organization get together for a series of trainings related to their specific subject, grade level, and /or department functions. The week after the Summit is also a Professional development week at AMPS, but specific to school sites. This year the AMPS Summit Committee composed of Site administration, Career Path Teachers and home office staff began to plan and incorporate sessions that addressed the regular focus of student engagement, curriculum trainings, and such but it also incorporated sessions that addressed the adjustments schools have to make under the COVID pandemic. The table below details one week of the AMPS Summit (site based):

Monday 8/3/2020	Tuesday 8/4/2020	Wednesday 8/5/2020	Thursday 8/6/2020	Friday 8/7/2020
8-9:00 CEO AMPS Mission and Vision Opening & Welcome Back **https://us02web.zoom.us/j/89325590429** **12:30-2:45PD Continuity & Community presenters:** Forrester, Becker, Caberera Combs, Sidransky & Ceja Chau: OCHS Continuity & Community PD All Staff/Zoom Link Break 2:45-3:00 **3:15- 4:15 Instructional Framework Distance Learning presenter: Forrester & Cabrera** Zoom link: OCHS Instructional Framework PD All Teachers & Paraprofessionals	**8:00-12:00 Mandated Reporting, 40 min, Students Sexual Abuse Prevention, 52 min, Sexual Harrasment Prevention, 1 hour** (please look for email invitation from home office, let Forrester know if you do not receive the invite please) **12:00-12:45 Lunch** **1:00- 1:30 Student needs textbooks, supplies ect.** Presenter: Forrester Zoom link: OCHS Student Needs & Department Meetings **1:40-4:00 Instructional Framework PD part 2 & Department Meetings** Cabrera: Social Studies Chee: Math Foreign Language: Forrester English: Reynolds Science: De OCHS Student Needs & Department Meetings PARENT ORIENTATION NIGHT 7:00 PM SPANISH	**9:00-10:30 Best Practices Department Share out** each department will share highlights Zoom link: OCHS Best Practices Department Share **10:45- 12:15 Special Education PD**, how to support students with special needs in the virtual classroom Presenter: Robin Cerato OCHS Supporting Students with special needs PD **1:00pm-4:00pm Student Information Systems Mandatory Training High School Teachers, leaders & paraprofessionals** Presenter: Edna Phile from Infinite campus zoom link: **Middle School and High School Teachers** zoom link: PARENT ORIENTATION NIGHT 7:00 PM ENGLISH & MANDARIN	**9:00-10:00 Advisory Planning & Expectations** Presenter: Becker Zoom link: Advisory Expectations **10:15-11:15** **IXL** - presenters Chee & Vue Math (for math department only) **Fastbridge** - Cabrera (for ELA department only) **Gizmos** - presenter De (for science department only) Join Zoom Meeting Science Team Gizmos training **11:20-12:20 Technology tools support:** Zoom/Pear Deck Presenter: Scholz/Garcia Zoom link: Technology Tools Support Session **12:30 -1:15 Lunch | 1:30-3:00 Teacher/Para Professional expectations and responsibilities in the age of Covid, nuts & bolts, safety** presenter : Forrester Zoom link: **OCHS ALL STAFF Expectations**	**9:00-10:30 Restorative Practices & relational trust in the virtual classroom,** presenter: Frost Restorative Practices & Relationship Building **10:45-12:15 PD ELD, best practices for serving Ells in the virtual classroom & beyond Presenter: Forrester** zoom link: Best Practices for supporting Ells in the virtual classroom & beyond **1:00-2:00 Student conduct expectations & Disciplinary procedures in the virtual classroom. Presenter: Becker, Scholz, Forrester** Zoom link: Student Conduct & Expectations **First Day of School 8/10/20!**

Summit professional development training is mandatory for all staff. As we have learned, voluntary training for staff will not offer enough of a guarantee that teachers will receive pertinent information and strategies to serve our students to the best ability. One key philosophy in the AMPS system is a focus on how school and organizational culture absolutely matters. Moreover, an effective organization and school focus on instruction and culture as the two main drivers for school and student success and as such, AMPS has been hosting the Summit for over eight years.

Building upon this work, some of this year's goals of professional learning for school leaders and teachers to support effective delivery of distance learning include:

1. All AMPS school leaders/teachers will engage in professional learning focused on understanding the state standards and how to plan and deliver lessons using the Universal Design for Learning framework (UDL) for in-person, virtual and blended learning environments. To achieve a guaranteed and viable curriculum, leaders and teachers will adhere to the new scope and sequence for math and ELA.
2. All AMPS school leaders/teachers will continue to use data to inform and drive instruction (in person, virtual or blended) in support of an effective MTSS framework.
3. All AMPS school leaders/teachers will effectively engage all students in learning, in either a virtual, in-person or blended learning environment, by intentionally incorporating culturally relevant content and social emotional supports,
4. All AMPS sites and home office will effectively engage parents and families as partners in their students' learning.
5. All leaders/schools will deepen learning in improvement math as one of the organizations priorities this year. AMPS is in the middle of completing a Root Cause Analysis to better understand the need in our math programs.

To further support the distance learning program, including technology support, staff will be provided access to and/or participate in ongoing professional learning in the following areas:

- SPED strategies for distance learning
- Student engagement strategies for distance learning
- Use of Google Classroom as the Learning Management System for a virtual/blended environment
- Trainings in the use of Pear Deck, Edpuzzle, Gizmos, TurnitIn, IXL & Fastbridge as well as ongoing zoom trainings and support
- Trainings in the usage of the Infinite Campus and Otus data systems for staff, school leaders, and home office staff
- Administration and analysis of common assessments and use of resulting data to drive instruction, including the use of the new data system to administer/build assessments
- Monitoring student engagement, participation, and progress
- Zoom trainings on new attendance and engagement processes for attendance staff
- Administrator professional learning on new attendance and engagement expectations
- Compilation and use of a bank of exemplary lessons produced by teachers, for teachers, at each grade level and content area
- Weekly or biweekly observation and debrief protocols with a dedicated instructional coach.

Existing professional learning opportunities that will continue to serve critical roles in supporting the distance learning program include teacher collaboration time and feedback coaching from Site Directors. AMPS expects school administrators including Site Directors, Deans and Vice Principals to regularly join teachers during virtual collaborative sessions and 'walk' virtual classrooms just as they would in an in-person context. Following and during these visits/observations, school administrators can act as thought partners, providing timely and specific feedback on teacher practice. Regular observations/visits will not only support continuous improvement for individual teachers, but also provide valuable data that can

inform the design of more targeted professional development, just as teachers are using formative assessments and the common assessments to inform lesson and unit design.

Staff Roles and Responsibilities

A description of the new roles and responsibilities of affected staff as a result of COVID-19.

COVID-19 and the resulting transition to a distance learning model have significantly impacted the roles and responsibilities of staff across the district. However, in the AMPS philosophy, everyone from teachers to cafeteria staff are school leaders and representatives of what the organization stands for, thus all members of the AMPS team may be tasked with new tasks in response to the pandemic. In some cases, new roles and responsibilities are still being defined (or refined) and will continue to evolve as the district prepares to reopen sites for in-person instruction. Following are a few updates to roles and responsibilities of staff, organized by area. -All roles are shifting to some degree to support the transition into a comprehensive remote learning program. For instance our front desk support will be shifting responsibilities to include monitoring of attendance and tracking student engagement and grades. Our Technology manager is taking on a significant increase in responsibility to configure all hot spots and chromebooks, while our special projects coordinator has taken on the duty of providing tech support to students, staff and families. Our paraprofessionals are working with office staff to suppor material pick-up and drop offs for students and all teachers roles are shifting to include extensive use of technology on a daily basis. Office operations staff are also working closely with the administration team and college advisors to provide grade level supports, monitor the progress of students in their designated grade level and run schedule and translate for parent meetings over the phone and zoom.

School Board: School board members work together with their organization's leader as a governance team to make decisions that will best serve all students in the community. In the midst of a significant emergency such as the COVID-19 pandemic, this collaborative relationship is especially critical for the safety and support of all. It also sends a clear message that they too are all in with the programs to benefit all kids and families during these unprecedented times.

Administrators: Actively model and support all required public health measures. Designate staff liaison(s) to be responsible for responding to COVID-19 concerns. Ensure staff are providing students with appropriate distance learning opportunities and accurately tracking attendance/engagement. Reinforce stay at home requirements.

- Ensure all students and staff have access to the materials, training, and tools to engage effectively in distance learning.
- Publish times available to support teachers, students, and families during the school day.
- Monitor teaching and learning virtually to provide feedback and support to teachers to improve student learning.
- Engage in collaborative time with teachers virtually and facilitate regular virtual staff meetings.

Office Staff: Actively model and support all required public health measures. Maintain accurate student records, and communicate effectively to support our students and families. Call students and families to inform families of student progress, troubleshoot technology issues and inquire about

any other needs the family may have and provide referrals to community support providers. Encourage electronic communications wherever possible. Reinforce stay at home requirements. Front office staff will be continuing all of their core functions, though specific roles within these functions are adapted to the distance learning context. Follow-up with teachers who are not documenting attendance/engagement to the specific measures being used, attendance coding/entry will reflect any structures developed to represent the nuances of the distance learning context, and outreach/intervention within the MTSS context will connect students and families to resources in a distanced model. The responsibility of contacting families regarding absences will no longer fall to the office staff only as teachers, and administrators will also have this responsibility through the pandemic shifts.

Attendance and Engagement: Within the full-distance and any future hybrid models, teachers will be responsible for monitoring attendance and engagement using multiple measures. While in-person, a student's attendance is determined solely by their presence or absence during the assigned date/class. In distance learning, teachers will monitor student submission of assignments, presence within the learning management system (Google classroom), attendance at live, synchronous instruction, and other forms of contact determined at the site. They will also be responsible for maintaining a weekly record documenting a student's synchronous and/or asynchronous engagement each day.

Instructional Aides: Paraprofessionals are more systematically used to support individual students than they were in the spring. Aides that are assigned to classrooms and aides that are assigned to individual students will be assisting students during distance learning and helping the teacher manage instruction. This will include contracted aides as well as district staff. In accordance with the student's IEP, instructional aides will provide support in breakout rooms and, as appropriate, and be available to support teachers within Google Classroom and help students with assignments.

- Support student learning, provide enrichment programming through Google Classroom and Zoom, and maintain attendance records for student engagement; and ensuring targeted synchronous instruction is effective.

Special Education: All staff supporting students with disabilities will continue in their roles and performing their broad responsibilities, with modifications to reflect the distance context. Modifications include:

- Program specialists support teachers with the set-up and completion of virtual IEP meetings, including how to engage parents to be meaningful participants and to facilitate the 'paper requirements' of conducting an IEP in a virtual or telephonic setting.
- Counselors will work collaboratively with their current site teams to schedule consultation and counseling sessions with the students, and, in some cases, their parent(s)/guardian(s) to address appropriate supports within the distance learning setting. These sessions will be conducted virtually or by telephone.
- Deans will be available to sites for consultation on behavioral strategies that can be implemented in a virtual learning model.
- Paraprofessionals will support a range of distance learning-related actions. They will focus on support at the school site level to implement inclusive practices. They will offer direct support, including coaching, for teacher teams and new teachers. Specific supports will include set-up of Special Day Classrooms, new teacher support for IEPs, and site wide implementation of a Multi-Tiered System of Supports (MTSS) as needed

Health and Safety Protocols: The roles and responsibilities outlined within this section are from AMPS Taskforce plan which was established by the AMPS Administration and board of directors. This plan was developed using recommendations from the Alameda County Public Health, UCSF Medical, California Department of Health, California Department of Education (CDE), and the Centers for Disease Control (CDC).

Broad responsibilities applicable to all staff include:

- Immediately isolate any individuals who have symptoms of illness to prevent possible transmission of disease.
- Collect and track illness-related information
- Follow all Health Insurance Portability and Accountability Act (HIPAA) to maintain required confidentiality regarding communicable diseases.
- Responses to the situation regarding any students, staff, or family member with a diagnosis or exposure to COVID-19.

Community Outreach and Engagement: Attend all family outreach and committee meetings and make presentations regarding needs and services available for the school. Assist in the support of all students being present for classroom time in distance learning by calling families and parents of any student who drop misses a class. Attend to a higher leveled concern of a specific family and/or student and conduct a home visit as needed following all safety protocols such as social distancing.

Operations/Custodial Staff: Actively model and support all required public health measures. Maintain a stock of personal protective equipment to ensure readiness - order additional supplies of EP approved disinfectants as needed. Routine disinfecting of all high-touch areas on a daily basis. Contact facility operations designee if a large-scale disinfecting/cleaning is required.

Food Service Staff: Actively model and support all required public health measures. Implement one-way passage ways through meal delivery. Ensure work space has appropriate personal protective equipment and cleaning/disinfecting materials. Increase ventilation for closed areas.

AMPS Educators: Actively model and support all required public health measures. Reinforce and follow all required health precautions with students including physical distancing, maximum occupancy, regular hand washing, individual supplies, and disinfecting procedures. Send any visibly sick students or students reporting that they do not feel well to the office. Engage with families on an ongoing basis, including events that may be different under distance learning circumstances, such as Back to School Night held in a virtual manner.

- Invite site administrators and department chairs to join Google Classrooms
- Develop high quality distance learning lessons/assignments for students that address course standards/benchmarks while balancing online learning, volume of work assigned, and student/teacher interaction.
- Observe established office hours during the regularly scheduled work day that include, but are not limited to, communicating with and providing feedback to students, facilitating synchronous/asynchronous lessons, or answering student questions.
- Collaborate with other grade level or department teachers and administrators to develop and administer regular common formative assessments.
- Log all communication with parents in Infinite Campus.

Students: To be successful for their own learning, especially older advanced grade levels, students must dedicate appropriate time to learning, using the time on task recommendations or as guided by teachers. They must check the online platforms for information on classes, assignments, resources daily. Ensure that they know their usernames and passwords for instructional resources that are accessible via the district portal and/or website.

- Identify a comfortable and quiet space to learn and study and/or communicate to a school staff member if they need assistance and or advice in doing so
- Engage in online learning activities being offered by your teachers and/or provided through online resources.
- Submit assignments by due dates established by your teacher(s).

Families/Guardians: Communication between school staff and families will be essential during the full distance model. Families should stay up to date with communications and information regarding school notices that will or eventually will touch on areas such as: instructional continuation plans, school opening or closure updates, and distance learning resources. Guardians/parents should make attempts to attend the school webinars, and ZOOM town halls for resources and up-to-date information.

Supports for Pupils with Unique Needs

A description of the additional supports the LEA will provide during distance learning to assist pupils with unique needs, including English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness.

The COVID-19 pandemic has further exposed pre-existing and untenable inequities in California's education system that leave some of our most vulnerable students and families without critical support when they need it most. This is not new to California educators and as such one of the AMPS philosophies is to foster and support high expectations and rigor for ALL students. Far too many times, students with unique needs have often been patronized or receive dumbed down instruction instead of supported instruction and this we have understood as an often veiled discriminatory practice that only helps to keep the opportunity gaps for these populations wide. Instead, AMPS seeks to support students with more needs through more time, and programs supports and this will continue through the distance and hybrid learning model. We expect the non-instructional needs of the most vulnerable populations will be exacerbated so we will be planning to prepare additional resources for these students and families by working together with key community partners to prepare resource links for our families.

Facets for our student with unique needs include but are not limited to the following:

- Identification of the neediest groups in our schools
- Making initial and continuous contact with families whom have high needs: this includes families who have been impacted by the corona virus. Maintain the inclusion of each and every learner.

- Assist beyond academic needs
- Appropriate supports for academic and social needs of students

Community Outreach Teams: Our outreach teams will be a critical component to our process in assuring that our most at risk populations receive the necessary resources, supports, programs, and tools to assure that they are not left behind during the distance learning process. The AMPS Community Outreach team is composed of local multilingual culturally competent individuals of color who have already gained the trust and engagement of the AMPS families.

AMPS Community Outreach Teams will seek to:

- Coordinate & communicate with shelters to engage students in distance learning
- Coordination & communication with homeless providers and agencies
- Contact with parents/students to determine if they have special or unmet needs for accessing distance learning and address their technology needs, including provision of Wi-Fi hotspots on a case-by-case basis.
- Communicate with schools/teachers & parents/students to locate 'missing' students or students who are not engaged in distance learning, and identification of special needs or services
- Coordinate with parents/students & schools as necessary for optional distance learning delivery of assignment materials and provision of necessary school supplies.
- Establish Provision of community resource information for parents/students, such as shelter, housing, food, clothing, health, COVID resources, etc. and refer parents/students to appropriate community agencies and/or district departments/services when educational, health, or welfare needs are identified.
- Coordination with County LEA Homeless Liaisons to provide continuity of educational services as students transfer

Supports specific to English Learners

English Learners will receive both integrated and designated English Language Development (ELD) instruction during distance and in-person learning. For Designated ELD, English Learners will receive regular instruction targeted at their proficiency level and based on the California ELD standards. Designated ELD Instruction will meet or exceed the following amounts:

• Grades 7-12: Designated class Sheltered English class and daily tutorial support across the curriculum.

Supports specific to Students with Disabilities

Providing proper support to students with disabilities in online and blended learning environments requires the attention of all involved in the planning and execution of the student's educational program and plan as well as the aforementioned comprehensive approach to the child. Attention to multiple sound instructional and intervention strategies that differentiate learning opportunities, expected learning outcomes, student-specific supports, and student voice will help maximize student success.

- Ensuring a Free and Appropriate Public Education (FAPE) in the Least Restrictive Environment (LRE): IEP statements outlining the educational plan in the event of physical school closures (in excess of ten days) will guide the provision of services in the event of fluctuations in school schedule or service delivery models. IEP amendments will be utilized to recommend any changes to the operative IEP due to anticipated service delivery changes. This would apply to instances or periods of quarantine or self-isolation as well. Students who indicated a need during the school year were provided a Chromebook to assist in accessing instruction. As needed, students will be provided additional consultation from staff or additional accessibility tools to actively engage in distance learning

Supports specific to Homeless Youth and Foster Youth will include

Many students who have experienced homelessness or foster care do not have a strong support system to which they can turn to in times of crisis. They may not have a caring adult to call for advice or information on how to keep safe and healthy. This lack of familial support can mean they do not have help to prepare in times of a public health crisis, nor manage the additional life stressors the crisis brings. COVID-19 is affecting many people of all ages, but students are especially vulnerable and cannot be overlooked. Our focus with our homeless youth is:

- Identification of homeless populations in our schools
- Establishing Trust: Families deserve respect and integrity
- Maintaining communicating with affected families and/or youth;
- Accessing needed supports, such as food, hygiene, shelter, and medical care;
- Establish systems collaboration; and partnerships to best assist, and
- Supporting virtual or distance learning by assuring they have the basic technological needs such as internet accessibility available.

Supports specific to Foster Youth will include:

- Communication with case management, county support and Chaffee liaisons to support all foster youth.
- Weekly and/or bi-weekly check-ins with students and foster parents via phone, zoom, and e-mail.
- Monitoring of attendance/engagement and communication with teachers and administrators when needed.
- Referrals to both district and community agencies for additional support/resources as needed.
- Online tutoring services will be offered to eligible foster youth.
- Linkages to programs such The John H. Chafee Foster Care Program

Actions related to the Distance Learning Program [additional rows and actions may be added as necessary]

Description	Total Funds	Contributing

Summit PD Week for teachers to develop skills, knowledge and pedagogy focused on virtual instruction to understand approaches to improving student achievement. Summit was focused on learning how to assess and address learning loss and responding to the identified needs of students, particularly those who are most vulnerable to the disproportionate impacts of COVID	$2,600	Y
Zoom licenses for teachers and staff	$3,880	Y
Increased Special Education Consultants	$ 25,000	Y
Purchase of Student school supplies including tote bags, masks, notebooks, calculators, pencils, pens, paper, folders, OCHS school planner, graphing notebooks, granola bars, art sketchbooks, colored pencils, and pens.	$15,000	Y
Increased technology for students and staff including hotspots and chromebooks	$33,160	Y
Purchase of IXL, TurnitIn, Gizmos, Pear Deck,Fastbridge, & Kutaworks software	$12,657	Y
Counselors, Master Scheduling, and Credit Recovery Counselors will provide students academic, college, and other supports, including referral to appropriate services. Through the distance learning context, counselors will provide small group and 1 on 1 college applications support. Counselors will also play a key role in the scheduling of students.	$120,000	Y
Reassignment for daily attendance monitoring and communication with student support	$55,000	Y

Pupil Learning Loss

A description of how the LEA will address pupil learning loss that results from COVID-19 during the 2019–20 and 2020–21 school years, including how the LEA will assess pupils to measure learning status, particularly in the areas of English language arts, English language development, and mathematics.

We are concerned about some of the trends that have been published by educational researchers who have analyzed and are demonstrating that when students miss school for a prolonged period, it will likely have major impacts on student achievement, especially in the area of mathematics where over the past years many American public schools have been sliding in downward trends. This is especially poignant among populations of color.

Thus, it is our goal first to assure all students and families have access to appropriate, engaging mathematics and reading materials, and that they are available through distance and hybrid learning. Moreover, effective instruction needs to be engaging and offer synchronous individual practice for students so as to have support from their teachers through learning of the material. Effective instruction, and support during coronavirus closures is one important way we can prevent opportunity gaps from growing. This will require addressing the most pressing challenges first, like closing the digital divide by providing increased access to the internet and technology. Then, school leaders and educators must continue to address the instructional challenges that quite frankly, have existed long before the COVID pandemic.

To address identified learning loss, OCHS invested in the IXL and Fastbridge online assessment tools for mathematics and ELA respectively. Teachers are using data from these assessments to design and implement targeted lessons that address gaps in student learning. Further teachers are trained to use approved programs to support skills remediation and extension based on the results of the interim and diagnostic assessments. Teachers will monitor individual student growth throughout the school year, based on diagnostic data. The District will use the strategies below to provide specialized support to student groups.

Teacher referrals of students of concern are reviewed weekly, each student is assigned a point person who will review their academic progress with grade level teachers. For struggling students, invitations are extended to attend teachers and paraprofessional office hours for individualized attention and support. Office hours provide small group tutoring or one-on-one support. English learners are enrolled in designated English Language Development courses and receive additional instruction and support for their classes.

AMPS is in the process of launching a new data management system to a new data and assessment management system offered through Otus and Edtec, a key partner to the organization. The platform will allow teachers to build multiple assessment types like simple and advanced, multiple choice, and rubrics with items from the Navigate item bank, designed by experts and aligned to standards. The program will make it less cumbersome for teachers, administrators and all others in the organization to navigate the different data systems that isolated only give a partial picture of the issues facing a group, class or individual students. The system makes it easier for staff to Import third-party K-12 data, including benchmark

assessments like NWEA, SBAC, PARCC, and more. Our goal is to identify and group students based on past and present data like assessment, attendance, and behavior and to confidently address the gaps through multiple measures and target instruction effectively by monitoring students' progress on grade level appropriate assessments and adjust supports based on student results.

All stakeholders including families and students should expect assessments during learning and throughout the school year that evaluate how students are progressing both in the moment and over time to address learning loss before and after the school closure. It is important to reiterate that assessment of students' learning status will begin the first day of school and continue each day. The formative data being gathered by teachers throughout instruction is a critical component to understanding what learning loss has occurred and each student's individual learning needs

Pupil Learning Loss Strategies

A description of the actions and strategies the LEA will use to address learning loss and accelerated learning progress for pupils, as needed, including how these strategies differ for pupils who are English learners; low-income; foster youth, or are in foster care; pupils with exceptional needs; and pupils experiencing homelessness.

The primary means of addressing learning loss and accelerating learning for pupils will be the tiered instruction delivered through synchronous instructional time. At Tier 1, all students will receive standards-aligned instruction focused on priority standard clusters. This will allow for depth of instructional focus on the key skills and concepts that are most critical for the respective grade level/content area.

Tier 2 supports will be provided primarily through synchronous, small-group instruction that is targeted to identify student needs. As teachers assess learning loss and their students' individual and collective learning needs, they will not only adapt Tier 1 instruction, but also schedule small group sessions to provide additional support. Similarly, students who require even more intensive (Tier 3) support will be provided 1 on 1 instruction through individual sessions. Both the small group and individual sessions will take a 'just in time' rather than 'just in case' approach. This entails the focusing of small group and individual sessions on the key prerequisite skills that students need to successfully master the content rather than broad reviews of large chunks of information for the whole class. For example, one or more students who are having difficulty adding fractions of different denominators might need to first know how to add with the same denominator and/or find the lowest common denominator. A teacher, upon identifying the gap, might arrange a small group session with other students who have the same learning need or an individual session. These sessions would allow the teacher to provide more individualized attention to the student and support them in mastering the prerequisite skills so that they can fully participate in the lessons that are occurring for the whole class.

In terms of Professional Development, all OCHS staff and teachers will attend five days of staff development focusing on student engagement strategies for distance learning, focusing on behavioral engagement, cognitive engagement (executive functioning) and emotional engagement, consistency of learning platforms and programs, on-going home-school connection. Additionally the OCHS team meets weekly on Wednesdays from

2:45-4:15. We have four ongoing professional develop arcs focused on student engagement, SEL wellness for students and staff, best practices and culturally relevant pedagogy in the virtual classroom and best practices for struggling learners, ells and special education students.

Effectiveness of Implemented Pupil Learning Loss Strategies

A description of how the effectiveness of the services or supports provided to address learning loss will be measured.

The effectiveness of the services and supports provided to address learning loss will be measured by the ongoing assessments of student progress. This will include the interim/benchmark assessments for Math and ELA administered at 3-4 points over the course of the 2020-21 school year. The effectiveness of the services and supports provided to address learning loss will be measured by the ongoing assessments of student progress. This will include the interim/benchmark assessments for Math and ELA administered at 3-4 points over the course of the 2020-21 school year. Based upon the results of assessments for students (individual and overall), teachers and school sites will be able to assess the impact of the small group and individual supports being provided. Where practices demonstrate evidence of success, they can be replicated and scaled to positively impact a broader range of students. Where evidence of success is lacking, staff can engage in continuous improvement efforts to adjust their approach toward addressing learning loss.

- Interim Data
- Attendance numbers
- Parent engagement (attendance and response)
- Surveys
- AMPS domains..\..\..\..\Documents\AMethod Academic-Philosophies and methods\AMPS Teacher Domains\AMPS Essential Domains of Instructional Program Framework V2.pdf

Actions to Address Pupil Learning Loss [additional rows and actions may be added as necessary]

Description	Total Funds	Contributing
Summer Learning Program Included our High School Credit Recovery program, Edgenuity and was with ongoing monitoring and tutorial support by four teachers, three tutors, five paraprofessionals and one three counselors. Incoming 9th grade students received a full five weeks of ELA instruction, one week of math instruction and five weeks of peer to peer mentoring programming.	$26,850	Y

Purchase of IXL, Fastbridge, Gizmos & Pear Deck to support online learning and provide up to the minute diagnostic data on student achievement.	$12,657	Y
Infinite Campus Data Dashboard and Software tool: Maintain Infinite Campus data system to support implementation of the district's common assessment system and school closure dashboard. Otus serves as the district's primary assessment interface, allowing for administration, analysis, and display of results. This tool will be instrumental in measuring pupil learning loss and monitoring the progress of students as staff work to accelerate their achievement.	$2,600	Y
1.0 FTE Dedicated EL support provider	$64,500	Y
Paraprofessional after school tutorial hours	$ 51,000	Y

Mental Health and Social and Emotional Well-Being

A description of how the LEA will monitor and support mental health and social and emotional well-being of pupils and staff during the school year, including any professional development and resources that will be provided to pupils and staff to address trauma and other impacts of COVID-19 on the school community.

Staffing:

- Counselors
- Paraprofessionals
- Ed Specialists
- Deans
- Coaches: athletes
- Student Clubs
- After school programs
- Art/ self-expression
- Advisory

Key responsibilities of educators to monitor/support mental health and address trauma include:

- Creating safe environments and conditions: Being available, compassionate, and connecting visually or auditory with students on a regular basis.
- Providing routines and structure: Creating weekly rituals and routines that help students self-regulate.
- Provide social and emotional support to students and caregivers: Through Community Outreach Teams, Regions can be a support system and facilitate connections to essential needs in response to COVID and other social needs.
- Prioritize health and well-being: Promote healthy sleeping, eating, and exercise habits and consider the total workload placed on students.
- Schools: Identify children and families who need additional support: Connect families and students to resources based on assessed needs and fulfill all mandated reporter duties.
- Counseling for staff: Kaiser, providers

TIER	STRATEGIES
Tier 1: Universal Mental Health Encouragement and Awareness Strategies Provided to students and staff regardless of risk or protective factors related to mental health. Intended to foster positive social, emotional, and behavioral skills and well-being of all students.	● Community Resources ● School wide SEL curriculum and lessons ● Professional Learning for staff: Trauma-Informed Practices K-12, Mindfulness, Suicide Prevention & Mental Health Crisis Response & Culturally revelant pedagogy. ● Planned communication focus on promoting well-being ● Parent Outreach & Engagement sessions focused on topics such as Self-Care, Trauma Informed Care & Building Resilience, Suicide Prevention, etc. ● Clubs/social groups for staff: New staff happy hour, career path mixer, book club, personal care groups. ● Home visits by community outreach personnel in accordance with current health guidelines.
Tier 2: Targeted Wellness Strategies Targeted mental health practices and systems for students and staff who need more support than is universally provided. Focus is on supporting students who are at risk of developing more	● School-based mental individual counseling (in person or virtually) for students and their caregivers ● Psycho-educational groups as needed to provide additional practice in developing

serious concerns in academics, behavior, or course performance. Utilize early warning referral sources to identify students in need of supportive interventions and provide support and linkages. Staff will follow all outlined policies and procedures for using, with a focus on connecting students to school and supporting their engagement.	social skills, self-regulation, self-management and other SEL skills that have been universally taught and reinforced. ● Linkage to community-based services ● Professional Learning for staff & caregivers
Tier 3: Intensive Strategies Individualized support to improve a student's behavioral and academic outcomes. Goal is to enhance a person's mental being, and quality of life by offering counseling services of professionals through community and social outreach. Community Outreach teams will, so conduct necessary check ins with households as needed. Continuing to use all other referral sources to identify students in need of intensive support. Tier 3 strategies work for students with developmental disabilities, autism, emotional and behavioral disorders, and students impacted by toxic stress and/or trauma.	● Referral and linkage to community-based services ● Suicide Risk : Assessment & Safety Planning ● Crisis Intervention hotlines ● Behavior contract support ● Special Education advocacy ● 504 advocacy & supports ● Child protection services

Pupil Engagement and Outreach

A description of pupil engagement and outreach, including the procedures for tiered reengagement strategies for pupils who are absent from distance learning and how the LEA will provide outreach to pupils and their parents or guardians, including in languages other than English, when pupils are not meeting compulsory education requirements or if the LEA determines the pupil is not is not engaging in instruction and is at risk of learning loss.

School administration teams which include Site Directors, deans, and Vice Principals will oversee the engagement and outreach of pupils for reengagement strategies in the following way. Each step is progressive:

Teachers do the first level of outreach to try to re-engage the student. For students who remain un-engaged, Administrators receive documentations for teachers to input students' names who did not access office hours, turn in assignments, attend live virtual instruction, or connect with the teacher in any way for three days. If a student is "absent" from multiple classes or multiple days, the student support team will reach out to students and seek to understand what is going on and work with the student to re-engage them.

Student support providers will including counselors, paraprofessionals, administrators and office staff will reach out to the student and/or parent to express concern, explain the importance of continuing with remote learning and encourage students to re-engage, and do follow up checks. The next step would be a home visit with a community outreach team member.

Continuing with outreach efforts throughout the summer, AMPS Community Outreach teams together with school administration, created cohorts of students who had attendance problems before covid, during the initial shelter in place in the spring, and set up prevention based contacts with families and students. Visits and services will be provided to pupils and their guardians in their language of preference and through a trained culturally competent staff. AMPS sites will provide telephonic translation as needed.

School Nutrition

A description of how the LEA will provide meals for pupils who are eligible for free or reduced-price meals for pupils participating in both in- person instruction and distance learning, as applicable.

Nutrition Services will continue implementation of key operational procedures developed during the spring school closures that continued through the summer months that ensure safe and effective meal delivery services. These include use of a drive-thru, curbside pick-up provides Grab and Go meals to students. Meals are available from our two sister schools, Downtown Charter Academy and Oakland Charter Academy.

Better 4 You Meals, our school lunch program, will begin operating on August 10th, 2020 at an accessible more centralized school site regardless of remote learning or in-person status. We will continue to use Better 4 You Meals throughout the 2020-21 school year. Their lunches comply with the county health requirements and will be distributed a la carte, pre-bagged and labeled for each student to reduce contact. Every OCHS family is encouraged to fill out the free and reduced lunch program however, new changes to the federal guidelines ensure that any family may access our meals program regardless of qualifying for the program. OCHS Families can access our meal program through two safe, secure drive through locations, Oakland Charter Academy located at 4215 Foothill Blvd. Oakland CA 94601 and Downtown Charter Academy located at 2000 Dennison St. Oakland CA 94606 on Mondays from 1:00 pm to 5:00. Due to the recent federal changes, families may additionally pick up meals from any one of

the OUSD 22 Grab and Go meal distribution sites. AMPS Nutrition staff ensures 6-10 feet of social distancing for staff and community members, use of appropriate personal protective equipment (PPE) by all staff, and clear signage at all distribution points to reinforce social distancing practices and use of masks for community and staff required per state and county health orders.

When AMPS moves to a blended learning program the Nutrition Services department will provide breakfast and lunch for students who attend in person, adhering to all social distancing requirements. Meals will be delivered to the classrooms.. In the hybrid model, all students will either consume meals in the classroom, or outdoors.. In planning the return of students and staff to the school site, Nutrition Services is putting plans into place to maximize safety within the COVID context. One measure is the implementation of cashless payments for all students and staff. This will include options for paying online, by check, or by phone.

Additional Actions to Implement the Learning Continuity Plan [additional rows and actions may be added as necessary]

Description	Total Funds	Contributing
Nutrition Services Materials and Supplies: Additional materials needed to provide meals during school closures and, upon return, in a manner that is safe and consistent with public health guidelines. Includes additional kitchen equipment, sanitation supplies, and Personal Protective Equipment	$2,800	Y
Mental Health and Social and Emotional Well-Being: Maintain existing staffing and supports to implement programs and support school initiatives. Professional learning expanded to address distance learning context.	$55,000	Y
Pupil and Family Engagement and Outreach: Maintain existing staffing and supports to support organization wide parent engagement. Within the school closure context, the community engagement staff are partnering closely with the school front offices and administration in each region to conduct home visits and other outreach to make contact with 'unreachable ' students.	$30,000	Y
Technology materials and services for staff to work remotely Includes computers and headsets to enable staff to support implementation of district programs remotely. Also includes Zoom K-12 contract for 2020-21 distance learning and remote work.	$3,000	Y

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
[Insert percentage here]%	[Insert dollar amount here]

Federal Funds Used to Backfill Reductions to the Local Control Funding Formula
[Insert dollar amount here]

Required Descriptions

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

The overwhelming majority of students (above 80%) enrolled in the AMPS Network meet one or more of the identified unduplicated percentage of targeted disadvantaged pupils classified as English learners, homeless, foster youth, and low income. As we have seen and really ion of the reasons why we exist is due to the issue that all underserved populations such as Foster Youth, Homeless, low income and ELL groups have faced an uphill battle historically in America's public school system throughout the decades, and no matter how many plans and bureaucracy is created, the data continues to demonstrate that face opportunities (opportunity gap). Foster Youth and Homeless youth in particular experience higher rates of societal barriers due to instability outside of the school walls. The original reasons why charter schools were created in the first place was to address the continual dismal outcomes of these and other populations and as such, our schools face 5 year renewal reviews and could face closure if not meeting the targets stated in the petition. This key difference between regular public schools and public charter schools is what has always driven our programs to be keen to serve all students through a data improvement lens.

Unduplicated funds will be principally directed to support foster youth, English learners and low-income students. The OCHS student body comprises over 80% unduplicated students, hence the needs of foster youth, English learners and low-income students represent the needs of almost all OCHS students and as such are the focus of our actions. Funds will be effective in improving the quality of instruction by ensuring a high quality and

well-rounded distance learning curriculum, professional development for teachers and staff, timely and accurate data reporting, including student assessment, as well as providing technology and technological support to improve instruction and access for all students. Additionally, funds will also allow for OCHS to provide mental health and social-emotional support to students. Finally,, funds will be used to support the physical safety of all staff and students through the increased availability of PPE, classroom sanitation supplies and modified school schedules when in-person learning is available.There are several actions that are contributing to the increased/improved requirement that are being implemented across the district. Some of these actions were already in existence within the previous pre pandemic program while others were adapted and are unique to the school closure/distance learning context. Some of these include, but are not limited to:

- Multi-Tiered System Support (MTSS) : Differentiated instructional and social programs to address academic needs of all students; close the achievement gap with underserved students
- Essential data monitoring of: homeless, foster , SPED and low income populations
- Homework program at the middle school and targeted elementary sites
- High-quality ELD curricular materials and professional development
- A focused and adapted parent involvement and communication to address full distance model
- Essential data monitoring of EL student progress through the levels to reach fluency
- Reading and Math Support
- Designated English Learner Support Time

The EI teacher and paraprofessional will continue to serve as liaisons between classroom teachers and students, offering guidance for individualizing assignments and assisting students with completing work. The ELD teacher and paraprofessional will work with classroom teachers and offer students individualized support during check-in meetings. They will regularly communicate with their students' families to determine other needs they may have, and they will communicate with staff to help families access the needed resources.

Low-income students, homeless and foster youth will receive targeted supports and services, as needed to access digital instructional platforms. It was our goal in the spring during the first days of the shelter in place to ensure all students in need of a device were provided one. AMPS will ensure all families in need of Internet access are provided a preprogrammed hot spot for easier connection. For some students in need, paper packets will be provided in order to limit the amount of work completed on a device.

Devices and Connectivity The provision of devices and connectivity access is being applied across the entire district, but is primarily intended to provide access for low-income students who may not have full access at home which is the vast majority of the students we serve. The district repaired and distributed computers to any student in need and will continue to distribute devices to incoming students, and any continuing students who still need a device. Targeted outreach to identify students who need further support is occurring through our office operations and special projects coordinator in partnership with the family and community engagement team to make contact with 'unreachable students' and determine technology needs. On a case-by-case basis, Wi-Fi hotspots headphones and microphones are being provided.

Counselors: Implementing robust and predictable academic counseling services is intended to provide all students, and in particular unduplicated students, guidance to support their successful navigation of high school and the path to college and career. Particularly for students who will be the

first in their family to go to college, many of whom are unduplicated students, consistent access to counseling is a critical support for their success. Students who are historically less likely to self-advocate or have advocates at home, which can often include unduplicated students, will have increased access to college preparatory and advanced coursework and other classes that meet their individual needs through the changes in our master schedule and addition of new courses such as The History of Film Class, the Creative Technologies II course and our AP courses as well as increased monitoring and support by our counseling team, administrators and paraprofessionals.

Teacher Collaboration Time: Teacher Collaboration time is intended primarily for staff to engage in collaborative review of data, student work, and planning instruction that best meets the needs of students who continue to demonstrate inequitable outcomes in our schools and district. This includes English Learners, foster youth, homeless youth, students with disabilities, and other student groups. As distance learning and school closures continue, this collaboration time has become even more critical as a resource for teachers to improve their individual and collective capacity to address inequitable outcomes remotely via synchronous and asynchronous modes of instruction.

Positive Behavioral Interventions and Support (PBIS) and Social Emotional Learning (SEL): These actions are jointly focused on providing both students and staff the training, skills, and tools they need to establish and maintain a positive school climate and culture. They are also intended to develop each individual's social and emotional capacity to be successful in college, career, and life. While a positive school culture and climate are important for all students, they are particularly important for unduplicated pupils and other groups who have historically and continue to experience disproportionate discipline and other unhealthy impacts of a negative school climate and culture.

To improve services means to grow service in quality and to increase services means to grow services in quantity.

- MTSS: https://www.cde.ca.gov/ci/cr/ri/
- Universal Design: What Is Universal Design for Learning?
- Interim Assessments and data dives. Progress Monitoring

A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.

The actions and services described in this plan that have previously been provided and continue to be provided as an increase or improvement to unduplicated students include:

- Paraprofessional support staff
- Office and Nutrition support staff focused on student and family and student tutorials and outreach
- Counselors
- Teacher Collaboration Time
- PBIS and SEL

- Lesson plan adaptations to COVID, all teachers use the same template for lessons and post it in their Google Classrooms with all links for zoom classes, videos and assignments to ensure a student friendly routine and structure that is particularly vital for our most vulnerable students but serves all equally well.
- The innovative tumbling block schedule allows students to continue to engage in our standards aligned college preparatory curriculum while allowing them ample time to attend to demands in their personal lives. The adoption of this schedule supports all learners and provides additional benefits to our most vulnerable students. Survey data, teacher input and research went into the design of our schedule. Students have three courses per day instead of six, and these six courses alternate day to day irrespective of holidays in a tumbling fashion. This ensures that our students are able to continue with our high quality programming in all classes.
- Engagement with families, OCHS added monthly community nights to our school calendar, these meetings are held over zoom and have been very well attended. This provides us an opportunity to learn from our community how well we are serving the needs of all learners and allows us to effectively share resources to support our students and families.
- Prevention services: Our Community Outreach Team and counselors work to identify students who need extra support and link students and families with community organizations such as IWAY and La Clinica to provide additional supports to students as needed.
- Tutoring: OCHS teachers provide a minimum of two hours of tutorial time each week outside of the three synchronous classes they teach daily. An additional 62.5 hours of tutorial are provided daily by our paraprofessional team. Office, operations and lunch staff make weekly phone calls reminding students to attend tutoring hours and troubleshooting tech and other needs as they arise.

Actions described in this plan that may be available to a broader audience but are primarily directed towards unduplicated pupils to increase services include:
• **Computers and Additional Technology to Support Distance Learning:** This action was implemented to ensure that all students have a dedicated device with which to access distance learning. While all students are eligible to access a device, the action was principally directed towards students who did not already have a device and would not be able to obtain a device on their own. Similarly, the provision of additional technology, including hotspots on an as-needed basis, is being principally directed toward families and students who are not able to obtain this without support.
• **Counselors:** The goal of the action being to increase access to counseling for students that need it most. This includes all unduplicated students, who are more likely to be the first in their family to attend college and frequently have higher needs for counseling based on their context..

A description of how the LEA utilized any federal funds provided to backfill reductions to the local control funding formula on a dollar-for-dollar basis generated on the basis of the number and concentration of unduplicated pupils.
[Provide description here]

Coversheet

JHHS Academic Plan to be Adopted by 10.1.2020

Section:	IX. Business II
Item:	E. JHHS Academic Plan to be Adopted by 10.1.2020
Purpose:	Discuss
Submitted by:	
Related Material:	JHHS Academic Action Plan.pdf

John Henry High School

Conditions for Renewal: Academic Action Plan

Mathematics	
Problem Description: The 2019 SBAC math scores for John Henry High show a decline in performance from the previous year, with a math proficiency score of 21%, down from 40% the previous year. Because John Henry High serves 9th-12th grade, the only students who take the SBAC are those in the 11th grade. In California, the 11th grade state average for the 2019 SBAC math scores also dropped from 41% to 32%, from the previous year. It should also be noted that with a Latinx population of 95% of the student body, JHHS Latinx students still outperformed the statewide average for 11th grade Latinx students for the testing year (22% vs 20%). Also, the scores from year to year represent entirely different cohorts of students with different incoming strengths and needs. Many factors contributed to the math score decline at JHHS. In the year leading up to the score decline, there was a significant administrative change at the school. This change was accompanied by significant teaching staff changes as well. Now that the new administrators are going into their third year together, they have created a multipronged approach to support the development of our students' mathematical competencies. We feel confident that we have a plan to accurately instruct, assess, monitor, and accelerate our students' math progress. Below, we have identified four areas of organizational need and determined the action plan and evidence gathering for each: Curriculum & Training, Progress Monitoring & Assessment, Staff Recruitment & Retention, and Staff Collaboration.	
Organizational Needs	**Action Plan**
Curriculum & Training	
Need for the adoption of a highly rigorous Common Core aligned curriculum, including training from the publishers on best practices for implementation.	**Curriculum:** We have adopted the College Preparatory Math (CPM) curriculum, which we piloted last year and which we will now be using for our Algebra 1, Geometry, and Algebra 2 courses. **Training**: All current math teachers and Education Specialist will attend a six session synchronous professional development training on the implementation of the CPM curriculum. These trainings prepare teachers to guide students through a process of productive struggle to enable students to create understandings on mathematical concepts in context. Since students are learning conceptually, rather than by rote, these understandings are more flexible and can more easily be applied to novel situations. Teachers will continue with course specific trainings provided by the publisher that will deepen their understanding of the content standards of the various units and best practices related to developing student understanding. The Dean of Instruction will also attend an administratively-focused CPM training in order to provide effective coaching, support, and supervision for all math teachers and student support personnel. **Scope and Sequence Planning:** Teachers will be coached in creating a scope and sequence plan for each course.

	Lesson Planning: Teachers will submit lesson plans on a weekly basis and get feedback each week from their coaches.
Curriculum & Training Evidence: ● Scope & Sequence Plan ● Weekly Lesson Plans ● Training Registration Confirmation Reports/Sign-in Sheets ● Training Agendas	
Progress Monitoring & Assessment	
Need for progress monitoring tools, particularly those that will help to identify areas in need of remediation and skill gaps of individual students, as well as to measure the effectiveness of instruction and intervention. Teachers need guidance in how to utilize this data for progress monitoring and determining interventions.	**Progress Monitoring:** For the 2020-2021 school year, JHHS will adopt the IXL program for all of its students to use to support progress monitoring. IXL provides formative and on-going assessment, enabling teachers and students to measure progress towards grade level and course specific content mastery. IXL enables teachers to assign standard specific practice to students and to monitor who is fully grasping the material and to give targetted feedback to those who are not. IXL also allows teachers to assign practice on foundational skills, in order to support students' developing skills. IXL enables teachers and students to engage in goal setting and reflection on progress. **Ongoing Formative Assessments:** Teachers will give an assessment no less than every two weeks. Teachers will also give "Do Nows" and "Exit Tickets" on a regular basis in order to assess student progress until mastery. Teachers will be guided through protocols on how to leverage this formative data and respond to emerging student needs. **Benchmark Assessments:** JHHS will be utilizing the NWEA MAP assessment as a benchmark at the beginning, middle, and end of the year. Teachers will be supported in making meaning of this assessment data and coached in modifying their instructional strategies accordingly. Students will be supported in metacognitive goal setting processes. **Data Dives:** At least quarterly, the math team will engage in a data dive with the guidance of the Dean of Instruction. The team will look at multiple data points, including, but not limited to, benchmarks, classroom assessments, IXL results, and course grades. Teachers will look for trends and identify content areas that need whole group re-teaching, as well as identifying students in need of additional intervention. **Tutoring:** All teachers at JHHS will provide a minimum of one hour of after school office hours a week. Students can voluntarily attend tutoring sessions, as well as be assigned to attend by their teachers. This time will allow teachers to conduct small group or one-on-one re-teaches of critical material, as well as support students in practicing their developing skills and prepare for assessments.
Progress Monitoring & Assessment Evidence: ● IXL data ● NWEA Map data ● Data Dive agendas	

- Notes from data meetings, including analysis of results from formative assessments and benchmark assessments
- Assessment Plan/Calendar

Staff Recruitment & Retention

Staff turnover has been an issue over the past few years, though it is improving under our new leadership. JHHS needs to further develop its recruitment process as well as coaching and support of newly hired teachers.	**Coaching & Support:** JHHS has adopted a rigorous coaching plan across subjects, with the goal of both improving outcomes and supporting teachers (teachers who feel supported are more likely to be retained). JHHS has two administrators who coach teachers using the "Get Better Faster" protocols developed by Uncommon Schools in conjunction with the Amethod Public Schools Domains for Instructional Effectiveness rubric. Teachers are observed, at a minimum, of one full period every two weeks, and one shorter observation on alternate weeks. Teachers and their coach will meet at least once every two weeks to debrief, review best practices, and determine next steps for the teacher's growth. Lesson plans and pacing guides are submitted for review and feedback to the designated administrators. **Professional Growth Plans & Lesson Videos**: Quarterly, teachers and coaches will meet for a formal Professional Growth Plan (PGP) meeting. These meetings include setting both short term and long term SMART goals for teacher growth. These meetings also involve reviewing collected evidence related to the teachers' previously identified SMART goals. Once per quarter, teachers are filmed while giving instruction. This video can be used as a piece of evidence for SMART goal growth, but is also a tool for conversation between the teacher and coach about instructional practice. **Recruiting Highly Skilled Teachers:** In addition to posting open positions on the common job sites, administrators attend recruitment events at local teacher programs, including Stanford, UC Berkeley, CSUEB, REACH, Sacramento State, SF State, Chico State, Mills College, etc. **Teaching Pathway:** JHHS is currently researching opportunities for creating a teaching credentialing pathway through a partner organization. One of the aims of this program would be to support our Paraprofessional staff in progressing to fully credentialed teachers, particularly for historically difficult to staff positions like math.

Staff Recruitment & Retention Evidence:

- Coaching logs
- Observation notes
- Coaching debrief and planning meeting notes
- Goal Setting and Progress Monitoring documents
- Quarterly Lesson Videos
- Recruitment registration confirmations

Staff Collaboration

There is a need for increased collaboration and alignment	**Leadership**: The JHHS leadership team highly values collaboration; the Site Director and Assistant Principal are going into their third year of working together. There will be increased opportunities for collaboration between instructional staff and

throughout the organization, including with staff who support ELs and students with IEPs.	support staff/student service providers. In order to align services and improve instruction, JHHS leaders will assign times for collaborative planning between them. **SpEd:** The Educational Specialist will attend training on the newly adopted CPM curriculum. The Educational Specialist will also have access to the teacher ebook and online instructional resources in order to create more seamless support for students with disabilities. Students who have IEPs will have learning support time scheduled each week to work closely with a SpEd Paraprofessional, who will be providing them with support across the curriculum. This Paraprofessional will also have access to the CPM teacher editions and is being trained in instructional best practices. The Educational Specialist and Paraprofessional will join department meetings when possible, particularly when doing data analysis. **English Learners:** Digital CPM textbooks have been provided in Spanish to our newcomer students and those without sufficient language skills to fully take advantage of the curriculum resources. Additionally, EL students have learning support time scheduled each week to work closely with an ELA Paraprofessional, in addition to their designated ELD instruction with their teacher, to provide them with support across the curriculum. The Paraprofessional will also have access to the CPM teacher editions and is being trained in the instructional best practices. The ELD teacher and ELA Paraprofessional will join department meetings when possible, particularly when doing data analysis.
Staff Collaboration Evidence: ● Data Dive meeting notes ● Meeting Registration Confirmation Reports/Sign-in Sheets ● Agendas	

Special Education

Problem Description:
The 2019 SBAC scores showed a discrepancy between the scores in both math and English of students with IEPs in comparison to those without. In math, the nine students tested had a proficiency rate of 11%, compared to the schoolwide rate of 21%. In English, the ten students who tested had a proficiency rate of 20%, compared to the schoolwide rate of 67%. During the 2018 SBAC testing, two students with IEPs were tested in each subject with no proficient scores. Comparing scores from year to year for our students with IEPs does not provide us with significant insight into programmatic growth, as few students are represented in that group, and each year it is a different cohort of students, with unique educational needs. To this end, we have focused our planning on structures and processes that will universally support our students with IEPs from year to year, across the curriculum.

Below we have identified four areas of organizational need for this school year and have determined the action plan and evidence gathering for each: Staff Training, Progress Monitoring & Assessment, Staff Collaboration, and Providing Minutes and Services Virtually.

Organizational Needs	Action Plan
Staff Training	
Need for increased training for JHHS staff, Special Education staff, and Paraprofessionals on best practices for serving students with IEPs.	**All JHHS Staff:** The Special Education Department and JHHS Administrators will facilitate monthly professional learning opportunities for all staff at JHHS. The focus areas will consist of building a shared knowledge and understanding/application of Special Education foundations. Some of the topics might include: Special Education processes, best practices for supporting students with disabilities, IEP implementation, accommodations, specialized instruction and assessments. **Education Specialist:** The Special Education Department and JHHS Administrators will provide continuous professional learning to develop the Education Specialist's knowledge & skill set. These professional learning opportunities will include research based workshops that will deepen their knowledge of SpEd services and develop their educational practice, specifically in supporting students with disabilities. The Special Education Department is collaborating with El Dorado Charter SELPA to provide these opportunities. **Paraeducator Training:** Special Education Paraprofessionals will attend the SELPA Paraeducator Academy in September. The Academy provides Paraprofessionals an understanding of the delivery of individualized adaptations and educational supports for students across school settings. Paraprofessionals will also attend school-site professional development training sessions, including: IXL Math Training and JHHS Monthly Professional Development training.

Staff Training Evidence:
- Professional Development Presentations
- Workshop Overviews
- Meeting Agendas

Progress Monitoring & Assessment	
Need for progress monitoring tools, particularly those that will help to identify areas in need of remediation and skill gaps of individual students, as well as to measure the effectiveness of instruction and intervention. Teachers need guidance in how to utilize this data for progress monitoring and determining interventions.	**IEP Goals:** Special Education students have individualized, measurable, annual goals addressed within their IEP. These goals are designed by the IEP team, intended to meet a student's disability related needs in order to access and make progress within the general curriculum. Given appropriate and identified supports, the student is expected to accomplish academic and/or functional skills within 12 months. They allow the IEP team to determine whether the student is making educational gains and if their specialized plan is providing meaningful educational benefit. To monitor student progress, the IEP team identifies how the goal will be measured and the type of data to be collected and analyzed. Since each goal is standards based, it allows the IEP team to drill down to specific skills. **Data Collection:** Data collection and progress monitoring are individualized for each student. In collaboration with the general education teachers and the IEP team, progress monitoring is used to evaluate students' rate of improvement, the effectiveness of the intervention or specialized academic instruction, and make adjustments to the instructional program. The Education Specialist/Case Manager facilitates the collection of evidence and reporting progress on goals. Utilizing the data that is collected, Special Education staff will collaborate with grade level teams to analyze program effectiveness & students' progress by skill.
Progress Monitoring & Assessment Evidence: ● Education Specialist & Related Service Provider service documentation ● Measurable progress evidence identified in each IEP goal (i.e.- formative assessments, work samples, behavior checklists, etc...)	
Staff Collaboration	
There is a need for increased collaboration and alignment throughout the organization, particularly with staff who support students with IEPs.	**AMPS Special Education Department:** The AMPS SpEd Department is committed to increase collaboration with JHHS staff including site administration, instructional staff, and Paraprofessionals, to support students with special education services. The AMPS Special Education Director will provide guidance and support to the JHHS Special Education Team including the Education Specialist, Paraprofessional, Speech Language Pathologist, and School Psychologist on a daily and/or weekly basis, depending on need. In addition, the AMPS SpEd Director will work collaboratively with the JHHS Administrative Team to identify site specific needs, develop and deliver professional development opportunities for all staff, attend and participate in grade level meetings, and be included in Data Dive meetings as needed. **The Education Specialist and Grade Level Teams:** The Education Specialist will collaborate with grade level/content specific teams to provide support and guidance on implementing student IEPs in the general education setting, professional learning, assistance on support strategies, accommodations, and UDL practices. The Education Specialist will participate in Data Dives to provide additional data points and progress monitoring results for special education students. Teams will then use all data points to analyze trends and determine next steps for instruction and student support.

	Special Education Site Team: Once a month, the Education Specialist will facilitate a meeting in collaboration with related service providers and the AMPS Special Education Director to review individual students on their caseload, provide status updates, and review upcoming IEP Annual and Triennial evaluations.
Staff Collaboration Evidence: ● Meeting agendas ● Meeting notes ● Professional development presentations	
Providing Minutes & Services Virtually	
Provision of services must be re-assessed in order to meet the needs of students during distance learning.	**Services:** Due to the COVID-19 pandemic, students' IEP services are provided virtually during distance learning. The Education Specialist and related service providers support students during specific class periods through a push-in or pull-out model, identified in their IEP. In the push-in model, via distance learning, the Education Specialist attends the general education class via the Zoom platform. In collaboration with the general education teacher, the Education Specialist may provide services to students via a breakout room during class, or via individual support during whole group instruction. The general education teacher provides identified accommodations and modifications in class as outlined by the students' IEPs. Students who have pull-out services attend a 1:1 or small group class period with the Education Specialist. Students' IEP goals are addressed during this time as well as re-teaching or pre-teaching concepts and skills.
Providing Minutes & Services Virtually Evidence: ● Special Education providers service documentation ● Student progress monitoring evidence ● Student IEP ● Zoom Class Registration Confirmation Reports	

Coversheet

MOU between John Henry High and SBE

Section:	IX. Business II
Item:	F. MOU between John Henry High and SBE
Purpose:	Vote
Submitted by:	
Related Material:	JHH_MOU (Unsigned) (1).pdf

Memorandum of Understanding

Between the

California State Board of Education

and

John Henry High

July 1, 2020–June 30, 2025

Rev. July 2020

Memorandum of Understanding Between the California State Board of Education and John Henry High

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Introduction

This Memorandum of Understanding (MOU) is made and entered into by and between the California State Board of Education (SBE) and John Henry High, “the School.” In this document, the SBE and the School shall collectively be referred to as “the Parties.” At times, the California Department of Education (CDE) will be referred to in conjunction with oversight work, as the SBE has delegated to the CDE certain specific duties as specified in this MOU.

Purpose of the Memorandum of Understanding

The SBE authorized the School to operate as a California Public Charter School under the State of California Charter Schools Act of 1992 (the Act) on July 9, 2020, by approving the School’s petition for establishment of a charter school. The SBE, as the authorizing agency, has delegated to the CDE its obligations to oversee the School under the terms of this MOU, the provisions of the School’s charter, applicable federal, state, and local laws and regulations.

The Act authorizes the creation of charter schools to improve pupil learning through a variety of means, including increased learning opportunities, innovative teaching methods, expanded choice for parents and pupils, and performance-based accountability.

The SBE recognizes that there are a limited number of matters related to the operation of the School that go beyond the provisions in the School’s charter and acknowledges that the School’s board of directors, governance council, and administrators will operate the School appropriately under the provisions of the charter. This MOU addresses matters that are not covered in the charter and provides guidance on the SBE oversight policies and procedures, including any which may have been delegated to CDE. Additionally, this MOU outlines the Parties’ agreements governing their respective fiscal and administrative responsibilities and legal relationships.

The SBE’s fundamental concern is to be reasonably assured on a continuing basis that the School’s board of directors, governance council, and/or administrators are:

- Implementing the provisions of the approved charter and providing a rigorous instructional program that ensures the academic achievement of all pupils and all pupil subgroups
- Adhering to all federal, state, and local laws and regulations that apply to the School
- Operating the School prudently in all respects
- Providing a sound education pursuant to the California *Education Code* (*EC*)

Term of Memorandum of Understanding

This MOU shall commence on the date upon which it is fully executed by duly authorized representatives of the SBE and the School and shall cover the term of the charter. This MOU between the SBE and John Henry High is inclusive of Attachments A–C. This MOU is subject to termination during the term or during any subsequent renewal, as specified by law or as otherwise set forth in this MOU.

Duly authorized representatives of the School and the SBE are:

- A duly authorized representative of the School is the Administrative Director, governing board president, chief executive officer/director of the School, or a designee appointed by the School's governing board or Administrative Director **as specified in the charter petition**.

- A duly authorized representative of the SBE is the State Board President, the Executive Director, or his or her designee.

This MOU may be signed in counterparts, each of which shall be deemed an original, but all of which together will constitute one and the same instrument. This MOU is for the term of the charter, shall be reviewed at least annually, and may be amended or augmented by addendum at any time with mutual agreement of the parties. The approved MOU (including any addendums) continues during the term of the charter, so long as the School is operational, but automatically expires if the School becomes nonoperational, typically because of nonrenewal, revocation, or renewal by a school district.

This MOU is subject to termination during its term as specified by law or as set forth in this MOU.

Term of Charter

The School is a public grade nine through grade twelve School that will operate pursuant to a charter authorized by the SBE on July 9, 2020 and this MOU.

The School will be known as John Henry High located at 1402 Marina Way South, Richmond, CA 94804, and will commence operations between July 1 and September 30, 2020, subject to the conditions specified by the SBE.

The School's charter is authorized for a five-year period, ending June 30, 2025. The SBE reserves the right to approve amendments to the charter and/or revoke the charter pursuant to *EC* Section 47607. No amendment or variation of the terms of this MOU shall be valid, unless made in writing, signed by both parties, and approved by the SBE. If the School's charter is renewed or amended, a new MOU will be presented to the School for signature.

Addendum to Section 1: Governance and Organizational Management

The School will be operated by the Amethod Public Schools' Executive Board, a nonprofit benefit corporation, "Governing Board." The School is a separate legal entity and neither the SBE nor the CDE is liable for the debts and obligations of the School, or for claims arising from the performance of acts, errors, or omissions by the School. The SBE reserves the right to appoint a voting member to the Governing Board in accordance with *EC* 47604(c). General purpose entitlement funding will be used for any public-school purpose determined by the governing body of the charter school pursuant to *EC* 47633(c). The School will use all revenue received from state and federal sources only for the educational services specified in the charter and this MOU for the pupils enrolled and attending the School. Funding must be used in accordance with applicable federal and state laws and regulations and the terms or conditions of any grant or donation received.

Organization

The School will have a phone number, physical site address, including all resource centers, all applicable addresses, and email addresses posted on the School's website and will update the posting immediately whenever the information changes. The School will provide the CDE with the phone numbers, physical site addresses, including all resources centers, all applicable addresses, and email addresses for the School's administrative contacts and ensure that this information is kept current.

The School will provide the CDE with immediate written notice of any personnel changes in the School's directors, officers, and/or administrators.

Establishment of Governance Structure (Governing Board)

At all times that it is operational, the School will have the following information posted on the School's website and will update the information within 30 days of any changes:

- Articles of Incorporation
- Bylaws approved by the governing board, roster, biographies, and contact information of current governing board members
- The annual calendar of governing board meetings, including a description of how parents and community members will be notified of the meetings, will be posted on the internet

Governing Board Responsibilities

Governing Board Meetings

The Governing Board agrees to conduct public meetings to ensure that the governing board approves and implements effective policies and procedures for the School. The School agrees that all meetings will be conducted and agendas posted in accordance with the Ralph M. Brown Act (Brown Act) requirements (pursuant to California *Government Code* [*GC*], sections 54950–54962), in compliance with *EC* sections 47604.1(b) and (c), and as stated in Senate Bill 126 (SB 126). All meeting agendas will be posted on the School's website no less than 72 hours prior to each meeting, unless the meeting is called pursuant to *GC*, Section 54956 or 54956.5. All policies, policy changes, and approved minutes will be posted on the School's website within 30 days of the associated meeting of the Governing Board.

Additionally, as further prescribed by *EC* 47604.1(c)(4)(C), a governing body of an entity managing two or more charter schools that are not located in the same county shall ensure that the governing board meetings will be recorded by audio, video, or both, and posted on each of the schools' internet websites.

The governing body of one nonclassroom-based charter school that does not have a facility or operates one or more resource centers shall meet within the physical boundaries of the county in which the greatest number of pupils who are enrolled in that charter school reside.

Brown Act Training

The School will provide Brown Act training to its Governing Board members and administrative staff of the School prior to their execution of any duties. The School will certify to the CDE that the Governing Board and the administrative staff were trained in the Brown Act.

Public Records Request Policies

The Governing Board will adopt policies and procedures regarding public records requests pursuant to the Public Records Act (commencing with *GC*, Section 6250), in accordance with *EC* 47604.1(b) (2) and SB 126 in order to ensure, but not limited to the following: (1) all records, unless exempted from disclosure are available for public inspections; and (2) payment of fee for copies unless exempt from disclosure. The public records policy shall be posted on the charter school's website

Conflict of Interest Policies

The Governing Board will adopt policies and procedures according to *GC*, Section 1090, the Political Reform Act of 1974, in accordance with *EC* 47604.1(b)(3) and (4), and SB 126, regarding conflicts of interest, including provisions related to nepotism for the Governing Board, and the School's employees, vendors and contractors, to: (1) ensure that no action taken by an individual or the School results in actual or apparent conflicts of interest (including, but not limited to taking action or making decisions that benefit their personal financial interest); and (2) verify that all Governing Board members and School administrators have participated in conflict of interest training. The

conflict of interest policy and procedures, including the disclosure categories, shall be posted on the School's website

Governing Board Policies

In addition to policies addressed in the Petition, the Governing Board will adopt policies or procedures to guide the operation of the School:

- **Campus Supervision:** Including, but not limited to, the supervision of pupils before and after school and while on campus, pupil pick-up, as well as a procedure for visitors to enter and leave the campus. This policy will be posted on the School's website.

- **Safety Plan:** The safety and emergency plan will address, at a minimum, fire emergencies, earthquakes and other natural disasters, civil disorder, accidents, injuries, as well as other threats to the health and safety of pupils and staff.

  In addition, the School agrees to include as part of the annual safety plan, comprehensive strategies for instruction and service provisions during a pandemic, including but not limited to distance learning, student access to learning materials, technology and internet services, meal distribution, special education, and intervention services,

- The School will provide training for staff in responding to emergencies and conduct emergency response drills for its pupils. This policy will be posted on the School's website.

- **Notice to Parents/Guardians:** At all times it is operational, the School will have posted on the internet information concerning the rights of parents and guardians under the federal Every Student Succeeds Act (ESSA), if applicable, and the Family Educational Rights and Privacy Act (FERPA), and will update the posting as quickly as possible whenever the information changes. The School will also provide a hardcopy of the information to each family at the beginning of each school year.

- **Family Educational Rights and Privacy Act:** Parents and students of the School have a legitimate educational interest such that they are entitled to access to education records under 20 U.S.C.A. § 1232g, or FERPA. The School, its officers, and employees will comply with FERPA at all times. In addition, it is agreed that CDE employees with legitimate educational interests will also have access to those records. Records will, at a minimum, include emergency contact information, health and immunization data, attendance summaries, and academic performance data from the statewide pupil assessments required pursuant to *EC* 60605.

This Addendum to the MOU includes the understanding of the Parties with respect to the matters covered in the Addendum and MOU and supersedes any oral or written

understandings between the Parties related to the subject matter of this Addendum. No person or party is authorized to make any representations or warranties except as set forth herein; and no Addendum, MOU, statement, representation, or promise by any individual or party that is not contained in this Addendum or MOU will be valid or binding. The undersigned acknowledges that she/he has not relied upon any warranties, representations, statements, or promises that are not expressly set forth in this Addendum. The Parties further acknowledge that this Addendum may be modified, updated, or augmented with the mutual agreement of the Parties, as evidenced in writing.

Administration

Enrollment and Admissions Documentation

At all times it is operational, the School will have the following information posted on the website and will update the posting as quickly as possible whenever the information changes:

- Descriptions of continued outreach and recruitment activities to reach target population
- Procedures for application, the public random drawing, enrollment, and admission, and a copy of any application and enrollment forms and information provided to prospective families

Insurance and Risk Management

Prior to opening (or such earlier time as the School may employ individuals or acquire or lease property or facilities for which insurance would be customary), the School must submit documentation to the CDE of adequate insurance coverage:

- **Property Insurance:** For replacement value, if offered by the insurance carrier, including coverage for all assets listed by the School, including property inventory and consumables. If full replacement value coverage is not available, the School shall procure property insurance in amounts as close to replacement value as possible.
- **General Liability:** At least $2,000,000 per occurrence and $5,000,000 in total liability, general liability insurance, providing coverage for negligence, errors and omissions/educators legal liability, abuse and molestation, and employment practices liability of the School, its governing board, officers, agents, employees, or students. The deductible per occurrence for said insurance shall not exceed $20,000 for any and all losses resulting from negligence, errors, and omissions of the School, its governing board, officers, agents, employees, or students.
- **Workers' Compensation:** In accordance with the provisions of the California *Labor Code*, insurance adequate to protect the School from claims under

Workers' Compensation Acts, which may arise from its operation, with statutory limits.

- **Automobile Insurance:** To the extent necessary and in amounts appropriate for the type and use of the automobile.

The School will provide evidence of insurance coverage to the CDE prior to opening, including workers' compensation and automobile insurance, which shall be based on the type and amount of insurance coverage maintained in similar settings.

Evidence of insurance coverage shall also be provided to the CDE annually thereafter and the School will instruct the insurance carriers to notify the CDE immediately if the coverage becomes inoperative for any reason. The SBE may request to see evidence of insurance coverage at any time. If the School is advised by its insurance carrier, broker, or joint powers authority that it should increase the limits contained in any of the above policies based on an audit or any other business necessity, the School will increase the limits on said policies and forward the revised evidence of insurance coverage to the CDE.

In addition, the School will institute risk management policies and practices to address reasonably foreseeable incidents. The School will hold harmless, defend, and indemnify the SBE and the CDE, all officers, and employees, from every liability, claim, or demand that may be made for any reason. In cases of such liabilities, claims, or demands, the School at its own expense and risk will defend all legal proceedings that may be brought against it and/or the SBE and/or the CDE, their officers, and employees, and satisfy any resulting judgments up to the required amounts that may be rendered against any of the Parties mentioned herein.

All claims and/or settlements between the School or one of its employees, or the School's insurance carrier and another party, must be reported to the CDE regardless of whether the claim or settlement involves financial compensation or not, if the settlement pertains to resolution of claims regarding suspected child abuse or an inappropriate relationship with a minor.

Teacher Credentials

The School will certify compliance with the ESSA and *EC* 47605(l). Teachers may be assigned solely based on state certification and licensure criteria. Therefore, teachers are legally assigned so long as the assignment has been based upon the issuance of a California license or certificate, including the use of *EC* options and permits that allow teachers to teach outside of their certification area. The School will have on file evidence that teachers hold a Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in other public schools would be required to hold as required by *EC* 47605(l). The School will provide the CDE with the names of all credentialed staff, their credential types, and teaching assignment within six weeks after the start of school. The School must also upload their credential information at least 30 days before the first day of the site visit.

Business Services, Education Management, and Vendor Contracts

If within the term of the charter, the School contracts with a vendor to provide business services including but not limited to payroll, accounting and budgeting, attendance accounting, fiscal reporting, contract management, or purchasing, the School must provide CDE a copy of its agreement that specifies the exact services to be provided and their cost, the term of the contract, and the School's provisions for monitoring the contract to ensure compliance with the contract and quality of service.

In addition, if the School contracts with an education management organization (EMO) or charter management organization (CMO), the School will provide the following:

- A draft of the proposed management contract
- A recent corporate annual report and audited financial statements for the EMO/CMO
- A description of the EMO's/CMO's roles and responsibilities for the management of the School and the internal controls that will be put in place to guide the relationship
- A list of other schools managed by the EMO/CMO and the academic and operational results of such management
- A list of and background on the EMO's/CMO's leaders and board of directors
- A letter of assurance from the EMO/CMO that it has conflict of interest policies in place and that none of the principals of either the EMO/CMO or School have conflicts of interests

Exclusive Employer

The School, and not the SBE, is the exclusive employer of all School employees for the purposes of the Educational Employee Relations Act (EERA) under *GC*, Section 3540, et al. seq. The School has exclusive responsibility for the employment, management, discipline, termination, and liability, therefore, for all School employees.

Facilities

Prior to opening, the School shall present to the SBE written agreements (e.g., a lease or similar document) indicating the School's right to use the principle School sites and any ancillary facilities, including resource centers, identified by the petitioners for at least the first year of each School's operation. The School must also provide evidence that the facilities will be adequate for the School's needs. A preopening site visit will be conducted prior to opening of the School.

Satisfaction of this condition will be determined by the Executive Director of the SBE based primarily on the advice of the Director of the School Facilities and Transportation Services Division. The facilities to be utilized by the School shall be accessible for all pupils and staff with disabilities. The School shall comply with the Americans with Disabilities Act. The School facility must have a certificate for Education-Occupancy.

The School shall not commence instruction at any new facility until the Executive Director of the SBE or his or her designee has authorized the commencement of instruction at said facility. If during the term of the Charter, the School seeks to move to a new facility, a preopening site visit is required. Under extraordinary circumstances, such as a change of facilities necessitated by fire or natural disaster, the SBE may waive any site visit.

The School will maintain on file all local approvals, including applicable fire marshal clearances, certificate(s) of occupancy, signed building permit inspections, and approved zoning variances.

Zoning and Occupancy

Not less than 30 days prior to the School's opening, the School shall present evidence to the Executive Director of the SBE or his or her designee that principle School sites and any ancillary facilities, including resource centers are located in an area properly zoned (or has obtained a zoning variance or exception to a zoning requirement by the local authorities) for operation of a School and/or has been cleared for pupil occupancy by all appropriate local authorities. For good cause, the Executive Director of the SBE may reduce this requirement to fewer than 30 days, but may not reduce the requirement to fewer than 10 days. Satisfaction of this condition should be determined by the Executive Director of the SBE based primarily on the advice of the Director of the School Facilities and Transportation Services Division.

Health and Safety

The School will have posted on its website and have available a copy of each safety and emergency plan for pupils and staff for each school site(s), if applicable. The plan (in addition to what is already required by law) shall address fire emergencies, earthquakes, natural disasters, civil disorder, intruders on campus, accidents, injuries, and any other threat to the health and safety of pupils and staff. The School will provide regular training for staff to respond to emergencies and will conduct regular, routine emergency drills for pupils and staff. In addition, the School will address their policies on bullying prevention, pursuant to the Safe Place to Learn Act, per *EC* 234 et. seq.

All volunteers who will be performing services that are not under the direct supervision of a School employee and have unsupervised contact with pupils will submit to background checks and fingerprinting in a manner authorized by the Department of Justice (DOJ).

Criminal History Background Checks and Subsequent Arrest Notification Service for Certificated Staff

The School shall comply with and maintain compliance of the requirements of *EC* 44237 and 44830.1, pertaining to criminal history record summaries, fingerprints, and subsequent arrest notices. The School must comply with *EC* 44830.1 in requesting a subsequent arrest service notification from the DOJ. The SBE and/or CDE will request evidence that the School is in compliance with *EC* 44830.1, and may request evidence that it is receiving and/or is subscribed to the DOJ's Subsequent Arrest Notification (SAN) service prior to opening. The School shall also affirm that the SAN service is subscribed to for the Custodian of Records for the School and that such notices are sent to no individual other than the Custodian of Records. The School will require all employees, and onsite vendors having unsupervised contact with pupils, to submit to background checks and fingerprinting in accordance with *EC* 45125.1.

The School will abide by the California *Penal Code* (*PC*) Section 11102.2 in appointing an approved Custodian of Records to monitor arrest records and maintain confidentiality of all information gained from the DOJ. Once approved by the DOJ, the School shall inform the SBE of the identity of their Custodian. The SBE requests the School upload this information prior to the site visit, as specified in the Appendix C attached to this MOU.

Mandated Reporting

The School agrees to, and by signing this MOU, affirms that it will train its employees and persons working on behalf of the School who are mandated reporters on mandated reporting requirements. The School will develop a process for training these individuals and provide proof of completed training within the first six weeks of each school year, or within the first six weeks of the person's employment. Should this training not occur, the School is to report such information to the CDE pursuant to *PC* Section 11165.7(d).

Section 2: Educational Performance

Educational Program

Prior to opening, the School shall make the following information available for CDE review:

- A description of the curriculum development process the School will use; the scope and sequence for the grades envisioned by the School; the complete educational program for pupils to be served in the first year including, but not limited to, a description of the curriculum and identification of the basic instructional materials to be used; plans for professional development of instructional personnel to deliver the curriculum and use the instructional materials

- Identification of the specific assessments that will be used to evaluate student progress, in addition to the results of the statewide assessment system, the California Assessment of Student Performance and Progress, the California English Language Development Test or its successor assessments, the Content Standards Test, if applicable, and the California Physical Fitness Test
- The annual School calendar that includes, at a minimum, the number of instructional days and minutes required by law and the number of professional development days
- The daily bell schedule

2.1 The Local Control Accountability Plan Requirement

Under the Local Control Funding Formula (LCFF), all local educational agencies (LEA) are required to prepare a Local Control Accountability Plan (LCAP), which describes how they intend to meet annual goals for all pupils, with specific actions to address state and local priorities identified pursuant to *EC* 52060(d). A charter school is considered an LEA for this purpose. The Governing Board of the charter shall adopt an LCAP on or before July 1 of each school year. According to *EC* 52062, specific actions included in the LCAP, or the annual update of the LCAP, must be consistent with the strategies included in the School plans submitted pursuant to *EC* 64001. All charter schools must complete an LCAP using the template adopted by the SBE, which can be found on the CDE LCAP web page at: https://www.cde.ca.gov/re/lc/. A charter school's LCAP is a separate document from the charter petition. The LCAP must describe the goals, for all pupils and each subgroup of pupils, which are aligned to the state priorities identified in *EC* 52060 that apply to each grade level served and the nature of the program. The chartering authority reviews the LCAP and the LCAP annual update as part of its regular oversight duties.

Under *EC* 47606.5, the School must demonstrate how the School consulted with specific stakeholders identified in development of its LCAP. In addition, *EC* 47605.5 further requires an annual update to the LCAP. The School must be familiar with each requirement of LCFF, specifically, with regard to the development, submission, and updates to the School's individual LCAP.

In addition, the School is subject to the Uniform Complaint Procedure (UCP) regarding the LCAP. The School shall therefore comply with *EC* 52075, which required as of June 30, 2014, that policies and procedures be in place in order to implement this UCP process.

2.2 Special Education

Prior to opening, the School shall submit to the Executive Director of the SBE written verification of Special Education Local Plan Area (SELPA) membership as an LEA. To

prove membership, the School must also submit either written verification that the School is (or will be at the time pupils are being served) participating in the SELPA, or an agreement between a SELPA, a School district that is a member of the SELPA, and the School, which describes the roles and responsibilities of each party and that explicitly states that the SELPA and the School consider the School's pupils to be pupils of the School district in which the School is physically located for purposes of special education programs and services. Satisfaction of this condition should be determined by the Executive Director of the SBE based on the advice of CDE staff following a review of either: (1) the School's written plan for membership in the SELPA, including any proposed contracts with service providers; or (2) the agreement between a SELPA, a School district, and the School. The School will also notify the Executive Director if it intends to make changes to its SELPA arrangement or membership, and will provide the Executive Director of the SBE with an updated membership.

2.3 Independent Study

The Governing Board will develop and maintain policies regarding independent study and confirm that all forms and procedures are in compliance with applicable independent study statutes, attendance accounting procedures, and regulations. If the School plans to offer an independent study program to any of its pupils and such a program is not already part of its charter petition, it must first submit a request for a material revision to the SBE, which must be approved prior to offering or implementing such a program.

2.4 Required Electronic Submissions to CDE Prior to Site Visits

The School will submit and/or update all required documents at least 30 calendar days prior to the first day of the annual site visit by the CDE. Required documents and due dates are provided in Appendix C.

Section 3: Fiscal Operations

3.1 Funding

The School will be direct-funded in accordance with *EC* 47651(a)(3), and its general-purpose entitlement will be the amount computed by the LCFF pursuant to *EC* 42238.02, as implemented by *EC* 42238.03. The Parties recognize the authority of the School to pursue additional funding sources.

3.2 Internal Controls

The Governing Board will develop and maintain internal fiscal control policies governing all financial activities that are approved by the Governing Board. Prior to opening the

School and whenever these policies are revised, a copy of these policies and procedures will be submitted to the CDE. The policies and procedures are subject to review during site visits to verify their implementation.

3.3 Fiscal Agent

The School is responsible for identifying and working with their County Superintendent of Schools to establish the appropriate funds and accounts in the county treasury for the School. Pursuant to *EC* 47651(a)(3), warrants shall be drawn in favor of the county superintendent of schools in the county where the LEA is located that initially denied the charter that was later granted by the SBE.

3.4 Pupil Attendance Accounting and Reporting

Within 30 days prior to opening, the School will submit proposed attendance accounting procedures for CDE approval, including software or any proposed spreadsheet or database formats. Software must be capable of producing reports as described in this section of the MOU.

Pursuant to *EC* 47612.5(a)(2), charter schools are required to maintain contemporaneous records of attendance. To fulfill this requirement, the School shall maintain hard copy attendance records that are signed and dated by the reporting teacher at least once per week. CDE will periodically request that the School send CDE copies of signed and dated weekly attendance from randomly selected School months. In addition, CDE will inspect weekly attendance records during the annual site visit and reserves the right to inspect or request weekly attendance during any announced or unannounced visit to the School. **Failure to maintain attendance records that are signed and dated each week by the teacher recording the attendance can result in loss of apportionment funding.**

The School's startup enrollment must be consistent with the enrollment data described in the charter. The School must submit enrollment and attendance reports according to the following schedule:

Data and Description	Deadline to Report to CDE
Pupil Estimates for New or Significantly Expanding Charters (PENSEC) Report— These data are used to calculate the first special advance apportionment for newly operational charter schools, which represents approximately 37 percent of annual funding	**July 30**
First 20 Days Attendance—These data are used to calculate the second special advance apportionment for newly operational charter	**No later than 15 days after the first 20 School days**

Data and Description	Deadline to Report to CDE
schools, which represent approximately 18% of annual funding	
First Principal Apportionment (P–1)— Attendance for all full school months between July 1 and December 31	**January 5**
Second Principal Apportionment (P–2)— Attendance for all full school months between July 1 and April 15	**April 21**
Annual—Attendance for the entire school year	**June 30**

In addition to submitting electronic data files, the School must submit hard copies of attendance records that include the following:

- Each pupil's daily attendance up to the last day included in the reporting period
- Summary reports that include all pupils' daily attendance subtotaled by school month and by grade
- Hourly attendance sheets signed and dated by teachers for any supplemental hours claimed

Evidence of contact made with parents when pupils are absent from school (e.g., parent contact log, absence log, etc.) will be provided to the CDE upon the CDE's request. This evidence may be reviewed at any time, including but not limited to, site visits to the School, or during an annual review process.

NOTE: It is critical that the above attendance reporting deadlines are met in an accurate and timely manner. If the School misses a reporting deadline or submits incomplete reports, it risks being excluded from that apportionment's certification and funding period. For example, if P–1 attendance data is not received in time for inclusion in the P–1 certification, the School's average daily attendance (ADA) defaults to zero and no funds are paid for the P–1 funding period, February through May.

CDE staff will review and certify the accuracy of the attendance data submitted by the School only when all documentation has been submitted and is accurate. **Attendance data submitted without the required detail will NOT be processed and may result in loss of funding for the School.**

3.5 Revenue and Expenditure Reporting

The School is required to submit periodic reports of revenues, expenditures, and reserves pursuant to *EC* 47604.33. The School must submit reports according to the following schedule:

Budget or Report	Deadline to Submit to CDE
Revised Preliminary Budget and Annual Update pursuant to *EC* 47606.5, as applicable	**July 1**
First Interim Report—Expenditures through October 31	**December 15**
Second Interim Report—Expenditures through January 31	**March 15**
Final Unaudited Actuals Report for prior fiscal year	**September 15**

Reserves

The School is expected to maintain reserves at a level at least equivalent to a School district of similar size as identified in *California Code of Regulations*, Title 5 (5 *CCR*), Section 15450.

School ADA	Expected Reserves
0–300	Greater of 5%* or $55,000**
301–1,000	Greater of 4%* or $55,000**
1,001–30,000	3%

*Percentage applied to total expenditures and other financing uses.
**The dollar amounts are to be adjusted annually by the prior year statutory cost-of-living adjustment pursuant to *EC* 42238, rounded to the nearest thousand.

The CDE may request additional information to evaluate the fiscal condition of the School.

3.6 Annual Audit

By April 1 of each year, the School must contract with an auditor from the Certified Public Accountants Directory Service (CPADS), provided by the California State Controller's Office (SCO), to prepare for the annual audit due on December 15 pursuant to *EC* 41020 and provide the following information to the CDE:

- Name and address of the auditor (the list of CPAs who may perform local education audits is available at http://cpads.sco.ca.gov/CPAList.aspx);
- The fee charged for the audit and whether that fee included the cost for auditing of additional schools; and
- The number of consecutive years the School has contracted with the auditor.

By December 15 of each year, the School will submit an annual independent financial audit to the SCO, the CDE Charter School Division, the CDE Audit Resolution Office, and the county office of education of the county in which the School is located pursuant to *EC* 47605(m). The School will submit any management letters accompanying the audit report to the CDE. To receive a favorable renewal recommendation, each annual audit must be free of findings and exceptions and corrective actions plans must have been implemented so that no findings or deficiencies are repeated the following year.

The audit shall be conducted in accordance with auditing standards generally accepted in the United States of America, the standards set forth in Government Auditing Standards issued by the Comptroller General of the United States, and the *Guide for Annual Audits of K–12 Local Education Agencies and State Compliance Reporting* adopted by the Education Audit Appeals Panel (EAAP). The audit guide is available on the EAAP website at http://www.eaap.ca.gov.

3.7 Oversight Fees

Pursuant to *EC* 47613, the School will be charged an annual oversight fee not to exceed one percent (1%) of the amount received in the current fiscal year LCFF calculated pursuant to *EC* 42238.02, as implemented by *EC* 42238.03.

The initial annual oversight fee will be based on the School's current year P–1 apportionment.

The CDE will annually prepare an invoice to the School within 45 days after the certification of the P–1 apportionment. The final annual oversight fee will be adjusted based on the School's P–2 apportionment. Adjustments due to differences between the apportionments at P–1 and P–2 will be resolved as follows:

- If the CDE under-invoiced oversight fees (LCFF apportionments for P–1 were less than P–2), the CDE will recover fees from the School by adding one percent (1%) of the difference to next fiscal year's invoice.
- If the CDE over-invoiced oversight fees (LCFF apportionments for P–1 were more than P–2), the CDE will refund those fees within 45 days after the due date of the P–2 apportionment.

Invoices are due and payable to the SBE within 30 days of receipt.

3.8 Retirement Systems

Prior to the employment of any individuals by the School, the School must present evidence to the CDE that the School has made appropriate arrangements for the processing of the employees' retirement contributions to the California Public Employees' Retirement System (CalPERS) and/or the California State Teachers' Retirement System (CalSTRS).

Section 4: Fulfilling Charter Terms

4.1 Adherence to the Charter

The School will adhere to all elements of its charter petition, including, but not limited to, its stated mission, measurable pupil outcomes, curriculum, and assessments.

4.2 Material Revisions to Charter

Changes to the charter deemed to be material revisions may not be made without SBE approval. Amendments to the charter considered to be material changes include, but are not limited to, the following:

- Substantial changes to the educational program including the addition or deletion of an educational program, mission, or vision
- Changing or adding a nonclassroom-based program
- Any change that could significantly impact the academic or financial sustainability of the School
- Adding or deleting the grade levels to be served
- Adding sites or closing sites
- Any action taken on the part of the School which will result in a significant shift in pupil population to or from a site (i.e. site-based program changed to an online program)
- Changing admissions policies and preferences
- Departures from the School's instructional philosophy or mission
- Changing the School's governance structure

In addition, a proposed increase or decrease in enrollment that differs by more than 25 percent of the enrollment approved by the SBE in the charter must be reported to the SBE and the CDE. The School will be notified if this requires a material revision.

For nonclassroom-based programs offering services at a resource center, when adding or removing a site, the School will need to notify the CDE by providing the following information:

- Address of the proposed location
- Lease information
- Reason for the addition and/or deletion of the resource center

The approval will be contingent on a preopening site visit conducted prior to opening of the resource center. The School will be notified if this requires a material revision.

There are some circumstances, which may or may not require a material revision. Before a material change is instituted, the School shall inform the SBE, so the SBE can determine whether a request for a material revision is needed. Material amendments to the School's charter may only be made upon the approval of the School's Governing Board, and will take effect only if approved by the SBE pursuant to *EC* 47607.

The School shall seek approval from the CDE in advance of any relocation or establishment of a new site.

4.3 Site Visits

Prior to the SBE authorizing the School to commence operations, the School must demonstrate that it has completed specified actions and provided required documentation. The School may not commence operations without written authorization from the CDE.

The CDE will visit the School facility for an inspection and review prior to the time the School is scheduled to open. The School may not commence operations without written authorization from the CDE.

Annual Site Visits

The CDE will conduct at least one site visit annually to assess the School's fulfillment of the terms of the charter and this MOU. The site visit may include review of the facility, review of records maintained by the School, fiscal operations and internal controls, interviews with the director of the School, staff, and clients, and observation of instruction in the classroom.

Unannounced Visits

The SBE reserves the right to make unannounced visits to the School, inspect any and all records requested, investigate, and interview staff if needed, in addition to the other rights afforded to the SBE as a chartering authority. Occasionally, this investigation and/or evidence can be exchanged via email and telephone calls; however, the SBE reserves the right to personally visit the School.

4.4 Notification Regarding Renewal, Closure, or Revocation

A School that seeks to renew its charter shall, before expiration of the charter, submit its petition for renewal to the Governing Board of the school district that initially denied the charter. If the Governing Board of the school district denies the School's petition for renewal, the School may petition the SBE for renewal of its charter pursuant to *EC* 47605(k)(3). The school should begin the renewal process in the fall prior to the charter's expiration date.

The School's charter will include a description of the procedures to be used in the event the School closes. The procedures must, at a minimum, contain all of the elements in 5 *CCR*, sections 11962 and 11962.1, including a description of the procedures to be used if the 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, as required by *EC* 47605(b)(5)(P).

The School will comply with all responsibilities and requirements in the attached Appendix B.

If the School is to close permanently for any reason, the CDE will serve written notice on the School that the School's closure procedures have been invoked. The School will immediately notify the CDE of the specific individual responsible for coordinating the School's closure procedures. The SBE will identify a staff member to work with the School to complete all closure activities.

Upon closure or revocation, the CDE reserves the right to take possession of any pupil records. Once revoked, the CDE reserves the right to log and either place in storage or remove any property, physical (i.e. computers) or otherwise (i.e. software on the computers), for the purpose of offsetting any amounts owed to the State of California. The School must provide an inventory to the CDE, upon request, of all property, physical or otherwise, as referenced above.

For more information on school closure, please visit the CDE Charter School Closure Process web page at: http://www.cde.ca.gov/sp/ch/csclosurerules.asp.

Section 5: Severability

If any provision or any part of this MOU is held to be invalid, unenforceable, illegal, void and/or contrary to public policy or statute for any reason, then each Party shall be relieved of any obligations arising from such provision(s). The affected portion is severed from this MOU, and the balance of this MOU, if capable of performance, shall remain and continue in full force and effect.

Section 6: Non-Assignment

No portion of this MOU or the Charter petition approved by the SBE may be assigned to another entity without the prior written approval of the SBE, or as specifically stated herein.

Section 7: Waiver

A waiver of any provision or term of this MOU must be in writing and signed by both Parties. Any such waiver shall not constitute a waiver of any other provision of this MOU. The Parties agree that neither party to this MOU waives any of the rights, responsibilities, or privileges established by the Charter Schools Act of 1992.

Notifications

All notices, requests, and other communications under this MOU will be in writing and mailed to the following addresses:

To the CDE at:

Stephanie Farland, Director
Charter Schools Division
California Department of Education
1430 N Street, Suite 5401
Sacramento, CA 95814

To the School at:

John Henry High
1402 Marina Way South
Richmond, CA 94804

This MOU includes the understanding of the Parties with respect to the matters covered in the MOU and supersedes any oral or written understandings between the Parties related to the subject matter of this MOU. No person or party is authorized to make any representations or warranties except as set forth herein; and no MOU, statement, representation, or promise by any individual or party that is not contained in this MOU will be valid or binding. The undersigned acknowledges that she/he has not relied upon any warranties, representations, statements, or promises that are not expressly set forth in this MOU. The Parties further acknowledge that this MOU may be modified, updated, or augmented with the mutual agreement of the Parties, as evidenced in writing.

Sylvia Flores

Printed Name of Site Director, John Henry High

Signature of Site Director, John Henry High | Date

Stephanie Farland

Printed Name of Director, Charter Schools Division

Stephanie Farland Digitally signed by Stephanie Farland Date: 2020.09.03 14:13:40 -07'00'

Signature of Director, Charter Schools Division | Date

Karen Stapf Walters, Executive Director

Printed Name of Duly Authorized Representative of the SBE

Karen Stapf Walters Digitally signed by Karen Stapf Walters Date: 2020.09.04 09:38:06 -07'00'

Signature of Duly Authorized Representative of the Executive Director, SBE | Date

Appendix A: State Board of Education-Authorized Charter School Site Visit

The California Legislature enacted the Charter Schools Act of 1992 to authorize the establishment of charter schools. The purposes of charter schools, as specified in *EC* 47601, are to:

1. Improve pupil learning.
2. Increase learning opportunities for all pupils.
3. Encourage the use of different and innovative teaching methods.
4. Create new professional opportunities for teachers, including the opportunity to be responsible for the learning program at the school site.
5. Provide parents and pupils with expanded educational opportunities within the public school system without the constraints of traditional rules and structure.
6. Provide schools a way to shift from a rule-based to a performance-based system of accountability.
7. Provide competition within the public school system to stimulate improvements in all public schools.

Purpose of Site Visit

The site visit by the CDE is to assess the school's progress in governance and organizational leadership; educational performance; fiscal operations and internal controls; and adherence to the charter. The site visit will include a review of the facility; review of the school's records; and interviews with the school's administration, staff, parents, advisory councils, and governing board. Additionally, the site visit will include classroom observations. The annual site visit is guided by professional integrity and is grounded in evidence, not opinion. The length of a site visit may vary, but will average one and a half days.

Pre-Visit	Timeline
The CDE oversight consultant contacts school to schedule the on-site visit.	6 weeks prior to visit
The CDE oversight consultant provides school leadership with an orientation to the process.	4 weeks prior to visit
School uploads documents requested by the CDE	4 weeks prior to visit
The oversight consultant reviews documents submitted by the school and records their initial questions about the school's performance according to protocol standards. The oversight consultant creates a draft schedule of interviews and classroom visits, finalizes the schedule with the school's input, and sends a copy of the schedule to the school.	1–2 weeks prior to visit

On-Site	Timeline
The oversight consultant spends a minimum of one and a half days on site conducting classroom visits and interviews with school administration, faculty, and students. The site visit will include a review of cumulative record folders and confidential special education files during the on-site visit.	At least 1½–2 days
The oversight consultant will communicate regularly with school leadership to keep the school informed of the consultant's progress and to seek the school's input on that progress.	Ongoing
The oversight consultant's primary objective is to evaluate the degree to which the school is meeting expectations specified in the school's charter and the MOU. Collected evidence is discussed throughout the site visit with the site administration.	Ongoing
The oversight consultant presents an oral report of key concerns to school leadership.	Last day of visit

Following the Visit	Timeline
After the site visit, the oversight consultant provides a written letter that formalizes the concerns discussed on site. This letter will be sent to the charter school Governing Board Chair or President and administrator. This letter will be used by the oversight consultant to monitor the school's progress toward addressing identified concerns.	1–2 weeks after the visit

Appendix B: School Closure Procedures Checklist

Invoking Closure Procedures

Item	Description	LEA Contact	Due Date	Verified
1	In the case of revocation or nonrenewal, the CDE shall notify the charter school in writing that the closure procedures have been invoked. In the case of voluntary surrender, the charter school shall notify the CDE in writing that the closure procedures have been invoked.			

Immediate Actions

Item	Description	LEA Contact	Due Date	Verified
2	The charter school shall immediately notify the CDE of the location of all pupil and business records. Following that notification, no pupil or business records shall be disposed of, moved, or duplicated without the express written consent of the SBE, except that pupil records may be copied for pupils' parents/guardians or transferred to other schools, provided a notation is kept of the records copied or transferred.			
3	The charter school and the CDE shall each immediately identify an individual who will serve as the single point of contact for the entity regarding the school's close out activities.			

Item	Description	LEA Contact	Due Date	Verified
4	The CDE shall immediately notify the charter school in writing whether, on behalf of the State Superintendent of Public Instruction, it is taking over immediate and direct control of all the school's pupil and business records.			

Students and Parents/Guardians

Item	Description	LEA Contact	Due Date	Verified
5	The charter school shall notify the parents/guardians of each pupil enrolled of the school's closure. Unless the CDE otherwise directs, the notification shall be immediate in the case of a revocation (that takes immediate effect) or shall occur within ten days of the invocation of the closure procedures in the case of closure at the end of the current academic year.			
6	The charter school shall continue instruction until the end of the current academic year (unless a revocation takes immediate effect). The charter school shall publicly announce cancellation of all future classes.			
7	If the charter school continues instruction to the end of the current academic year, report cards shall be issued within seven days of the end of classes.			
8	The charter school shall notify surrounding school districts and the county office of education within 14 days of the school's forthcoming closure (or immediate closure if a revocation takes immediate effect).			

Item	Description	LEA Contact	Due Date	Verified
9	The charter school shall provide information to pupil and parents/guardians regarding alternative public school placements within 30 days of the announcement of the school's forthcoming closure, or immediately in the case of a revocation that takes immediate effect.			
10	The charter school shall offer to provide a copy of each pupil's cumulative file upon request of the pupil's parents/guardians. The school shall provide the copy within seven days of a request being received, ensuring that the documents are given to the parents/guardians identified as having legal custody or guardianship of the pupil.			
11	The charter school shall comply within seven days to requests for the transfer of pupils' cumulative files to other public or private schools in which the pupils enroll.			
12	The charter school shall respond within seven days to inquiries from pupils, their parents/guardians and from the media regarding the school's closure, the disposition of pupil and business records, and the alternative placement available to the pupils.			
13	The charter school shall provide the CDE within 14 days with a list of pupils (names, addresses, and phone numbers) in each grade level and the classes they have completed and identify each pupil's district of residence, and a notation of where the pupil's records have been transferred.			
14	The charter school, if an LEA in a SELPA, shall notify the SELPA within 14 days of the closure, complete all documentation necessary for special education pupils, and transfer copies of the pupil's records to the SELPA.			

Item	Description	LEA Contact	Due Date	Verified
15	The CDE shall respond promptly to inquiries from pupils, their parents/guardians, and from the media as necessary.			

Student and Business Records

Item	Description	LEA Contact	Due Date	Verified
16	Once the closure procedures have been invoked, no pupil or business records shall be disposed of, moved, or duplicated without the express written consent of the CDE, except for the duplication or transfer of pupil cumulative files as noted.			
17	At the point the charter school is dissolved, the pupil and business records shall come under the exclusive control of the CDE, which shall distribute, maintain, or dispose of the records as it determines appropriate.			
18	The charter school shall terminate all present leases, service agreements and other contracts not necessary for the close out of the school. Leases, service agreements, and contracts should be terminated in a cost effective manner in order to minimize expenses.			
19	The charter school shall return grant funds and restricted categorical funds to their source in accordance with the terms of the grant or state and federal law. A final expenditure report for all grants will be submitted within 14 days. Federal grants must be closed out, including the filing of the required Final Expenditure Reports and Final Performance Reports. Federal Forms 269 and 269a may apply if the school was receiving funds directly from the U.S. Department of Education.			
20	Close all financial records of the school as of revocation or closure date.			

Faculty and Staff

Item	Description	LEA Contact	Due Date	Verified
21	The charter school shall immediately notify its faculty and staff of the school's closure, providing each with necessary information related to compensation and retirement, including, but not limited to, any optional benefits that they may continue after the school closes.			
22	The charter school shall provide the CDE within 14 days with a description of current and projected payroll and payroll benefits commitments through closure, including a list of each employee and their job duties, and a projection of the funds necessary to: (1) transition the pupils and records; (2) complete all administrative closure related tasks; and (3) complete contracts and grants.			
23	The charter school shall provide CDE within 14 days with notice of any outstanding payments to staff and the method by which the school will make the payments.			
24	The charter school will within 14 days contact the CalSTRS, CalPERS, and the county office of education and follow their procedures for dissolving contracts and reporting, copying the CDE on all correspondence.			

Item	Description	LEA Contact	Due Date	Verified
25	Prior to final closeout, the charter school shall do all of the following on behalf of the school's employees: • File all final federal, state, and local employer payroll tax returns and issue final W–2s and Form 1099s by the statutory deadlines. • File the Federal Notice of Discontinuance with the Department of Treasury (Treasury Form 63). • Make final federal tax payments (employee taxes, etc.). • File the final withholding tax return (Treasury Form 165). • File the final return with the Internal Revenue Service (Form 990 and Schedule).			

Assets and Liabilities

Item	Description	LEA Contact	Due Date	Verified
26	The charter school shall notify all funding sources (including charitable partners) of the school's closure immediately.			
27	The charter school shall immediately notify all contractors (such as a CMO, EMO, food service provider, instructional service provider, or transportation service provider) of the school's closure.			
28	If the charter school has any agreements with organizations representing employees, the charter school shall notify the organizations of the school's closure as may be specified in the agreements.			

Item	Description	LEA Contact	Due Date	Verified
29	The charter school shall notify the CDE within 14 days of all pending litigation to which the school is a party. The charter school shall immediately notify the SBE if litigation is filed thereafter up to the point that the school is formally dissolved.			
30	The charter school within 30 days shall prepare and deliver to the CDE a comprehensive list of creditors and debtors.			
31	The charter school within 30 days shall prepare and deliver to the CDE a comprehensive inventory of all assets, property on lien, and all pending assets not yet delivered.			
32	The charter school, within 30 days, shall prepare and deliver to the CDE a plan for the proposed disposition of all property owned by the school and purchased with public funds. Assets donated to the school may be returned to donors or disposed of in accordance with donors' wishes. Net assets, (after the payment of outstanding liabilities), if any, may be transferred to another public agency, such as another charter school, after approval of the SBE. The charter school shall also provide a detailed inventory list of all physical assets and shall include an identification of which funds were used to purchase each item.			
33	The charter school shall arrange for preliminary (if necessary) and final closure audits to be paid for from the special reserve or bond revenue. The auditor engaged to perform the audit(s) shall be from the list of approved school auditors maintained by the SCO and shall be approved by the CDE. The audit(s) at a minimum shall determine the disposition of all assets and liabilities of the charter school and shall verify the school's comprehensive list of creditors and debtors, and the amounts owed or owing, as well as verify the school's comprehensive list of all assets by source, noting any restrictions on each asset's use.			
34	Based on the audit findings, and with the approval of the CDE, the charter school shall expend any identified assets to liquidate any identified liabilities.			

Item	Description	LEA Contact	Due Date	Verified
35	Following the resolution of all outstanding assets and liabilities, the charter school shall be dissolved. If established as a nonprofit public benefit corporation pursuant to *EC* 47604, the corporation shall be dissolved. Written notification of the above shall be sent to the SBE once final.			

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Appendix C: File List of Documents and Website Contents for the CDE to Review/Prior to Site Visit

School:

School Website Documents Pursuant to the MOU between the SBE and the Charter School: SBE-authorized charter schools are required to post the following information to their school's website.	**To Be Available for CDE Review**	**Update Annually**	**Update as Modified**
School phone, physical address, and email addresses for the School's administrative contacts	September 1	Yes	Yes
Articles of Incorporation	September 1	Yes	Yes
Board-Approved Bylaws, Board-Approved Policies, and Administrative Regulations	September 1	Yes	Yes
Annual Calendar of Board Meetings	September 1	Yes	Yes
All Board Meeting Agendas and Minutes Posted (including a description of how parents and community members will be notified of meetings)	September 1	No	Yes
Roster/biographies/contact information of current Board members	September 1	Yes	Yes
Current Charter Petition	September 1	Yes	Yes
Outreach and Recruitment Plan and Outcomes	September 1	Yes	Yes
Enrollment form and enrollment Procedures	September 1	Yes	Yes
Lottery Procedures (including dates, preferences, and procedures)	September 1	Yes	Yes
Application and Enrollment Forms for Lunch Program	September 1	Yes	Yes
Conflict of Interest Policy	September 1	Yes	Yes

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School Website Documents Pursuant to the MOU between the SBE and the Charter School: SBE-authorized charter schools are required to post the following information to their school's website.	**To Be Available for CDE Review**	**Update Annually**	**Update as Modified**
Student/Parent Handbook	September 1	Yes	Yes
Campus Supervision Policy	September 1	Yes	Yes
Discipline Policy	September 1	Yes	Yes
Complaint Procedures	September 1	Yes	Yes
Williams Act	September 1	Yes	Yes
Health/Safety and Emergency Plans	September 1	Yes	Yes
Annual School Calendar	September 1	Yes	Yes
Bell Schedule with Teacher Names and Grade Level Assignment for Elementary Charters	September 1	Yes	Yes
Master Schedule with Teacher Names and Assignments for Middle and/or High School Charters	September 1	Yes	Yes
School Accountability Report Card (for prior academic year)	September 1	Yes	No
LCAP Annual Update and three-year LCAP	September 1	Yes	Yes
Board Approved Budget	September 1	Yes	Yes
Course Outlines and/or Scope and Sequence	September 1	Yes	Yes
SELPA Membership	September 1	No	Yes

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Site Visit Documents to be Uploaded to the File Transfer Protocol, exFiles	Due for CDE Review	Requires an Upload	Date CDE Reviewed and Oversight Staff Initials
Mandated Reporter Training *Certification that all staff have completed mandated reporter training.*	6 weeks after the start of school	Yes	No
Document demonstrating all board members have received Brown Act training *Scanned/uploaded document demonstrating that all board members have received Brown Act training*	30 days prior to site visit	Yes	No
Assurance that criminal record summaries are kept and available for review *Scanned/uploaded assurance document signed by the school leader that such records are kept and available for review*	6 weeks after the start of school	Yes	No
Board-Adopted Fiscal Control Policies *Scanned/uploaded document containing board-adopted internal fiscal control policies*	30 days prior to site visit	Yes	No
Independent Study Policy (if applicable) *Scanned/uploaded document describing independent study policy (if none, state NA)*	6 weeks after the start of school	Yes	No
Employee Handbook *Scanned/uploaded current employee handbook*	6 weeks after the start of school	Yes	No
Scope and Sequence, Course Outlines for all courses *Scope and Sequence for ALL courses can be found on school site.*	N/A	No	Make available at the site visit
Master Schedule for Middle and/or High School with Teacher Names and Assignments	6 weeks after the start of school	Yes	No

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Site Visit Documents to be Uploaded to the File Transfer Protocol, exFiles	Due for CDE Review	Requires an Upload	Date CDE Reviewed and Oversight Staff Initials
Bell Schedule with Teacher Names and Grade Level Assignment for Elementary Charters	6 weeks after the start of school	Yes	No
Credentialed Highly Qualified Teachers *Completed teacher credential template for all teaching staff*	6 weeks after the start of school	Yes	No
Emergency Safety Binder *At minimum shall address fire emergencies, earthquakes, natural disasters, civil disorder, intruders on campus, accidents, injuries and any other threats to the health and safety of students and staff.*	N/A	No	Make available at the site visit
Student Files: Cum and IEP files	N/A	No	Make available at the site visit
Employee Personnel Files	N/A	No	Make available at the site visit
Contract Agreements for Administrative Services Outlined in Charter Petition	6 weeks after the start of school	Yes	No