



# Amethod Public Schools

## Regular Meeting of the AMPS Board of Directors

Published on October 11, 2024 at 4:29 PM PDT

Amended on October 16, 2024 at 1:56 PM PDT

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### Date and Time

Wednesday October 16, 2024 at 6:00 PM PDT

### Location

1450 Marina Way South Richmond CA 94804

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The Board of Directors (Board) and employees of Amethod Public Schools will be holding this meeting in person at **1450 Marina Way South, Richmond, CA 94804**.

Members of the public who wish to attend in person can join us in the Home Office's Board Room at 1450 Marina Way South, Richmond, CA 94804. Or members of the public may meet via the Zoom meeting platform at:

<https://us02web.zoom.us/j/83187954557>

We also offer two-way teleconference locations for the public to attend in our Oakland school sites:

Oakland Charter High School- 2365 Coolidge Ave, Oakland, CA 94601

Downtown Charter Academy- 2000 Dennison St, Oakland, CA 94606

Oakland Charter Academy- 4215 Foothill Blvd, Oakland, CA 94601

**Participating by Telephone:** 669-900-9128 Meeting ID: 831 8795 4557

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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.

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**Disability Access:** Requests for disability-related modifications or accommodations to participate in this public meeting should be made 24 hours prior to the meeting by calling (510) 436-0172. 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

	Purpose	Presenter	Time
<b>I. Opening Items</b>			<b>6:00 PM</b>
<b>A.</b> Call the Meeting to Order		Gilbert Lopez Jr.	2 m
<b>B.</b> Record Attendance		Grace Barriga	2 m
<b>C.</b> Announcements			2 m
<b>D.</b> Public Comments on Non-Agenda Items			2 m
Members of the public may comment here on non-agenda items that relate to one or more schools operated by Amethod Public Schools.			
<b>II. Consent</b>			<b>6:08 PM</b>
<b>A.</b> Approval of 09/11/2024 Regular Board Meeting Minutes	Approve Minutes		1 m
<b>B.</b> Approval of 09/11/2024 Special Board Meeting Minutes	Approve Minutes		1 m

	Purpose	Presenter	Time
<b>C.</b> Approval of Updated Student Retention Policy	Vote		1 m
<b>D.</b> Approval of Updated Math Placement Policy	Vote		1 m
<b>III. Business</b>			<b>6:12 PM</b>
<b>A.</b> 2023-2024 CAASPP and ELPAC Data Presentation for School Sites  Public Comment	Discuss	Mary Busby	30 m
<b>B.</b> CEO Report  Topics to include: School Enrollment/ADA, Attendance, and Charter Renewals. Public Comment	Discuss	Sylvia Flores	15 m
<b>C.</b> Approval of Amended FST Bylaws  Public Comment	Vote	Maria Arechiga	10 m
<b>D.</b> Approval of Annual JHHS Certification of Compliance Review  Public Comment	Vote	Maria Arechiga	10 m
<b>E.</b> Approval of Provisional Internship Permits  Public Comment	Vote	Adrienne Barnes	5 m
<b>F.</b> Approval of Declaration of Need for Fully Qualified Educators (CL-500) for John Henry High School  Public Comment	Vote	Adrienne Barnes	5 m
<b>G.</b> Approval of Appointment of CEO as Authorized Designee to Submit the RCA Charter Renewal Petition to WCCUSD  Public Comment	Vote	Sylvia Flores	5 m
<b>IV. Closed Session</b>			<b>7:32 PM</b>
<b>A.</b> CONFERENCE WITH LEGAL COUNSEL— ANTICIPATED LITIGATION	Discuss		90 m

	Purpose	Presenter	Time
Significant exposure to litigation pursuant to Paragraph (2) or (3) of subdivision (d) of Section 54956.9:(three cases)			
B. PUBLIC EMPLOYEE PERFORMANCE EVALUATION	Discuss		30 m
Title: Chief Executive Officer.			
V. Closing Items			9:32 PM
A. Adjourn Meeting	FYI	Gilbert Lopez Jr.	1 m

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# Coversheet

## Approval of 09/11/2024 Regular Board Meeting Minutes

**Section:** II. Consent  
**Item:** A. Approval of 09/11/2024 Regular Board Meeting Minutes  
**Purpose:** Approve Minutes  
**Submitted by:**  
**Related Material:**  
Minutes for Regular Meeting of the AMPS Board of Directors on September 11, 2024

APPROVED



# Amethod Public Schools

## Minutes

### Regular Meeting of the AMPS Board of Directors

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#### Date and Time

Wednesday September 11, 2024 at 6:00 PM

#### Location

1450 Marina Way South, Richmond CA 94804

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## ORDER OF BUSINESS MAY BE CHANGED WITHOUT NOTICE

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### Directors Present

E. Gallegos, E. Quiroz, G. Lopez Jr., M. Moncada

### Directors Absent

A. Emmanuelli

### Guests Present

G. Barriga

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## I. Opening Items

### A. Call the Meeting to Order

G. Barriga called a meeting of the board of directors of Amethod Public Schools to order on Wednesday Sep 11, 2024 at 6:05 PM.

### B. Record Attendance

### C. Announcements

No Announcements.

### D. Public Comments on Non-Agenda Items

No Public Comments on Non-Agenda Items.

## II. Consent

#### A. Approval of 08/28/2024 Regular Board Meeting Minutes

E. Gallegos made a motion to approve the minutes from Regular Meeting of the AMPS Board of Directors on 08-28-24.

E. Quiroz seconded the motion.

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

##### Roll Call

G. Lopez Jr.	Aye
A. Emmanuelli	Absent
E. Quiroz	Aye
E. Gallegos	Aye
M. Moncada	Aye

### III. Business

#### A. Approval of Updated Tuition Reimbursement Policy

E. Gallegos made a motion to Approval of Updated Tuition Reimbursement Policy.

M. Moncada seconded the motion.

Chief Executive Officer, Sylvia Flores, presents a tuition Reimbursement Policy. This will give opportunity to those who wish to further their education through a Preliminary Credential Program or the Induction Program. This new proposal would double the amount of reimbursement allotted. Ms. Flores proposes \$8,000 Preliminary Credential Program or the \$4,000 Induction Program. The new language would specify that teacher's must continue to work for AMPS for at least 60 days following reimbursement. Ms. Flores is looking into grants to help alleviate this cost.

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

##### Roll Call

G. Lopez Jr.	Aye
A. Emmanuelli	Absent
M. Moncada	Aye
E. Gallegos	Aye
E. Quiroz	Aye

#### B. Approval of 2023-24 Education Protection Account Report

E. Quiroz made a motion to Approval of 2023-24 Education Protection Account Report.

E. Gallegos seconded the motion.

Chief Operating Officer Adrienne Barnes is seeking approval for the Education Protection Account Report for the 2023-2024 school year. This is brought to the board for review twice a year. This is confirming that we received funds, and they were spent on instruction.

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

#### Roll Call

M. Moncada Aye  
G. Lopez Jr. Aye  
A. Emmanuelli Absent  
E. Quiroz Aye  
E. Gallegos Aye

### C. CEO Report

Ms. Flores presents her report. She begins with depicting the actual current enrollment and budgeted enrollment for all six schools. Some schools are overcapacity, while others have spaces for less than 20 students. Overall, Current enrollment is at 1,968 and Budgeted Total is 1,993 leaving us with a difference of 25 students. Ms. Flores goes over Average Daily Attendance for all schools. Most schools have at least 95% attendance. Ms. Flores discusses the Williams Visit and reports that DCA, OCA, RCA, BJE, and JHHS have completed both facilities and instructional materials visits. There were no major findings during the visits. The OCHS and RCA petition will be submitted by the end of September, which means that Petition Hearings will be held in October and November, and Decision Hearings will be held in December. Back to School nights have been underway and successful. September 20th kicks off the first day of our Extended Learning Program which allows students to engage in activities during non-instructional days.

## IV. 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 6:56 PM.

Respectfully Submitted,  
G. Lopez Jr.

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*Schools Main Administration, 1450 Marina Way South Second Floor. Richmond, CA 94804;  
telephone, (510) 436-0172; Email: gbarriga@amethodschools.org*

# Coversheet

## Approval of 09/11/2024 Special Board Meeting Minutes

**Section:** II. Consent  
**Item:** B. Approval of 09/11/2024 Special Board Meeting Minutes  
**Purpose:** Approve Minutes  
**Submitted by:**  
**Related Material:**  
Minutes for Special Meeting of the AMPS Board of Directors on September 11, 2024

APPROVED



# Amethod Public Schools

## Minutes

### Special Meeting of the AMPS Board of Directors

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#### Date and Time

Wednesday September 11, 2024 at 7:00 PM

#### Location

1450 Marina Way S, Richmond, CA 94520

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The Board of Directors (Board) and employees of Amethod Public Schools will be holding this meeting in person at **1450 Marina Way South, Richmond, CA 94804.**

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### Directors Present

E. Gallegos, E. Quiroz, G. Lopez Jr., M. Moncada

### Directors Absent

A. Emmanuelli

### Guests Present

G. Barriga

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## I. Opening Items

### A. Call the Meeting to Order

G. Barriga called a meeting of the board of directors of Amethod Public Schools to order on Wednesday Sep 11, 2024 at 7:06 PM.

### B. Record Attendance

### C. Announcements

No public announcements.

### D. Public Comments on Non-Agenda Items

No Public Comments on Non-Agenda Items.

## II. Closed Session

#### A. CONFERENCE WITH LEGAL COUNSEL—ANTICIPATED LITIGATION

No Reportable Actions.

### III. 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 8:30 PM.

Respectfully Submitted,  
G. Lopez Jr.

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# Coversheet

## Approval of Updated Student Retention Policy

<b>Section:</b>	II. Consent
<b>Item:</b>	C. Approval of Updated Student Retention Policy
<b>Purpose:</b>	Vote
<b>Submitted by:</b>	
<b>Related Material:</b>	AMPS Promotion and Retention Policy _ CLEAN.pdf 19 promotion or retention_REDLINE.pdf



HONOR HARD WORK

Board Policy #: 5000-19

Adopted: 2008

Revised: June 18, 2024

## **PROMOTION AND RETENTION POLICY**

The school standards for progress are high and considerably more demanding than many of the local school districts and schools. The nature of the high stakes certainty of charter schools and the existing achievement gaps among racial and economic sub groups in public education, merit and justify the need for exceeding academic standards and programs.

As such, the school/organization expects students to progress through each grade within one school year. To accomplish this, instruction and programs will accommodate growth patterns in accordance with the state standards and frameworks; and needs of individual students which include strategies for addressing academic deficiencies when needed.

Students shall progress through the grade levels by demonstrating growth in learning and meeting grade-level standards of expected student achievement. Progress toward high school graduation shall be based on the student's ability to pass the subjects and electives necessary to earn the required number of credits as set by school and organizational policy. The student must also meet the minimum proficiency requirements set by the academic policies accepted by the board.

When high academic achievement is evident, the Site Administrators may recommend a student for acceleration into a higher grade level. The student's social and emotional growth shall be taken into consideration in making a determination to accelerate a student.

When academic achievement is below established school acceptable standards, as early as possible in the school year, the Site Administrators shall identify students, including new enrolled incoming students, who should be retained and who are at risk of being retained in accordance with law, Board policy, school regulation.

The following criteria will be reviewed in calculating retention or promotion of grade:

- Grade Point Average (*Grades below the mark of C- are considered as failing and receive 0 credits*)
- Number of credits and subject matter courses needed to fulfill graduation/promotion requirements
- Multiple measures assessments (*including Standardized Testing and Reporting Program and Interim/Benchmark assessments*) \* *these are not used to retain. May be reviewed in conjunction with other areas.*
- Attendance (*More than 18 unexcused absences may constitute a retention if the student also has failing grades*)
- Comprehensive Intervention Plan as established by the site and the progress that the student makes towards set goals

When a student is recommended for retention or is identified as being at risk for retention, the Site Administrator shall provide opportunities for remedial instruction to assist the student in overcoming

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academic deficiencies. Such opportunities may include but are not limited to tutorial programs, after-school programs, summer school programs and/or the establishment of a student study team or ILP.

Other considerations:

- No student will be retained more than once during that student's progression at their school site.
- No student will be retained unless a comprehensive intervention plan has been implemented by the COST team.
- Identifying students at risk of retention must occur at least eight weeks before the end of the school year. The parent(s) or guardian(s) of identified students must be notified in writing at least six weeks before the end of the school year that their child is at risk of retention.
- No student will be retained for non-academic reasons.
- The COST team must conclude that retention is in the student's best interests and consider the emotional and social consequences of the decision. The COST team will then make final retention recommendation requests for students meeting the indicated criteria and seek the CAO's final approval at least two weeks before the end of the school year.
- The school/organization does neither offer nor support social promotion programs.

## **Students with Special Needs**

Students identified as students with IEPs or 504 Plans will be evaluated within the stated goals and needs of the specific student by the Individual Education Plan (IEP) team and/or 504 team. Although standards will remain high for all subgroups, students with IEPs or 504 Plans will be evaluated on an individual basis with consideration of the existing IEP or 504 program, goals, and offered accommodations and modifications.

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**Oakland Charter Academy Inc.  
Public Charter Schools**

Board Policy 5000-19

Promotion/Acceleration/Retention

Approved 2008

Board Policy #: 5000-19

Adopted: 2008

Revised: June 18, 2024

## PROMOTION AND RETENTION POLICY

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As such, the school/organization expects students to progress through each grade within one school year. To accomplish this, instruction and programs will accommodate growth patterns in accordance with the state standards and frameworks; and needs of individual students which include strategies for addressing academic deficiencies when needed.

Students shall progress through the grade levels by demonstrating growth in learning and meeting grade-level standards of expected student achievement. Progress toward high school graduation shall be based on the student's ability to pass the subjects and electives necessary to earn the required number of credits as set by school and organizational policy. The student must also meet the minimum proficiency requirements set by the academic policies accepted by the board.

When high academic achievement is evident, the Site Administrators may recommend a student for acceleration into a higher grade level. The student's social and emotional growth shall be taken into consideration in making a determination to accelerate a student.

When academic achievement is below established school acceptable standards, as early as possible in the school year, the Site Administrators shall identify students, including new enrolled incoming students, who should be retained and who are at risk of being retained in accordance with law, Board policy, school regulation.

The following criteria will be reviewed in calculating retention or promotion of grade:

- Grade Point Average (*Grades below the mark of C- are considered as failing and receive 0 credits*)  
~~More than 2 semester grades below a C- may constitute retention.~~
- ~~PE and language are included in grade calculations~~
- Number of credits and subject matter courses needed to fulfill graduation/promotion requirements

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- Multiple measures assessments *(including Standardized Testing and Reporting Program and Interim/Benchmark assessments)* \* these are not used to retain. May be reviewed in conjunction with other areas.
- Attendance ~~record~~ (More than 185 unexcused absences may constitute a retention if the student also has failing grades)
- ~~Independent Learning~~ Comprehensive Intervention Plans (H-P) as established by the site and the progress that the student makes towards set goals

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When a student is recommended for retention or is identified as being at risk for retention, the Site Administrator shall provide opportunities for remedial instruction to assist the student in overcoming academic deficiencies. ~~Homework recovery may or may not be allowed.~~ Such opportunities may include but are not limited to tutorial programs, after-school programs, summer school programs and/or the establishment of a student study team or ILP.

### Other considerations:

- No student will be retained more than once during that student's progression at their school site.
- No student will be retained unless a comprehensive intervention plan has been implemented by the COST team.
- Identifying students at risk of retention must occur at least eight weeks before the end of the school year. The parent(s) or guardian(s) of identified students must be notified in writing at least six weeks before the end of the school year that their child is at risk of retention.
- No student will be retained for non-academic reasons.
- The COST team must conclude that retention is in the student's best interests and consider the emotional and social consequences of the decision. The COST team will then make final retention recommendation requests for students meeting the indicated criteria and seek the CAO's final approval at least two weeks before the end of the school year.

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### Students with Special Needs

Students identified as students with ~~Special Needs~~ IEPs or 504 Plans will be evaluated within the stated goals and needs of the specific student by the Individual Education Plan (IEP) team and/or 504 team. ~~and student needs.~~ Although standards will remain high for all subgroups, ~~Special Needs Students~~ students with IEPs or 504 Plans will be evaluated on an individual basis with consideration of the existing IEP or 504 programs, goals, and offered accommodations and modifications.

# Coversheet

## Approval of Updated Math Placement Policy

**Section:** II. Consent  
**Item:** D. Approval of Updated Math Placement Policy  
**Purpose:** Vote  
**Submitted by:**  
**Related Material:**  
AMPS Mathematics Placement Policy & Process for High Schools \_ REDLINE.pdf  
AMPS Mathematics Placement Policy & Process for High Schools \_ CLEAN.pdf

## Amethod Public School's Mathematics Placement Policy for High Schools

Board Approved: ~~October 16, 2024~~ ~~June 18, 2024~~

### Purpose

In alignment with our mission to provide a rigorous, college-preparatory education to all students, especially those from historically disenfranchised populations, and in compliance with the California Mathematics Placement Act of 2015 (SB 359 / EC 51224.7), Amethod Public Schools has adopted the following Mathematics Placement Policy for its High Schools with approval from its board of governance. Pursuant to California Education Code Section 260, the Governing Board has the primary responsibility for ensuring that school ~~district~~ programs and activities are free from discrimination based upon enumerated characteristics, including race and ethnicity. Because the Governing Board is responsible for ensuring that all students, regardless of race or ethnic background, receive an equal chance to advance in mathematics, the Governing Board desires to ensure that Amethod Public Schools implements a fair, objective and transparent mathematics placement process.

### Use of Objective Indicators

The Governing Board therefore directs Amethod Public Schools staff to create, implement, and monitor a mathematics placement process that includes, but is not limited to, the following elements: computerized diagnostic placement tests aligned to state-adopted content standards such as the those provided by the Northwest Education Association (NWEA) or diagnostic placement tests aligned to state-adopted content standards created by qualified staff and reviewed by a committee of their peers; standardized tests that reflect statewide mathematics assessments relevant to middle and high school mathematics course placements; student grades in courses from previous grades that reflect comprehension and mastery of the subject matter relevant to the courses provided in higher-level courses; and other objective indicators of student performance and proficiency in mathematics.

### Prohibition of Subjective Measures

Subjective placement measures, such as placement recommendations, may not be considered in determining mathematics placement. However, recognizing that teachers and counselors are often aware of students' talents and abilities that are not reflected in objective data, an exception to this prohibition may be made to advance a student to a higher mathematics class than objective data indicates.

### Notification and Opportunity for Recourse

Mathematics placement decisions and parent/student notification of placement decisions shall be made according to a timeline that allows for maximum use of current objective measures.

Placement decisions shall be communicated in writing to parents/students prior to the start of the school year. Notices of placement protocol shall also include a recourse plan developed by Amethod Public Schools, for any parents/guardians/students who may be dissatisfied with a student's mathematics placement.

### **Implementation, Monitoring, And Accountability**

~~Charter School District~~ staff involved in placement decisions shall be properly trained on the protocol and its use. The protocol shall also include steps for ensuring that it is being followed in practice, including provisions for checking that each student is properly placed according to the protocol within the first 30 days of the school year. Any student found to be misplaced shall be promptly placed in the correct mathematics course.

### **Governing Board Approval And Review**

~~Charter School District~~ staff shall report to the Governing Board regularly and report on the effectiveness of the process and any need for changes or modifications. Once approved, the process shall be prominently posted on the ~~Charter School's District's~~ website and shall be made readily accessible to parents/students and administrators. Any necessary changes to the process shall be reflected on the school's website and in writing to parents/families in a timely manner.

### **Legal References:**

California Education Code Section 200

California Education Code Section 201

California Education Code Section 260

### **Methods for Placement Process**

All ninth grade students entering high school for the first time will be given a diagnostic test based on California Common Core Content Standards for Algebra I provided through an external assessment provider (e.g., Northwest Evaluation Association, Illuminate Education, et al.).

All students who have completed Algebra I in 7<sup>th</sup> or 8<sup>th</sup> grade and have received a passing grade of C- (70%) or higher in that course, will be placed in the next progressive class in the school, currently Geometry, unless a parent or guardian, teacher or other staff member requests evaluation of the student's knowledge of Algebra I whereby the student in question may be placed in an alternate class based upon the results from the Algebra I diagnostic test.

All students who have not completed Algebra I in 7<sup>th</sup> or 8<sup>th</sup> grade will be placed in ~~a Math Support Course/Lab in addition to~~ Algebra I unless they show proficiency in Algebra I concepts and skills. Proficiency in Algebra I concepts and skills will be determined by achieving a score

showing proficiency on at least one of two diagnostic tests: **(1)** a diagnostic test based on California Common Core Content Standards for Algebra I provided through an external assessment provider (e.g., Northwest Evaluation Association, Illuminate Education, et al.) **OR**, at the request of a student's parent, guardian, or school staff member **(2)** an in-house diagnostic test based on California Common Core Content Standards for Algebra 1 created by a qualified teacher and approved by at least two other math teachers within the Amethod Public School network selected by a member of the Home Office Instructional staff (e.g., Chief Academic Officer, Regional Director of Instruction, Instructional Coordinator, et al.).

Scores showing proficiency ("cut scores") will be mutually agreed upon by a team composed of the following personnel: Mathematics Teacher (preferably a lead teacher and/or department head), School Site Administrator, and Staff Member of the Amethod Public Schools Home Office deemed qualified to evaluate curriculum (e.g., Chief Academic Officer, Regional Director of Instruction, Instructional Coordinator, et al.).

Students' transcripts and/or report cards will be collected with their matriculation submissions during the enrollment period. Report cards and transcripts will be evaluated by a school site staff member. ~~and s~~Students' seventh and eighth grade mathematics courses will be recorded for use by the individual or individuals tasked with building the master schedule and/or determining course assignments for students, while following all laws and regulations to protect student confidentiality.

School-site staff are required to keep a record of all students' individual ninth grade mathematics placements, the scores that students received on any diagnostic tests given by the school or Amethod Public Schools used to help determine placement, the student's' seventh and eighth grade mathematics courses, the grades students received for both semesters 1 and 2 of their seventh and eighth grade mathematics courses, if available, and any additional evidence used to place students.

### Methods for Evaluating the Placement Process

A team of the following personnel will come together to assess the accuracy of placement and determine and permit the reevaluation of individual pupil progress within the first thirty (30) days of the regular school year: Mathematics Teacher (preferably a lead teacher and/or department head), School Site Administrator, and Staff Member of the Amethod Public Schools Home Office deemed qualified to evaluate curriculum (e.g., Chief Academic Officer, Regional Director of Instruction, Instructional Coordinator, et al.). The meeting and determination of this team will be considered the *placement checkpoint* and during this meeting the team will evaluate and determine whether subsequent meetings throughout the school-year are necessary as well as determine if any changes to this process are necessary.

An examination of the aggregate pupil placement data must occur annually by May of the school year in order to ensure that pupils who are qualified to progress in mathematics courses based on their performance on the objective measures selected are not held back in a

disproportionate manner on the basis of their race, ethnicity, gender, or socioeconomic background. All local educational agencies shall report the aggregate results of this examination to the governing board prior to the end of the school along with any recommended revisions to this process.

### **Notice of Placement Process and Means of Recourse**

Parents/guardians of all incoming ninth grade students will be notified in writing of their student's placement and the process used to determine that placement prior to the beginning of the school year.

Any parent, guardian, teacher, or staff member who has reasonable evidence to assert that a student has been misplaced or who wishes a student's placement to be reevaluated is encouraged to contact school-site administration in a timely manner. Individuals requesting reevaluation of placement may be asked to provide objective evidence (e.g., student results on a relevant statewide mathematics assessment) or request one of the diagnostics aforementioned be administered. School site administration will determine the appropriate course of action and may contact Home Office staff for clarification on this process or application. Individuals who feel that this process has not been followed with fidelity or believe that their student has not been fairly placed are encouraged to bring their concerns to the attention of their school's Site Administration, the Director of Instruction, or, if necessary, to follow the Internal Resolution Service Process and Forms for Amethod Public Schools found on Amethod Public Schools website [www.amethodschools.org](http://www.amethodschools.org) ([https://amethodschools.org/apps/pages/index.jsp?uREC\\_ID=376642&type=d&termREC\\_ID=&pREC\\_ID=681089](https://amethodschools.org/apps/pages/index.jsp?uREC_ID=376642&type=d&termREC_ID=&pREC_ID=681089)) or available at any AMPS campus.

This policy and subsequent revisions are to be placed on the Amethod Public School website.

## **Amethod Public Schools Mathematics Placement Policy for High Schools**

Board Approved: October 16, 2024

### **Purpose**

In alignment with our mission to provide a rigorous, college-preparatory education to all students, especially those from historically disenfranchised populations, and in compliance with the California Mathematics Placement Act of 2015 (SB 359 / EC 51224.7), Amethod Public Schools has adopted the following Mathematics Placement Policy for its High Schools with approval from its board of governance. Pursuant to California Education Code Section 260, the Governing Board has the primary responsibility for ensuring that school programs and activities are free from discrimination based upon enumerated characteristics, including race and ethnicity. Because the Governing Board is responsible for ensuring that all students, regardless of race or ethnic background, receive an equal chance to advance in mathematics, the Governing Board desires to ensure that Amethod Public Schools implements a fair, objective and transparent mathematics placement process.

### **Use of Objective Indicators**

The Governing Board therefore directs Amethod Public Schools staff to create, implement, and monitor a mathematics placement process that includes, but is not limited to, the following elements: computerized diagnostic placement tests aligned to state-adopted content standards such as the those provided by the Northwest Education Association (NWEA) or diagnostic placement tests aligned to state-adopted content standards created by qualified staff and reviewed by a committee of their peers; standardized tests that reflect statewide mathematics assessments relevant to middle and high school mathematics course placements; student grades in courses from previous grades that reflect comprehension and mastery of the subject matter relevant to the courses provided in higher-level courses; and other objective indicators of student performance and proficiency in mathematics.

### **Prohibition of Subjective Measures**

Subjective placement measures, such as placement recommendations, may not be considered in determining mathematics placement. However, recognizing that teachers and counselors are often aware of students' talents and abilities that are not reflected in objective data, an exception to this prohibition may be made to advance a student to a higher mathematics class than objective data indicates.

### **Notification and Opportunity for Recourse**

Mathematics placement decisions and parent/student notification of placement decisions shall be made according to a timeline that allows for maximum use of current objective measures.

Placement decisions shall be communicated in writing to parents/students prior to the start of the school year. Notices of placement protocol shall also include a recourse plan developed by Amethod Public Schools, for any parents/guardians/students who may be dissatisfied with a student's mathematics placement.

### **Implementation, Monitoring, And Accountability**

Charter School staff involved in placement decisions shall be properly trained on the protocol and its use. The protocol shall also include steps for ensuring that it is being followed in practice, including provisions for checking that each student is properly placed according to the protocol within the first 30 days of the school year. Any student found to be misplaced shall be promptly placed in the correct mathematics course.

### **Governing Board Approval And Review**

**Charter School** staff shall report to the Governing Board regularly and report on the effectiveness of the process and any need for changes or modifications. Once approved, the process shall be prominently posted on the Charter School's website and shall be made readily accessible to parents/students and administrators. Any necessary changes to the process shall be reflected on the school's website and in writing to parents/families in a timely manner.

### **Legal References:**

California Education Code Section 200

California Education Code Section 201

California Education Code Section 260

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### **Methods for Placement Process**

All ninth grade students entering high school for the first time will be given a diagnostic test based on California Common Core Content Standards for Algebra I provided through an external assessment provider (e.g., Northwest Evaluation Association, Illuminate Education, et al.).

All students who have completed Algebra I in 7<sup>th</sup> or 8<sup>th</sup> grade and have received a passing grade of C- (70%) or higher in that course, will be placed in the next progressive class in the school, currently Geometry, unless a parent or guardian, teacher or other staff member requests evaluation of the student's knowledge of Algebra I whereby the student in question may be placed in an alternate class based upon the results from the Algebra I diagnostic test.

All students who have not completed Algebra I in 7<sup>th</sup> or 8<sup>th</sup> grade will be placed in Algebra I unless they show proficiency in Algebra I concepts and skills. Proficiency in Algebra I concepts and skills will be determined by achieving a score showing proficiency on at least one of two diagnostic tests: **(1)** a diagnostic test based on California Common Core Content Standards for

Algebra I provided through an external assessment provider (e.g., Northwest Evaluation Association, Illuminate Education, et al.) **OR**, at the request of a student's parent, guardian, or school staff member **(2)** an in-house diagnostic test based on California Common Core Content Standards for Algebra 1 created by a qualified teacher and approved by at least two other math teachers within the Amethod Public School network selected by a member of the Home Office Instructional staff (e.g., Chief Academic Officer, Regional Director of Instruction, Instructional Coordinator, et al.).

Scores showing proficiency ("cut scores") will be mutually agreed upon by a team composed of the following personnel: Mathematics Teacher (preferably a lead teacher and/or department head), School Site Administrator, and Staff Member of the Amethod Public Schools Home Office deemed qualified to evaluate curriculum (e.g., Chief Academic Officer, Regional Director of Instruction, Instructional Coordinator, et al.).

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School-site staff are required to keep a record of all students' individual ninth grade mathematics placements, the scores that students received on any diagnostic tests given by the school or Amethod Public Schools used to help determine placement, the student's seventh and eighth grade mathematics courses, the grades students received for both semesters 1 and 2 of their seventh and eighth grade mathematics courses, if available, and any additional evidence used to place students.

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An examination of the aggregate pupil placement data must occur annually by May of the school year in order to ensure that pupils who are qualified to progress in mathematics courses based on their performance on the objective measures selected are not held back in a disproportionate manner on the basis of their race, ethnicity, gender, or socioeconomic

background. All local educational agencies shall report the aggregate results of this examination to the governing board prior to the end of the school along with any recommended revisions to this process.

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This policy and subsequent revisions are to be placed on the Amethod Public School website.

# Coversheet

## 2023-2024 CAASPP and ELPAC Data Presentation for School Sites

<b>Section:</b>	III. Business
<b>Item:</b>	A. 2023-2024 CAASPP and ELPAC Data Presentation for School Sites
<b>Purpose:</b>	Discuss
<b>Submitted by:</b>	
<b>Related Material:</b>	AMPS - State Testing Comparison.pptx.pdf AMPS - State Testing Comparison.pptx



■ Academic Update

# STATE TESTING

Mary Busby, Interim Chief Academic Officer

## Academic Update: State Testing



# CAASPP



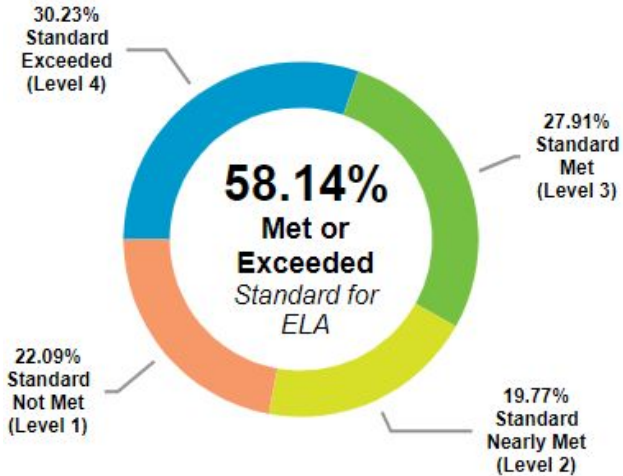
The California Assessment of Student Performance and Progress (CAASPP) is a system of state-mandated assessments that evaluate student skills in English language arts, mathematics, and science



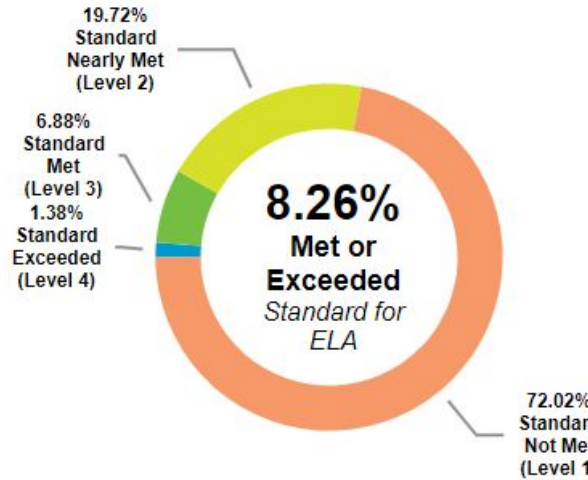
2023 - 2024

# ENGLISH LANGUAGE ARTS/LITERACY

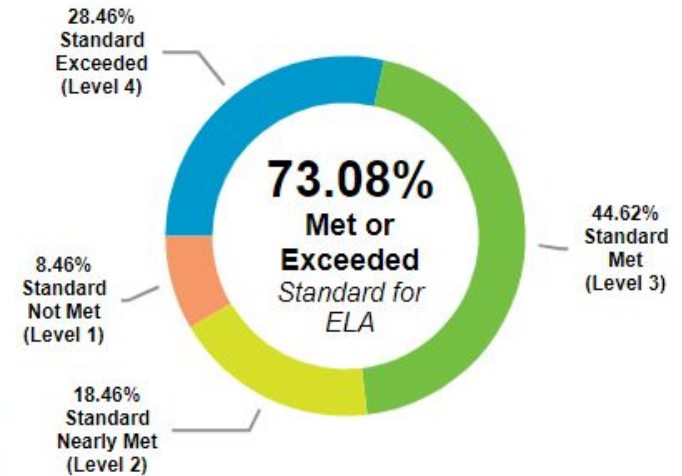
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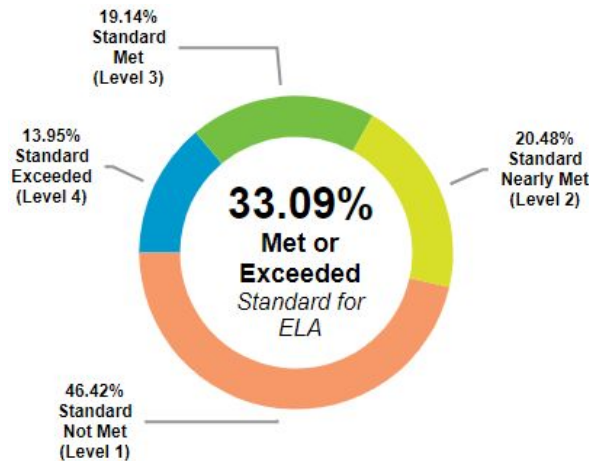
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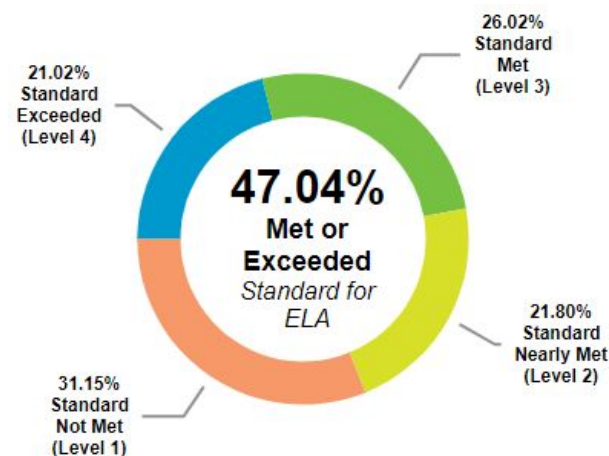
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Oakland Unified



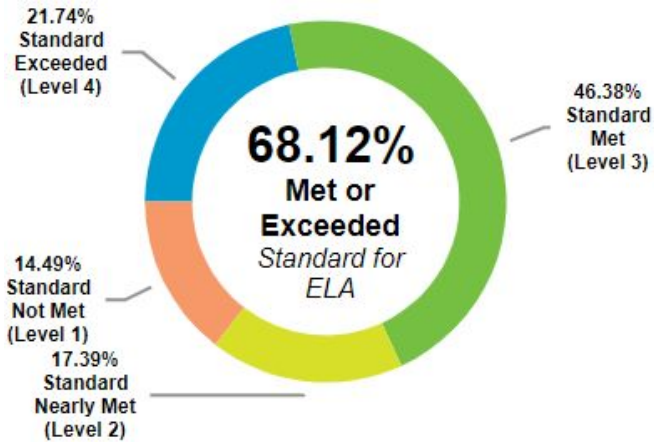
State of California



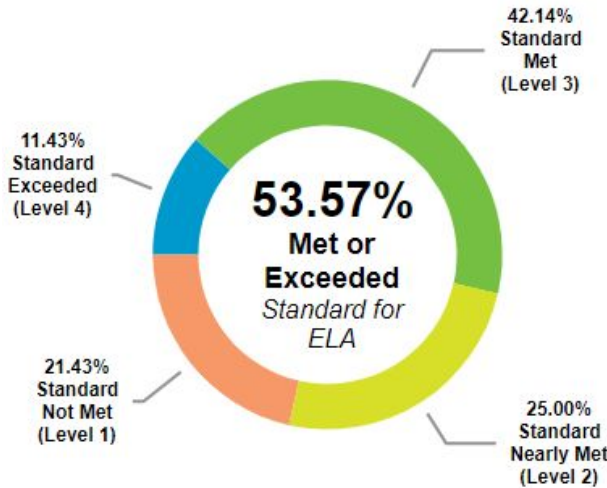
2023 - 2024

# ENGLISH LANGUAGE ARTS/LITERACY

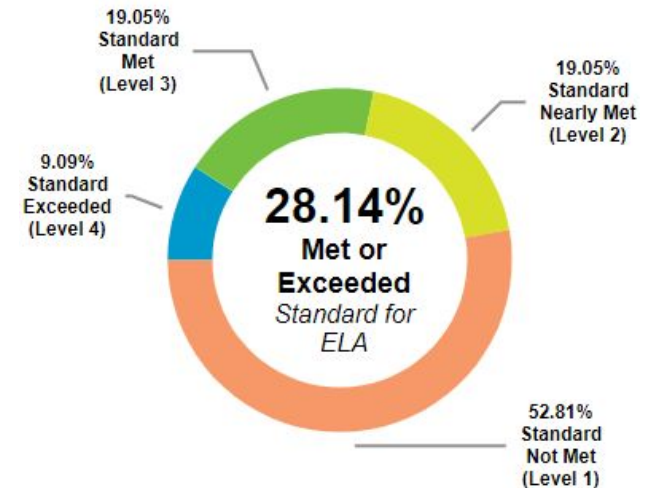
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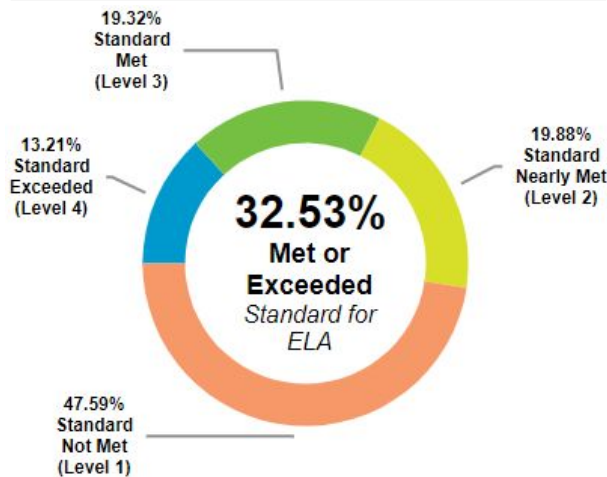
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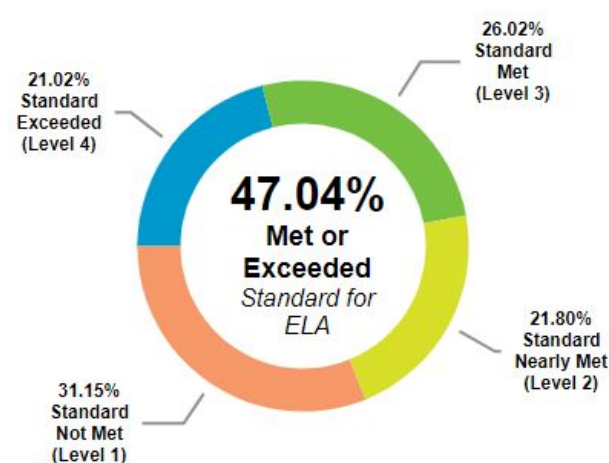
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## West Contra Costa Unified



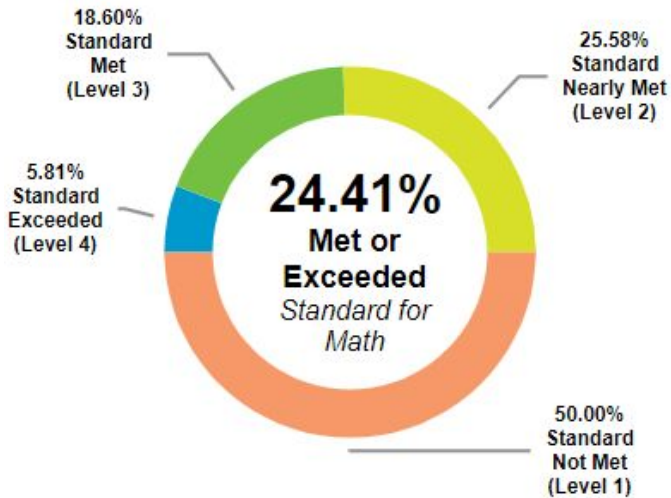
## State of California



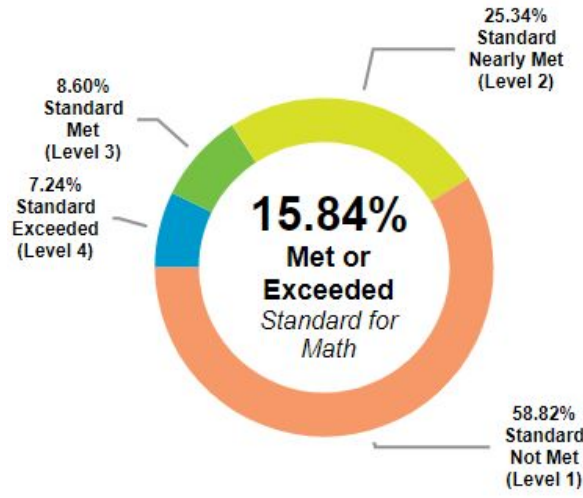
2023 - 2024

# MATHEMATICS

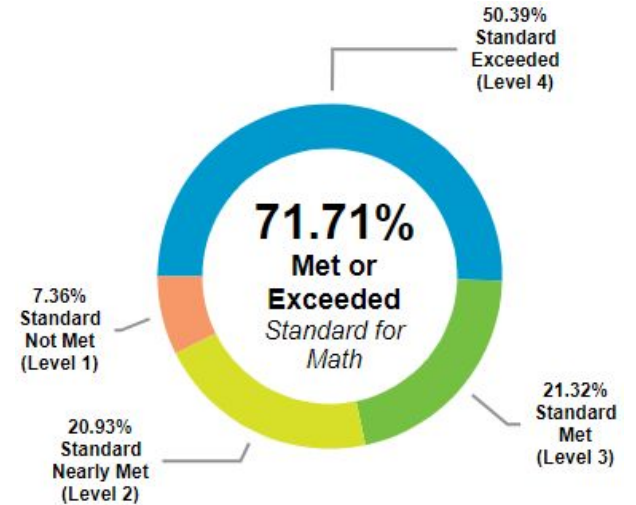
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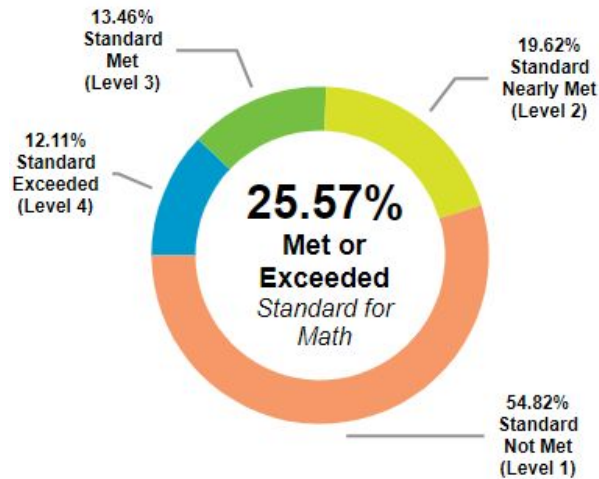
## Oakland Charter Academy



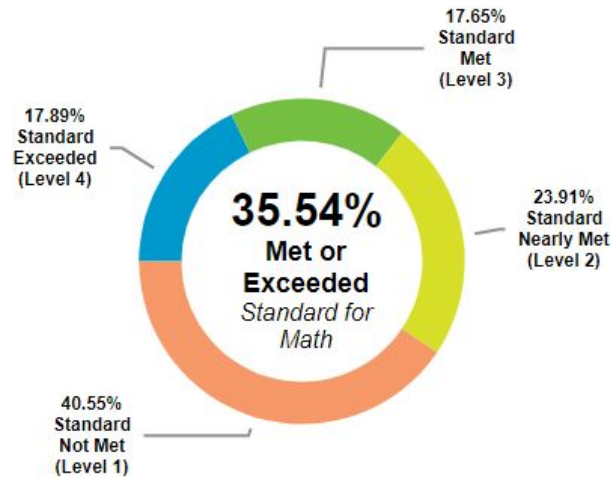
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## Oakland Unified



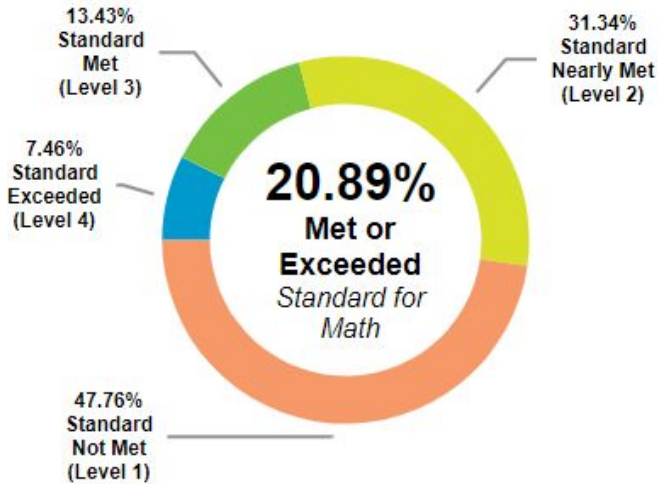
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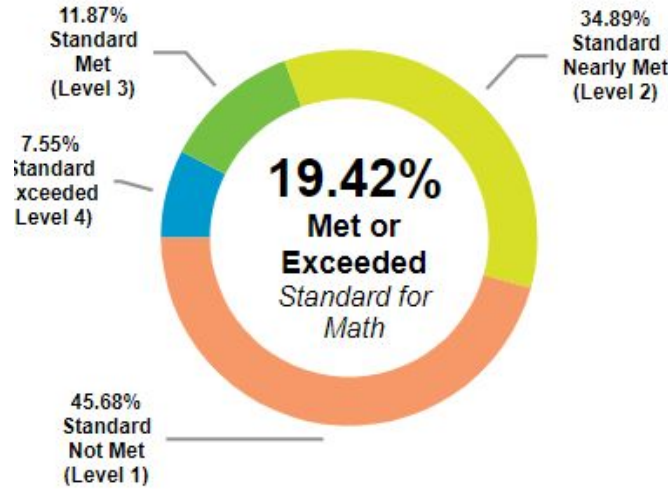
2023 - 2024

# MATHEMATICS

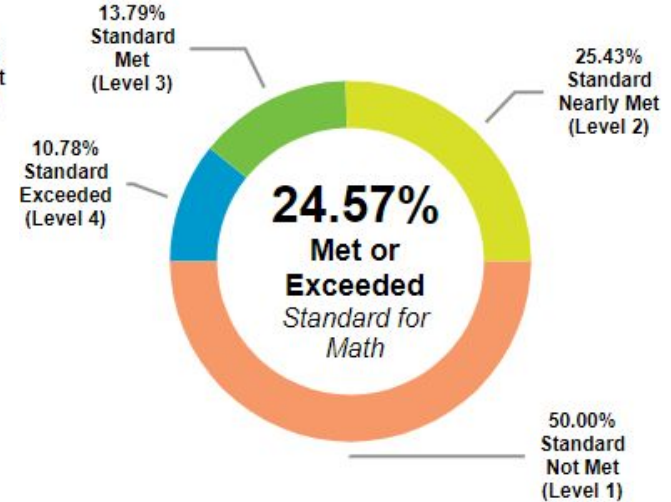
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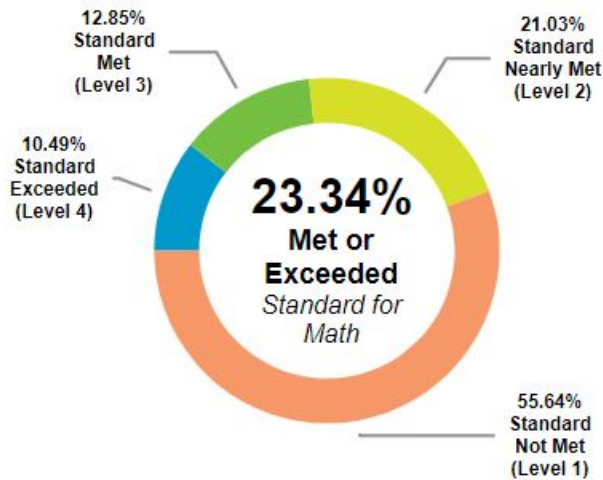
## Richmond Charter Academy



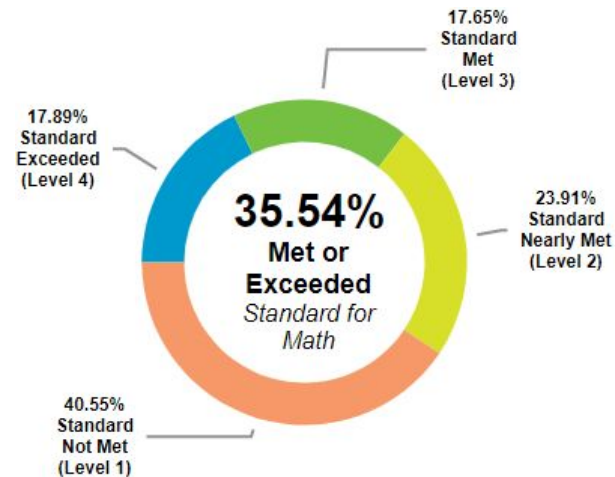
## Benito Juarez Elementary



## West Contra Costa Unified



## State of California



# ENGLISH LANGUAGE ARTS/LITERACY





BENITO JUAREZ



ELEMENTARY





2022 - 2023

## Overall Achievement

Reporting Categories	Richmond Charter Elementary- Benito Juarez	West Contra Costa Unified	State of California
Mean Scale Score	N/A	N/A	N/A
 Standard Exceeded (Level 4) <sup>i</sup> Percentage of students by grade for level	7.92 %	13.02 %	20.73 %
 Standard Met (Level 3) <sup>i</sup> Percentage of students by grade for level	13.75 %	19.48 %	25.93 %
 Standard Nearly Met (Level 2) <sup>i</sup> Percentage of students by grade for level	23.33 %	20.33 %	22.17 %
 Standard Not Met (Level 1) <sup>i</sup> Percentage of students by grade for level	55.00 %	47.18 %	31.17 %

2023 - 2024

## Overall Achievement

Reporting Categories	Richmond Charter Elementary- Benito Juarez	West Contra Costa Unified	State of California
Mean Scale Score	N/A	N/A	N/A
 Standard Exceeded (Level 4) <sup>i</sup> Percentage of students by grade for level	9.09 %	13.21 %	21.02 %
 Standard Met (Level 3) <sup>i</sup> Percentage of students by grade for level	19.05 %	19.32 %	26.02 %
 Standard Nearly Met (Level 2) <sup>i</sup> Percentage of students by grade for level	19.05 %	19.88 %	21.80 %
 Standard Not Met (Level 1) <sup>i</sup> Percentage of students by grade for level	52.81 %	47.59 %	31.15 %

# MATHEMATICS





BENITO JUAREZ



ELEMENTARY





2022 - 2023

## Overall Achievement

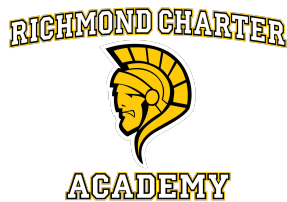
Reporting Categories	Richmond Charter Elementary- Benito Juarez	West Contra Costa Unified	State of California
Mean Scale Score	N/A	N/A	N/A
 Standard Exceeded (Level 4) <sup>i</sup> Percentage of students by grade for level	5.88 %	9.48 %	17.14 %
 Standard Met (Level 3) <sup>i</sup> Percentage of students by grade for level	15.55 %	12.88 %	17.48 %
 Standard Nearly Met (Level 2) <sup>i</sup> Percentage of students by grade for level	26.05 %	21.13 %	24.06 %
 Standard Not Met (Level 1) <sup>i</sup> Percentage of students by grade for level	52.52 %	56.51 %	41.32 %

2023 - 2024

## Overall Achievement





Reporting Categories	Richmond Charter Elementary- Benito Juarez	West Contra Costa Unified	State of California
Mean Scale Score	N/A	N/A	N/A
 Standard Exceeded (Level 4) <sup>i</sup> Percentage of students by grade for level	10.78 %	10.49 %	17.89 %
 Standard Met (Level 3) <sup>i</sup> Percentage of students by grade for level	13.79 %	12.85 %	17.65 %
 Standard Nearly Met (Level 2) <sup>i</sup> Percentage of students by grade for level	25.43 %	21.03 %	23.91 %
 Standard Not Met (Level 1) <sup>i</sup> Percentage of students by grade for level	50.00 %	55.64 %	40.55 %

# ENGLISH LANGUAGE ARTS/LITERACY







2022 - 2023

## Overall Achievement

Reporting Categories	Richmond Charter Academy	West Contra Costa Unified	State of California
Mean Scale Score	N/A	N/A	N/A
 Standard Exceeded (Level 4) <sup>i</sup> Percentage of students by grade for level	3.76 %	13.02 %	20.73 %
 Standard Met (Level 3) <sup>i</sup> Percentage of students by grade for level	15.36 %	19.48 %	25.93 %
 Standard Nearly Met (Level 2) <sup>i</sup> Percentage of students by grade for level	32.60 %	20.33 %	22.17 %
 Standard Not Met (Level 1) <sup>i</sup> Percentage of students by grade for level	48.28 %	47.18 %	31.17 %

2023 - 2024

## Overall Achievement

Reporting Categories	Richmond Charter Academy	West Contra Costa Unified	State of California
Mean Scale Score	N/A	N/A	N/A
 Standard Exceeded (Level 4) <sup>i</sup> Percentage of students by grade for level	11.43 %	13.21 %	21.02 %
 Standard Met (Level 3) <sup>i</sup> Percentage of students by grade for level	42.14 %	19.32 %	26.02 %
 Standard Nearly Met (Level 2) <sup>i</sup> Percentage of students by grade for level	25.00 %	19.88 %	21.80 %
 Standard Not Met (Level 1) <sup>i</sup> Percentage of students by grade for level	21.43 %	47.59 %	31.15 %

# MATHEMATICS



2022 - 2023

## Overall Achievement

Reporting Categories	Richmond Charter Academy	West Contra Costa Unified	State of California
Mean Scale Score	N/A	N/A	N/A
<div>Standard Exceeded (Level 4)</div> <div>Percentage of students by grade for level</div>	3.13 %	9.48 %	17.14 %
<div>Standard Met (Level 3)</div> <div>Percentage of students by grade for level</div>	5.96 %	12.88 %	17.48 %
<div>Standard Nearly Met (Level 2)</div> <div>Percentage of students by grade for level</div>	23.20 %	21.13 %	24.06 %
<div>Standard Not Met (Level 1)</div> <div>Percentage of students by grade for level</div>	67.71 %	56.51 %	41.32 %

2023 - 2024

## Overall Achievement

Reporting Categories	Richmond Charter Academy	West Contra Costa Unified	State of California
Mean Scale Score	N/A	N/A	N/A
<div>Standard Exceeded (Level 4)</div> <div>Percentage of students by grade for level</div>	7.55 %	10.49 %	17.89 %
<div>Standard Met (Level 3)</div> <div>Percentage of students by grade for level</div>	11.87 %	12.85 %	17.65 %
<div>Standard Nearly Met (Level 2)</div> <div>Percentage of students by grade for level</div>	34.89 %	21.03 %	23.91 %
<div>Standard Not Met (Level 1)</div> <div>Percentage of students by grade for level</div>	45.68 %	55.64 %	40.55 %

# ENGLISH LANGUAGE ARTS/LITERACY





JOHN HENRY



HIGH SCHOOL





2022 - 2023

## Overall Achievement

Reporting Categories	John Henry High	West Contra Costa Unified	State of California
Mean Scale Score	N/A	N/A	N/A
 Standard Exceeded (Level 4) <sup>i</sup> Percentage of students by grade for level	5.48 %	13.02 %	20.73 %
 Standard Met (Level 3) <sup>i</sup> Percentage of students by grade for level	20.55 %	19.48 %	25.93 %
 Standard Nearly Met (Level 2) <sup>i</sup> Percentage of students by grade for level	36.99 %	20.33 %	22.17 %
 Standard Not Met (Level 1) <sup>i</sup> Percentage of students by grade for level	36.99 %	47.18 %	31.17 %

2023 - 2024

## Overall Achievement

Reporting Categories	John Henry High	West Contra Costa Unified	State of California
Mean Scale Score	N/A	N/A	N/A
 Standard Exceeded (Level 4) <sup>i</sup> Percentage of students by grade for level	10.96 %	13.21 %	21.02 %
 Standard Met (Level 3) <sup>i</sup> Percentage of students by grade for level	30.14 %	19.32 %	26.02 %
 Standard Nearly Met (Level 2) <sup>i</sup> Percentage of students by grade for level	24.66 %	19.88 %	21.80 %
 Standard Not Met (Level 1) <sup>i</sup> Percentage of students by grade for level	34.25 %	47.59 %	31.15 %

# MATHEMATICS



2022 - 2023

## Overall Achievement

Reporting Categories	John Henry High	West Contra Costa Unified	State of California
Mean Scale Score	N/A	N/A	N/A
<div>Standard Exceeded (Level 4)</div> <div>Percentage of students by grade for level</div>	0.00 %	9.48 %	17.14 %
<div>Standard Met (Level 3)</div> <div>Percentage of students by grade for level</div>	9.59 %	12.88 %	17.48 %
<div>Standard Nearly Met (Level 2)</div> <div>Percentage of students by grade for level</div>	15.07 %	21.13 %	24.06 %
<div>Standard Not Met (Level 1)</div> <div>Percentage of students by grade for level</div>	75.34 %	56.51 %	41.32 %

2023 - 2024

## Overall Achievement





Reporting Categories	John Henry High	West Contra Costa Unified	State of California
Mean Scale Score	N/A	N/A	N/A
<div>Standard Exceeded (Level 4)</div> <div>Percentage of students by grade for level</div>	4.05 %	10.49 %	17.89 %
<div>Standard Met (Level 3)</div> <div>Percentage of students by grade for level</div>	10.81 %	12.85 %	17.65 %
<div>Standard Nearly Met (Level 2)</div> <div>Percentage of students by grade for level</div>	24.32 %	21.03 %	23.91 %
<div>Standard Not Met (Level 1)</div> <div>Percentage of students by grade for level</div>	60.81 %	55.64 %	40.55 %

# ENGLISH LANGUAGE ARTS/LITERACY







2022 - 2023

## Overall Achievement

Reporting Categories	Downtown Charter Academy	Oakland Unified	State of California
Mean Scale Score	N/A	N/A	N/A
 Standard Exceeded (Level 4) <sup>i</sup> Percentage of students by grade for level	26.67 %	14.36 %	20.73 %
 Standard Met (Level 3) <sup>i</sup> Percentage of students by grade for level	41.57 %	18.70 %	25.93 %
 Standard Nearly Met (Level 2) <sup>i</sup> Percentage of students by grade for level	21.18 %	20.73 %	22.17 %
 Standard Not Met (Level 1) <sup>i</sup> Percentage of students by grade for level	10.59 %	46.20 %	31.17 %

2023 - 2024

## Overall Achievement





Reporting Categories	Downtown Charter Academy	Oakland Unified	State of California
Mean Scale Score	N/A	N/A	N/A
 Standard Exceeded (Level 4) <sup>i</sup> Percentage of students by grade for level	28.46 %	13.95 %	21.02 %
 Standard Met (Level 3) <sup>i</sup> Percentage of students by grade for level	44.62 %	19.14 %	26.02 %
 Standard Nearly Met (Level 2) <sup>i</sup> Percentage of students by grade for level	18.46 %	20.48 %	21.80 %
 Standard Not Met (Level 1) <sup>i</sup> Percentage of students by grade for level	8.46 %	46.42 %	31.15 %

# MATHEMATICS







2022 - 2023

## Overall Achievement

Reporting Categories	Downtown Charter Academy	Oakland Unified	State of California
Mean Scale Score	N/A	N/A	N/A
 Standard Exceeded (Level 4) <sup>i</sup> Percentage of students by grade for level	43.19 %	12.24 %	17.14 %
 Standard Met (Level 3) <sup>i</sup> Percentage of students by grade for level	22.18 %	13.18 %	17.48 %
 Standard Nearly Met (Level 2) <sup>i</sup> Percentage of students by grade for level	20.62 %	20.60 %	24.06 %
 Standard Not Met (Level 1) <sup>i</sup> Percentage of students by grade for level	14.01 %	53.99 %	41.32 %

2023 - 2024

## Overall Achievement

Reporting Categories	Downtown Charter Academy	Oakland Unified	State of California
Mean Scale Score	N/A	N/A	N/A
 Standard Exceeded (Level 4) <sup>i</sup> Percentage of students by grade for level	50.39 %	12.11 %	17.89 %
 Standard Met (Level 3) <sup>i</sup> Percentage of students by grade for level	21.32 %	13.46 %	17.65 %
 Standard Nearly Met (Level 2) <sup>i</sup> Percentage of students by grade for level	20.93 %	19.62 %	23.91 %
 Standard Not Met (Level 1) <sup>i</sup> Percentage of students by grade for level	7.36 %	54.82 %	40.55 %





# ENGLISH LANGUAGE ARTS/LITERACY

OAKLAND CHARTER







2022 - 2023

## Overall Achievement

Reporting Categories	Oakland Charter Academy	Oakland Unified	State of California
Mean Scale Score	N/A	N/A	N/A
 Standard Exceeded (Level 4) <sup>i</sup> Percentage of students by grade for level	0.93 %	14.36 %	20.73 %
 Standard Met (Level 3) <sup>i</sup> Percentage of students by grade for level	12.62 %	18.70 %	25.93 %
 Standard Nearly Met (Level 2) <sup>i</sup> Percentage of students by grade for level	27.57 %	20.73 %	22.17 %
 Standard Not Met (Level 1) <sup>i</sup> Percentage of students by grade for level	58.88 %	46.20 %	31.17 %

2023 - 2024

## Overall Achievement

Reporting Categories	Oakland Charter Academy	Oakland Unified	State of California
Mean Scale Score	N/A	N/A	N/A
 Standard Exceeded (Level 4) <sup>i</sup> Percentage of students by grade for level	1.38 %	13.95 %	21.02 %
 Standard Met (Level 3) <sup>i</sup> Percentage of students by grade for level	6.88 %	19.14 %	26.02 %
 Standard Nearly Met (Level 2) <sup>i</sup> Percentage of students by grade for level	19.72 %	20.48 %	21.80 %
 Standard Not Met (Level 1) <sup>i</sup> Percentage of students by grade for level	72.02 %	46.42 %	31.15 %

# MATHEMATICS





OAKLAND CHARTER



ACADEMY





2022 - 2023

## Overall Achievement

Reporting Categories	Oakland Charter Academy	Oakland Unified	State of California
Mean Scale Score	N/A	N/A	N/A
 Standard Exceeded (Level 4) <sup>i</sup> Percentage of students by grade for level	3.70 %	12.24 %	17.14 %
 Standard Met (Level 3) <sup>i</sup> Percentage of students by grade for level	10.65 %	13.18 %	17.48 %
 Standard Nearly Met (Level 2) <sup>i</sup> Percentage of students by grade for level	21.30 %	20.60 %	24.06 %
 Standard Not Met (Level 1) <sup>i</sup> Percentage of students by grade for level	64.35 %	53.99 %	41.32 %

2023 - 2024

## Overall Achievement





Reporting Categories	Oakland Charter Academy	Oakland Unified	State of California
Mean Scale Score	N/A	N/A	N/A
 Standard Exceeded (Level 4) <sup>i</sup> Percentage of students by grade for level	7.24 %	12.11 %	17.89 %
 Standard Met (Level 3) <sup>i</sup> Percentage of students by grade for level	8.60 %	13.46 %	17.65 %
 Standard Nearly Met (Level 2) <sup>i</sup> Percentage of students by grade for level	25.34 %	19.62 %	23.91 %
 Standard Not Met (Level 1) <sup>i</sup> Percentage of students by grade for level	58.82 %	54.82 %	40.55 %

# ENGLISH LANGUAGE ARTS/LITERACY







2022 - 2023

## Overall Achievement

Reporting Categories	Oakland Charter High	Oakland Unified	State of California
Mean Scale Score	N/A	N/A	N/A
 Standard Exceeded (Level 4) <sup>i</sup> Percentage of students by grade for level	23.71 %	14.36 %	20.73 %
 Standard Met (Level 3) <sup>i</sup> Percentage of students by grade for level	22.68 %	18.70 %	25.93 %
 Standard Nearly Met (Level 2) <sup>i</sup> Percentage of students by grade for level	27.84 %	20.73 %	22.17 %
 Standard Not Met (Level 1) <sup>i</sup> Percentage of students by grade for level	25.77 %	46.20 %	31.17 %

2023 - 2024

## Overall Achievement





Reporting Categories	Oakland Charter High	Oakland Unified	State of California
Mean Scale Score	N/A	N/A	N/A
 Standard Exceeded (Level 4) <sup>i</sup> Percentage of students by grade for level	30.23 %	13.95 %	21.02 %
 Standard Met (Level 3) <sup>i</sup> Percentage of students by grade for level	27.91 %	19.14 %	26.02 %
 Standard Nearly Met (Level 2) <sup>i</sup> Percentage of students by grade for level	19.77 %	20.48 %	21.80 %
 Standard Not Met (Level 1) <sup>i</sup> Percentage of students by grade for level	22.09 %	46.42 %	31.15 %

# MATHEMATICS







2022 - 2023

## Overall Achievement

Reporting Categories	Oakland Charter High	Oakland Unified	State of California
Mean Scale Score	N/A	N/A	N/A
 Standard Exceeded (Level 4) <sup>i</sup> Percentage of students by grade for level	11.34 %	12.24 %	17.14 %
 Standard Met (Level 3) <sup>i</sup> Percentage of students by grade for level	14.43 %	13.18 %	17.48 %
 Standard Nearly Met (Level 2) <sup>i</sup> Percentage of students by grade for level	21.65 %	20.60 %	24.06 %
 Standard Not Met (Level 1) <sup>i</sup> Percentage of students by grade for level	52.58 %	53.99 %	41.32 %

2023 - 2024

## Overall Achievement

Reporting Categories	Oakland Charter High	Oakland Unified	State of California
Mean Scale Score	N/A	N/A	N/A
 Standard Exceeded (Level 4) <sup>i</sup> Percentage of students by grade for level	5.81 %	12.11 %	17.89 %
 Standard Met (Level 3) <sup>i</sup> Percentage of students by grade for level	18.60 %	13.46 %	17.65 %
 Standard Nearly Met (Level 2) <sup>i</sup> Percentage of students by grade for level	25.58 %	19.62 %	23.91 %
 Standard Not Met (Level 1) <sup>i</sup> Percentage of students by grade for level	50.00 %	54.82 %	40.55 %

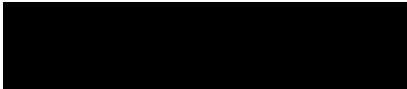
## Academic Update: State Testing

# ELPAC



The English Language Proficiency Assessments for California (ELPAC) is a state-required test that measures how well students in kindergarten through grade 12 understand English



# Summative ELPAC

**BENITO JUAREZ**



**ELEMENTARY**

**2022 - 2023**

## Overall Performance

Reporting Categories	Richmond Charter Elementary-Benito Juarez
Mean Scale Score	N/A
<div>Level 4 <sup>i</sup></div> Percentage of students by grade for level	3.53%
<div>Level 3 <sup>i</sup></div> Percentage of students by grade for level	26.27%
<div>Level 2 <sup>i</sup></div> Percentage of students by grade for level	47.06%
<div>Level 1 <sup>i</sup></div> Percentage of students by grade for level	23.14%

**2023 - 2024**

## Overall Performance

Reporting Categories	Richmond Charter Elementary-Benito Juarez
Mean Scale Score	N/A
<div>Level 4 <sup>i</sup></div> Percentage of students by grade for level	11.07%
<div>Level 3 <sup>i</sup></div> Percentage of students by grade for level	30.26%
<div>Level 2 <sup>i</sup></div> Percentage of students by grade for level	36.53%
<div>Level 1 <sup>i</sup></div> Percentage of students by grade for level	22.14%

# Summative ELPAC

**RICHMOND CHARTER**



**ACADEMY**

2022 - 2023

## Overall Performance

Reporting Categories	Richmond Charter Academy
Mean Scale Score	N/A
<div><div></div> Level 4 <sup>i</sup></div> Percentage of students by grade for level	18.58%
<div><div></div> Level 3 <sup>i</sup></div> Percentage of students by grade for level	30.97%
<div><div></div> Level 2 <sup>i</sup></div> Percentage of students by grade for level	27.43%
<div><div></div> Level 1 <sup>i</sup></div> Percentage of students by grade for level	23.01%

2023 - 2024

## Overall Performance

Reporting Categories	Richmond Charter Academy
Mean Scale Score	N/A
<div><div></div> Level 4 <sup>i</sup></div> Percentage of students by grade for level	34.34%
<div><div></div> Level 3 <sup>i</sup></div> Percentage of students by grade for level	29.29%
<div><div></div> Level 2 <sup>i</sup></div> Percentage of students by grade for level	24.24%
<div><div></div> Level 1 <sup>i</sup></div> Percentage of students by grade for level	12.12%

# Summative ELPAC

OAKLAND CHARTER



2022 - 2023

## Overall Performance

Reporting Categories	Oakland Charter Academy
Mean Scale Score	N/A
<div>Level 4 <sup>i</sup></div> Percentage of students by grade for level	23.93%
<div>Level 3 <sup>i</sup></div> Percentage of students by grade for level	29.91%
<div>Level 2 <sup>i</sup></div> Percentage of students by grade for level	27.35%
<div>Level 1 <sup>i</sup></div> Percentage of students by grade for level	18.80%

2023 - 2024

## Overall Performance

Reporting Categories	Oakland Charter Academy
Mean Scale Score	N/A
<div>Level 4 <sup>i</sup></div> Percentage of students by grade for level	13.68%
<div>Level 3 <sup>i</sup></div> Percentage of students by grade for level	25.64%
<div>Level 2 <sup>i</sup></div> Percentage of students by grade for level	34.19%
<div>Level 1 <sup>i</sup></div> Percentage of students by grade for level	26.50%

# Summative ELPAC

DOWNTOWN CHARTER



ACADEMY

2022 - 2023

## Overall Performance

Reporting Categories	Downtown Charter Academy
Mean Scale Score	N/A
<div><div></div> Level 4 <sup>i</sup></div> Percentage of students by grade for level	52.54%
<div><div></div> Level 3 <sup>i</sup></div> Percentage of students by grade for level	27.12%
<div><div></div> Level 2 <sup>i</sup></div> Percentage of students by grade for level	8.47%
<div><div></div> Level 1 <sup>i</sup></div> Percentage of students by grade for level	11.86%

2023 - 2024

## Overall Performance

Reporting Categories	Downtown Charter Academy
Mean Scale Score	N/A
<div><div></div> Level 4 <sup>i</sup></div> Percentage of students by grade for level	56.82%
<div><div></div> Level 3 <sup>i</sup></div> Percentage of students by grade for level	29.55%
<div><div></div> Level 2 <sup>i</sup></div> Percentage of students by grade for level	11.36%
<div><div></div> Level 1 <sup>i</sup></div> Percentage of students by grade for level	2.27%

# Summative ELPAC



2022 - 2023

## Overall Performance

Reporting Categories	Oakland Charter High
Mean Scale Score	N/A
<div>■ Level 4 <sup>i</sup></div> Percentage of students by grade for level	8.89%
<div>■ Level 3 <sup>i</sup></div> Percentage of students by grade for level	31.11%
<div>■ Level 2 <sup>i</sup></div> Percentage of students by grade for level	38.89%
<div>■ Level 1 <sup>i</sup></div> Percentage of students by grade for level	21.11%

2023 - 2024

## Overall Performance

Reporting Categories	Oakland Charter High
Mean Scale Score	N/A
<div>■ Level 4 <sup>i</sup></div> Percentage of students by grade for level	17.82%
<div>■ Level 3 <sup>i</sup></div> Percentage of students by grade for level	29.70%
<div>■ Level 2 <sup>i</sup></div> Percentage of students by grade for level	32.67%
<div>■ Level 1 <sup>i</sup></div> Percentage of students by grade for level	19.80%

# Summative ELPAC




2022 - 2023

## Overall Performance

Reporting Categories	John Henry High
Mean Scale Score	N/A
 Level 4 <sup>i</sup> Percentage of students by grade for level	9.17%
 Level 3 <sup>i</sup> Percentage of students by grade for level	35.83%
 Level 2 <sup>i</sup> Percentage of students by grade for level	27.50%
 Level 1 <sup>i</sup> Percentage of students by grade for level	27.50%

2023 - 2024

## Overall Performance

Reporting Categories	John Henry High
Mean Scale Score	N/A
 Level 4 <sup>i</sup> Percentage of students by grade for level	12.30%
 Level 3 <sup>i</sup> Percentage of students by grade for level	30.33%
 Level 2 <sup>i</sup> Percentage of students by grade for level	31.15%
 Level 1 <sup>i</sup> Percentage of students by grade for level	26.23%

## Academic Update: State Testing



Thank You

# ENGLISH LANGUAGE ARTS/LITERACY





## BENITO JUAREZ



## ELEMENTARY





### 2022 - 2023

#### Overall Achievement

Reporting Categories	Richmond Charter Elementary- Benito Juarez	West Contra Costa Unified	State of California
Mean Scale Score	N/A	N/A	N/A
 Standard Exceeded (Level 4) <sup>i</sup> Percentage of students by grade for level	7.92 %	13.02 %	20.73 %
 Standard Met (Level 3) <sup>i</sup> Percentage of students by grade for level	13.75 %	19.48 %	25.93 %
 Standard Nearly Met (Level 2) <sup>i</sup> Percentage of students by grade for level	23.33 %	20.33 %	22.17 %
 Standard Not Met (Level 1) <sup>i</sup> Percentage of students by grade for level	55.00 %	47.18 %	31.17 %

### 2023 - 2024

#### Overall Achievement

Reporting Categories	Richmond Charter Elementary- Benito Juarez	West Contra Costa Unified	State of California
Mean Scale Score	N/A	N/A	N/A
 Standard Exceeded (Level 4) <sup>i</sup> Percentage of students by grade for level	9.09 %	13.21 %	21.02 %
 Standard Met (Level 3) <sup>i</sup> Percentage of students by grade for level	19.05 %	19.32 %	26.02 %
 Standard Nearly Met (Level 2) <sup>i</sup> Percentage of students by grade for level	19.05 %	19.88 %	21.80 %
 Standard Not Met (Level 1) <sup>i</sup> Percentage of students by grade for level	52.81 %	47.59 %	31.15 %



■ Academic Update

# STATE TESTING

Mary Busby, Interim Chief Academic Officer



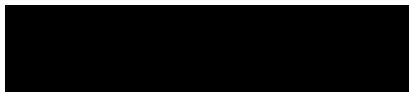
## Academic Update: State Testing



# CAASPP



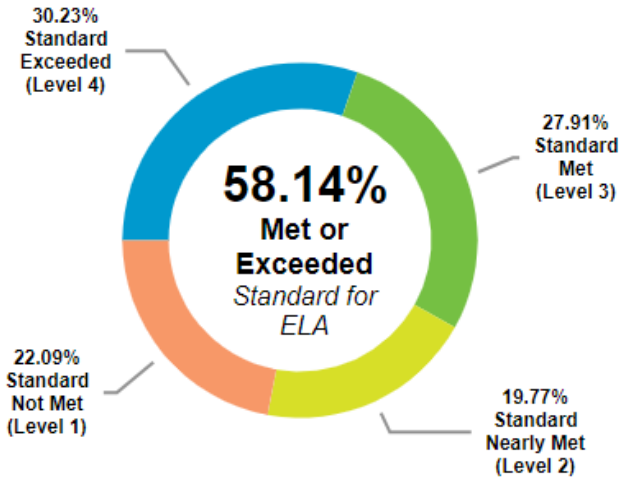
The California Assessment of Student Performance and Progress (CAASPP) is a system of state-mandated assessments that evaluate student skills in English language arts, mathematics, and science



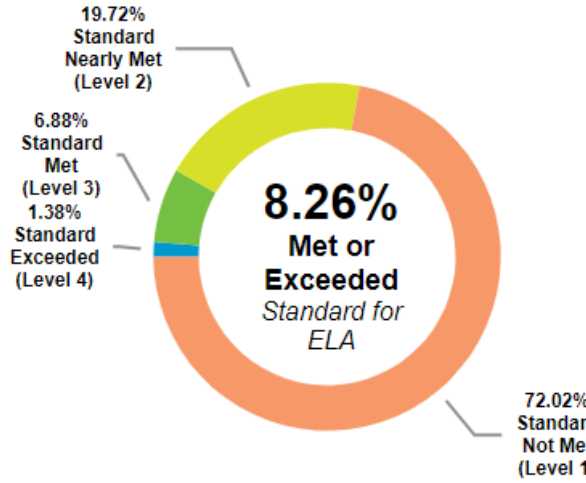
2023 -  
2024

# ENGLISH LANGUAGE ARTS/LITERACY

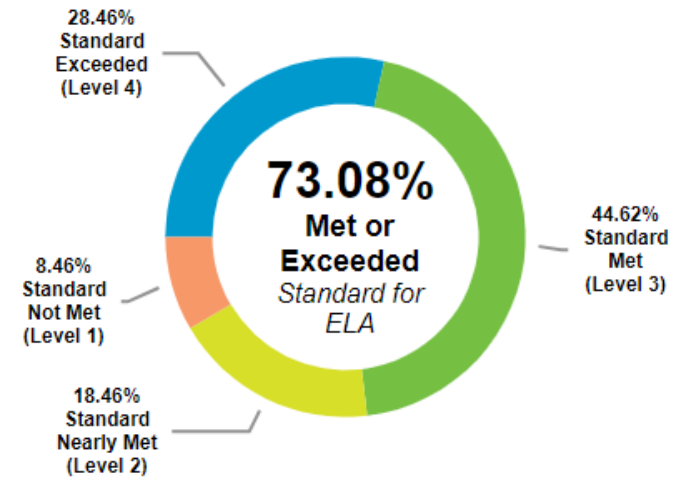
## Oakland Charter High School



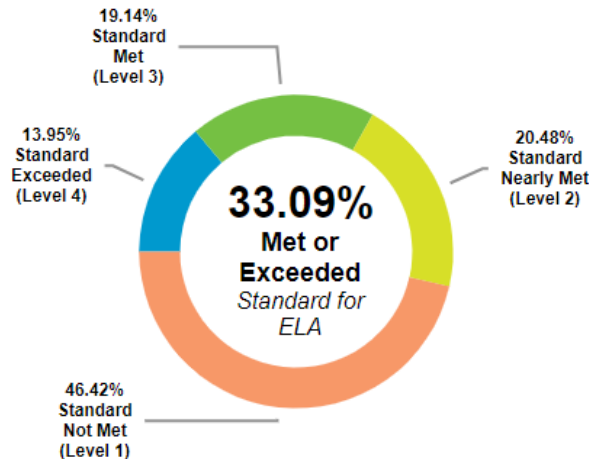
## Oakland Charter Academy



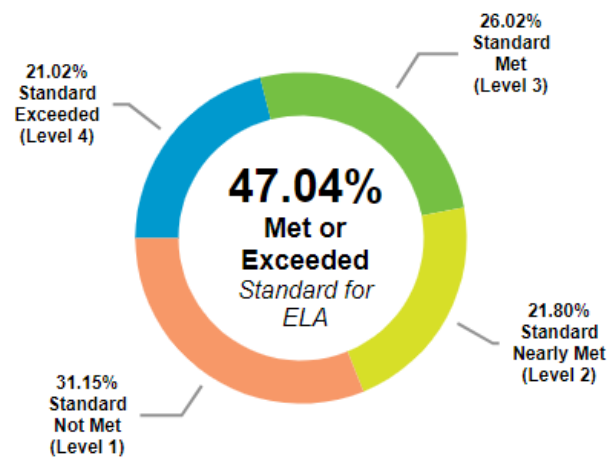
## Downtown Charter Academy



## Oakland Unified



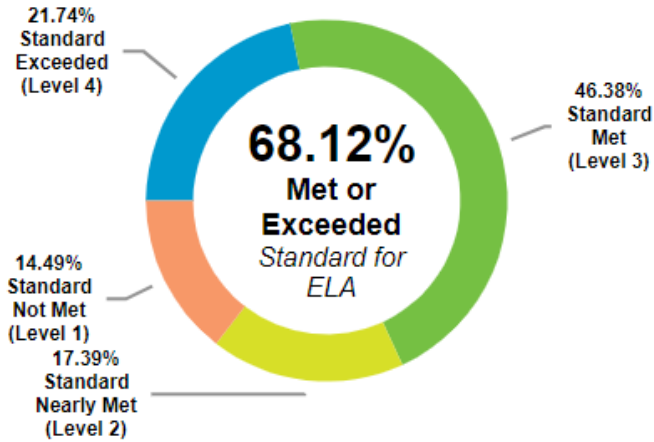
## State of California



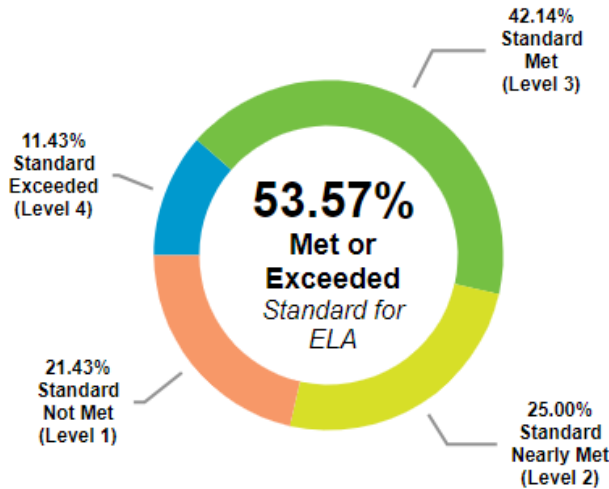
2023 -  
2024

# ENGLISH LANGUAGE ARTS/LITERACY

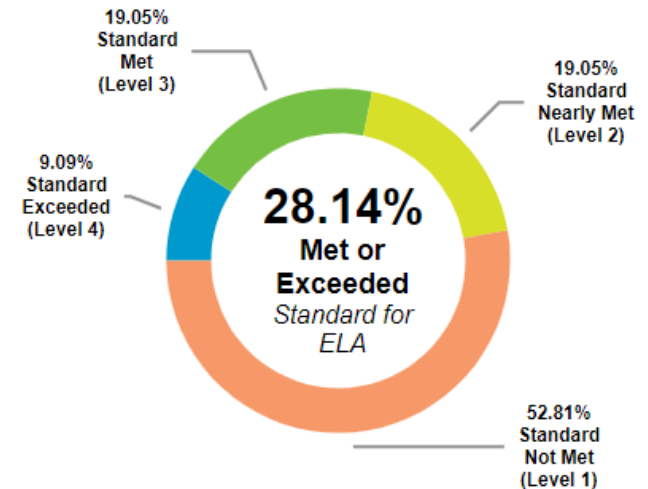
## John Henry High School



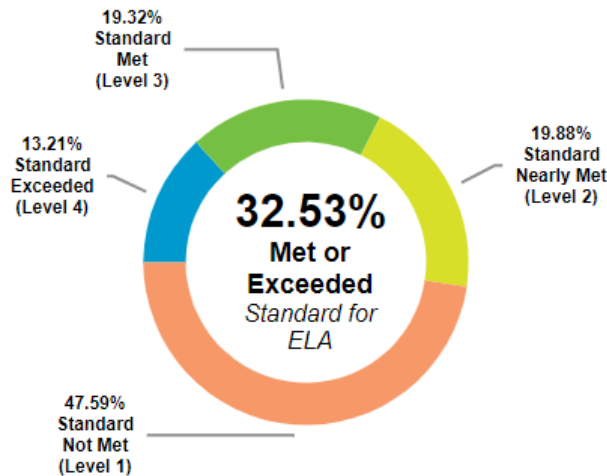
## Richmond Charter Academy



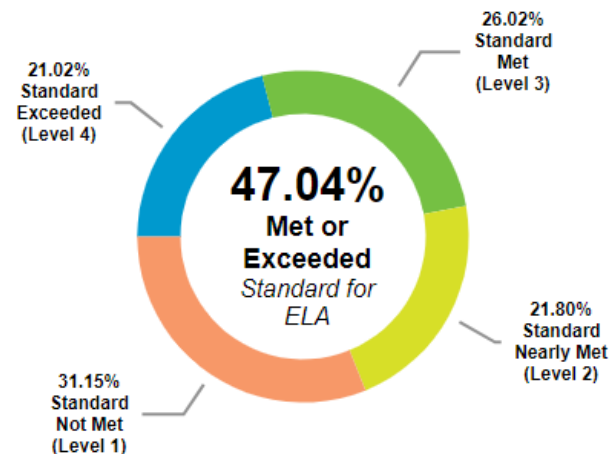
## Benito Juarez Elementary



## West Contra Costa Unified



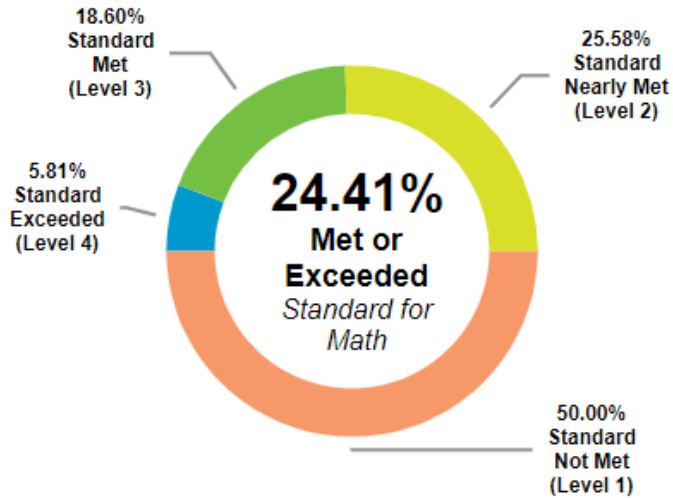
## State of California



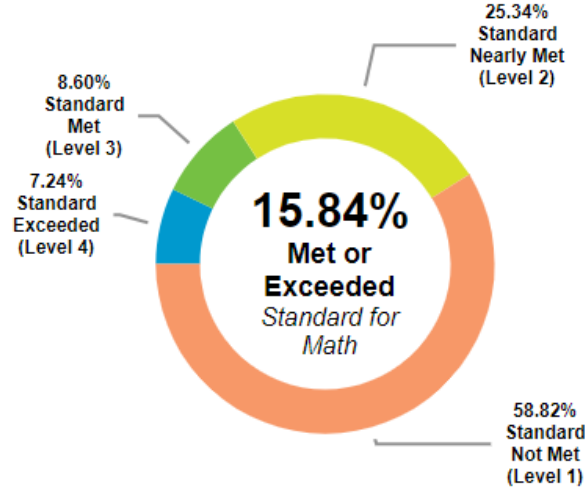
2023 -  
2024

# MATHEMATICS

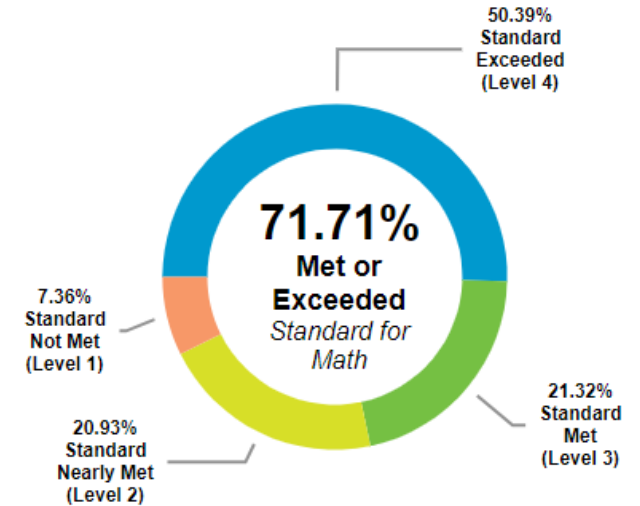
## Oakland Charter High School



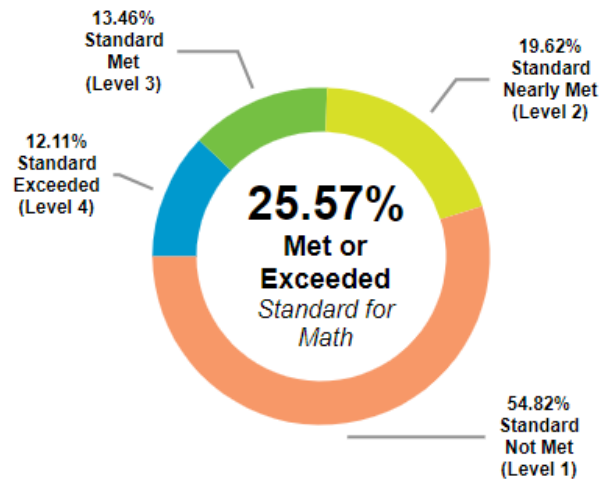
## Oakland Charter Academy



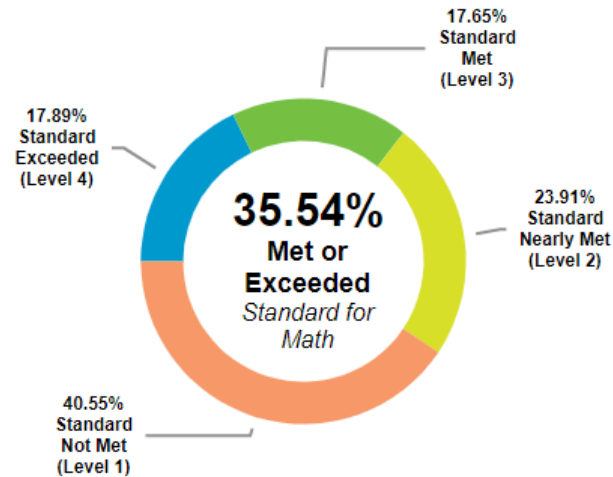
## Downtown Charter Academy



## Oakland Unified



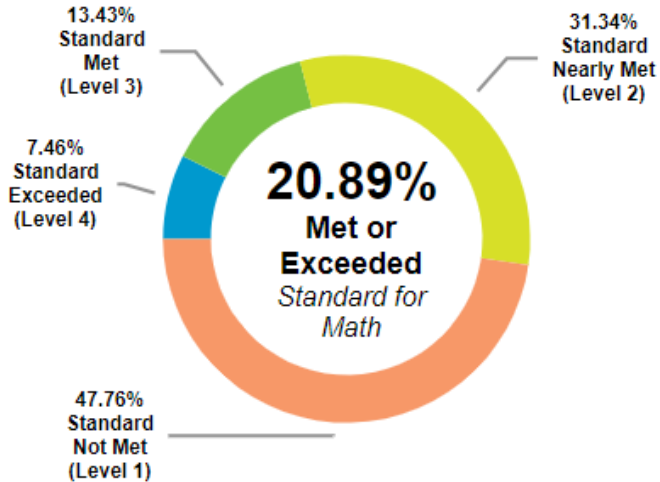
## State of California



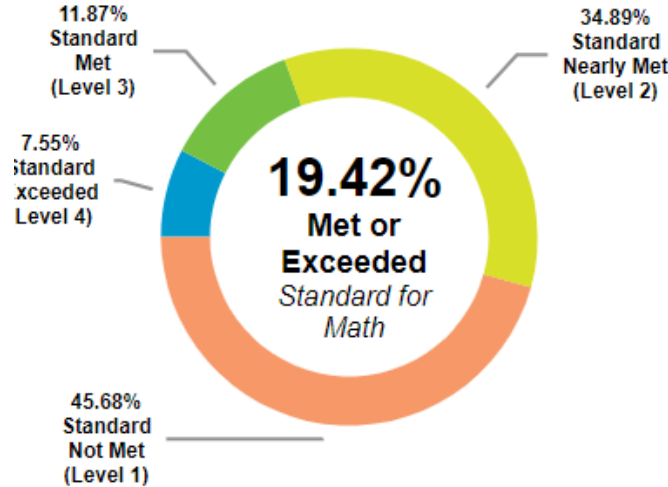
2023 -  
2024

# MATHEMATICS

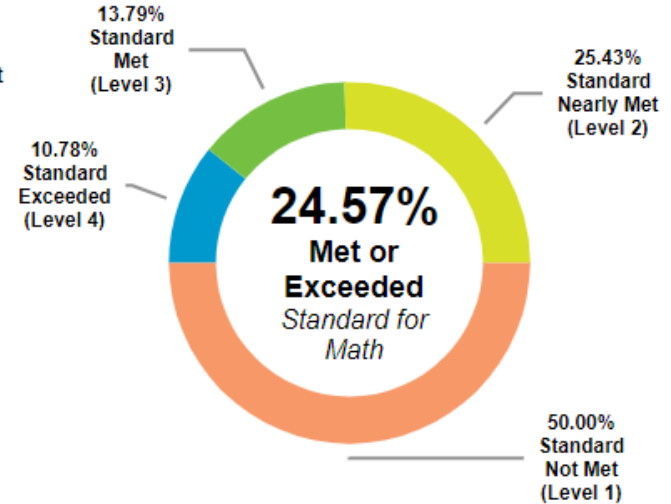
## John Henry High School



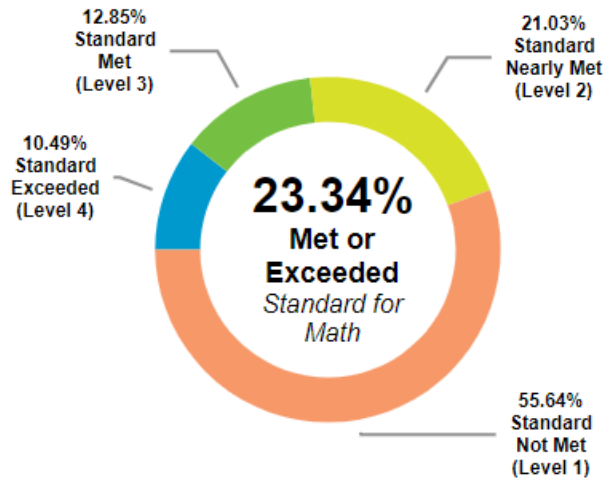
## Richmond Charter Academy



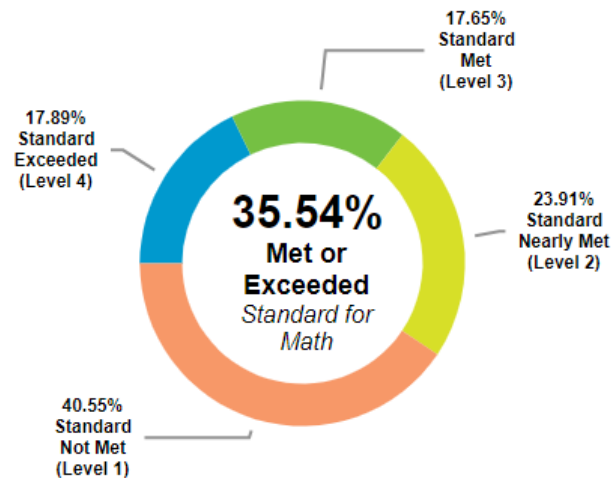
## Benito Juarez Elementary



## West Contra Costa Unified



## State of California







# ENGLISH LANGUAGE ARTS/LITERACY







## Overall Achievement

**2022 -  
2023**

Reporting Categories	Richmond Charter Elementary- Benito Juarez	West Contra Costa Unified	State of California
Mean Scale Score	N/A	N/A	N/A
 Standard Exceeded (Level 4) <sup>i</sup> Percentage of students by grade for level	7.92 %	13.02 %	20.73 %
 Standard Met (Level 3) <sup>i</sup> Percentage of students by grade for level	13.75 %	19.48 %	25.93 %
 Standard Nearly Met (Level 2) <sup>i</sup> Percentage of students by grade for level	23.33 %	20.33 %	22.17 %
 Standard Not Met (Level 1) <sup>i</sup> Percentage of students by grade for level	55.00 %	47.18 %	31.17 %

**2023 -  
2024**

## Overall Achievement

Reporting Categories	Richmond Charter Elementary- Benito Juarez	West Contra Costa Unified	State of California
Mean Scale Score	N/A	N/A	N/A
 Standard Exceeded (Level 4) <sup>i</sup> Percentage of students by grade for level	9.09 %	13.21 %	21.02 %
 Standard Met (Level 3) <sup>i</sup> Percentage of students by grade for level	19.05 %	19.32 %	26.02 %
 Standard Nearly Met (Level 2) <sup>i</sup> Percentage of students by grade for level	19.05 %	19.88 %	21.80 %
 Standard Not Met (Level 1) <sup>i</sup> Percentage of students by grade for level	52.81 %	47.59 %	31.15 %

# MATHEMATICS





BENITO JUAREZ



ELEMENTARY





2022 -  
2023

## Overall Achievement

Reporting Categories	Richmond Charter Elementary- Benito Juarez	West Contra Costa Unified	State of California
Mean Scale Score	N/A	N/A	N/A
 Standard Exceeded (Level 4) <sup>i</sup> Percentage of students by grade for level	5.88 %	9.48 %	17.14 %
 Standard Met (Level 3) <sup>i</sup> Percentage of students by grade for level	15.55 %	12.88 %	17.48 %
 Standard Nearly Met (Level 2) <sup>i</sup> Percentage of students by grade for level	26.05 %	21.13 %	24.06 %
 Standard Not Met (Level 1) <sup>i</sup> Percentage of students by grade for level	52.52 %	56.51 %	41.32 %

2023 -  
2024

## Overall Achievement





Reporting Categories	Richmond Charter Elementary- Benito Juarez	West Contra Costa Unified	State of California
Mean Scale Score	N/A	N/A	N/A
 Standard Exceeded (Level 4) <sup>i</sup> Percentage of students by grade for level	10.78 %	10.49 %	17.89 %
 Standard Met (Level 3) <sup>i</sup> Percentage of students by grade for level	13.79 %	12.85 %	17.65 %
 Standard Nearly Met (Level 2) <sup>i</sup> Percentage of students by grade for level	25.43 %	21.03 %	23.91 %
 Standard Not Met (Level 1) <sup>i</sup> Percentage of students by grade for level	50.00 %	55.64 %	40.55 %

# ENGLISH LANGUAGE ARTS/LITERACY







2022 -  
2023

## Overall Achievement

Reporting Categories	Richmond Charter Academy	West Contra Costa Unified	State of California
Mean Scale Score	N/A	N/A	N/A
 Standard Exceeded (Level 4) <sup>i</sup> Percentage of students by grade for level	3.76 %	13.02 %	20.73 %
 Standard Met (Level 3) <sup>i</sup> Percentage of students by grade for level	15.36 %	19.48 %	25.93 %
 Standard Nearly Met (Level 2) <sup>i</sup> Percentage of students by grade for level	32.60 %	20.33 %	22.17 %
 Standard Not Met (Level 1) <sup>i</sup> Percentage of students by grade for level	48.28 %	47.18 %	31.17 %

2023 -  
2024

## Overall Achievement





Reporting Categories	Richmond Charter Academy	West Contra Costa Unified	State of California
Mean Scale Score	N/A	N/A	N/A
 Standard Exceeded (Level 4) <sup>i</sup> Percentage of students by grade for level	11.43 %	13.21 %	21.02 %
 Standard Met (Level 3) <sup>i</sup> Percentage of students by grade for level	42.14 %	19.32 %	26.02 %
 Standard Nearly Met (Level 2) <sup>i</sup> Percentage of students by grade for level	25.00 %	19.88 %	21.80 %
 Standard Not Met (Level 1) <sup>i</sup> Percentage of students by grade for level	21.43 %	47.59 %	31.15 %

# MATHEMATICS







**2022 -  
2023**

## Overall Achievement

Reporting Categories	Richmond Charter Academy	West Contra Costa Unified	State of California
Mean Scale Score	N/A	N/A	N/A
 Standard Exceeded (Level 4) <sup>i</sup> Percentage of students by grade for level	3.13 %	9.48 %	17.14 %
 Standard Met (Level 3) <sup>i</sup> Percentage of students by grade for level	5.96 %	12.88 %	17.48 %
 Standard Nearly Met (Level 2) <sup>i</sup> Percentage of students by grade for level	23.20 %	21.13 %	24.06 %
 Standard Not Met (Level 1) <sup>i</sup> Percentage of students by grade for level	67.71 %	56.51 %	41.32 %

**2023 -  
2024**

## Overall Achievement

Reporting Categories	Richmond Charter Academy	West Contra Costa Unified	State of California
Mean Scale Score	N/A	N/A	N/A
 Standard Exceeded (Level 4) <sup>i</sup> Percentage of students by grade for level	7.55 %	10.49 %	17.89 %
 Standard Met (Level 3) <sup>i</sup> Percentage of students by grade for level	11.87 %	12.85 %	17.65 %
 Standard Nearly Met (Level 2) <sup>i</sup> Percentage of students by grade for level	34.89 %	21.03 %	23.91 %
 Standard Not Met (Level 1) <sup>i</sup> Percentage of students by grade for level	45.68 %	55.64 %	40.55 %

# ENGLISH LANGUAGE ARTS/LITERACY





JOHN HENRY



HIGH SCHOOL





2022 -  
2023

## Overall Achievement

Reporting Categories	John Henry High	West Contra Costa Unified	State of California
Mean Scale Score	N/A	N/A	N/A
 Standard Exceeded (Level 4) <sup>i</sup> Percentage of students by grade for level	5.48 %	13.02 %	20.73 %
 Standard Met (Level 3) <sup>i</sup> Percentage of students by grade for level	20.55 %	19.48 %	25.93 %
 Standard Nearly Met (Level 2) <sup>i</sup> Percentage of students by grade for level	36.99 %	20.33 %	22.17 %
 Standard Not Met (Level 1) <sup>i</sup> Percentage of students by grade for level	36.99 %	47.18 %	31.17 %

2023 -  
2024

## Overall Achievement





Reporting Categories	John Henry High	West Contra Costa Unified	State of California
Mean Scale Score	N/A	N/A	N/A
 Standard Exceeded (Level 4) <sup>i</sup> Percentage of students by grade for level	10.96 %	13.21 %	21.02 %
 Standard Met (Level 3) <sup>i</sup> Percentage of students by grade for level	30.14 %	19.32 %	26.02 %
 Standard Nearly Met (Level 2) <sup>i</sup> Percentage of students by grade for level	24.66 %	19.88 %	21.80 %
 Standard Not Met (Level 1) <sup>i</sup> Percentage of students by grade for level	34.25 %	47.59 %	31.15 %

# MATHEMATICS







**2022 -  
2023**

## Overall Achievement

Reporting Categories	John Henry High	West Contra Costa Unified	State of California
Mean Scale Score	N/A	N/A	N/A
 Standard Exceeded (Level 4) <sup>i</sup> Percentage of students by grade for level	0.00 %	9.48 %	17.14 %
 Standard Met (Level 3) <sup>i</sup> Percentage of students by grade for level	9.59 %	12.88 %	17.48 %
 Standard Nearly Met (Level 2) <sup>i</sup> Percentage of students by grade for level	15.07 %	21.13 %	24.06 %
 Standard Not Met (Level 1) <sup>i</sup> Percentage of students by grade for level	75.34 %	56.51 %	41.32 %

**2023 -  
2024**

## Overall Achievement





Reporting Categories	John Henry High	West Contra Costa Unified	State of California
Mean Scale Score	N/A	N/A	N/A
 Standard Exceeded (Level 4) <sup>i</sup> Percentage of students by grade for level	4.05 %	10.49 %	17.89 %
 Standard Met (Level 3) <sup>i</sup> Percentage of students by grade for level	10.81 %	12.85 %	17.65 %
 Standard Nearly Met (Level 2) <sup>i</sup> Percentage of students by grade for level	24.32 %	21.03 %	23.91 %
 Standard Not Met (Level 1) <sup>i</sup> Percentage of students by grade for level	60.81 %	55.64 %	40.55 %

# ENGLISH LANGUAGE ARTS/LITERACY







**2022 -  
2023**

## Overall Achievement

Reporting Categories	Downtown Charter Academy	Oakland Unified	State of California
Mean Scale Score	N/A	N/A	N/A
 Standard Exceeded (Level 4) <sup>i</sup> Percentage of students by grade for level	26.67 %	14.36 %	20.73 %
 Standard Met (Level 3) <sup>i</sup> Percentage of students by grade for level	41.57 %	18.70 %	25.93 %
 Standard Nearly Met (Level 2) <sup>i</sup> Percentage of students by grade for level	21.18 %	20.73 %	22.17 %
 Standard Not Met (Level 1) <sup>i</sup> Percentage of students by grade for level	10.59 %	46.20 %	31.17 %

**2023 -  
2024**

## Overall Achievement

Reporting Categories	Downtown Charter Academy	Oakland Unified	State of California
Mean Scale Score	N/A	N/A	N/A
 Standard Exceeded (Level 4) <sup>i</sup> Percentage of students by grade for level	28.46 %	13.95 %	21.02 %
 Standard Met (Level 3) <sup>i</sup> Percentage of students by grade for level	44.62 %	19.14 %	26.02 %
 Standard Nearly Met (Level 2) <sup>i</sup> Percentage of students by grade for level	18.46 %	20.48 %	21.80 %
 Standard Not Met (Level 1) <sup>i</sup> Percentage of students by grade for level	8.46 %	46.42 %	31.15 %





# MATHEMATICS

DOWNTOWN CHARTER







Overall Achievement

2022 -  
2023

Reporting Categories	Downtown Charter Academy	Oakland Unified	State of California
Mean Scale Score	N/A	N/A	N/A
 Standard Exceeded (Level 4) <sup>i</sup> Percentage of students by grade for level	43.19 %	12.24 %	17.14 %
 Standard Met (Level 3) <sup>i</sup> Percentage of students by grade for level	22.18 %	13.18 %	17.48 %
 Standard Nearly Met (Level 2) <sup>i</sup> Percentage of students by grade for level	20.62 %	20.60 %	24.06 %
 Standard Not Met (Level 1) <sup>i</sup> Percentage of students by grade for level	14.01 %	53.99 %	41.32 %

2023 -  
2024

Overall Achievement

Reporting Categories	Downtown Charter Academy	Oakland Unified	State of California
Mean Scale Score	N/A	N/A	N/A
 Standard Exceeded (Level 4) <sup>i</sup> Percentage of students by grade for level	50.39 %	12.11 %	17.89 %
 Standard Met (Level 3) <sup>i</sup> Percentage of students by grade for level	21.32 %	13.46 %	17.65 %
 Standard Nearly Met (Level 2) <sup>i</sup> Percentage of students by grade for level	20.93 %	19.62 %	23.91 %
 Standard Not Met (Level 1) <sup>i</sup> Percentage of students by grade for level	7.36 %	54.82 %	40.55 %





# ENGLISH LANGUAGE ARTS/LITERACY

OAKLAND CHARTER







2022 -  
2023

## Overall Achievement

Reporting Categories	Oakland Charter Academy	Oakland Unified	State of California
Mean Scale Score	N/A	N/A	N/A
 Standard Exceeded (Level 4) <sup>i</sup> Percentage of students by grade for level	0.93 %	14.36 %	20.73 %
 Standard Met (Level 3) <sup>i</sup> Percentage of students by grade for level	12.62 %	18.70 %	25.93 %
 Standard Nearly Met (Level 2) <sup>i</sup> Percentage of students by grade for level	27.57 %	20.73 %	22.17 %
 Standard Not Met (Level 1) <sup>i</sup> Percentage of students by grade for level	58.88 %	46.20 %	31.17 %

2023 -  
2024

## Overall Achievement

Reporting Categories	Oakland Charter Academy	Oakland Unified	State of California
Mean Scale Score	N/A	N/A	N/A
 Standard Exceeded (Level 4) <sup>i</sup> Percentage of students by grade for level	1.38 %	13.95 %	21.02 %
 Standard Met (Level 3) <sup>i</sup> Percentage of students by grade for level	6.88 %	19.14 %	26.02 %
 Standard Nearly Met (Level 2) <sup>i</sup> Percentage of students by grade for level	19.72 %	20.48 %	21.80 %
 Standard Not Met (Level 1) <sup>i</sup> Percentage of students by grade for level	72.02 %	46.42 %	31.15 %

# MATHEMATICS





OAKLAND CHARTER



ACADEMY





2022 -  
2023

## Overall Achievement

Reporting Categories	Oakland Charter Academy	Oakland Unified	State of California
Mean Scale Score	N/A	N/A	N/A
 Standard Exceeded (Level 4) <sup>i</sup> Percentage of students by grade for level	3.70 %	12.24 %	17.14 %
 Standard Met (Level 3) <sup>i</sup> Percentage of students by grade for level	10.65 %	13.18 %	17.48 %
 Standard Nearly Met (Level 2) <sup>i</sup> Percentage of students by grade for level	21.30 %	20.60 %	24.06 %
 Standard Not Met (Level 1) <sup>i</sup> Percentage of students by grade for level	64.35 %	53.99 %	41.32 %

2023 -  
2024

## Overall Achievement





Reporting Categories	Oakland Charter Academy	Oakland Unified	State of California
Mean Scale Score	N/A	N/A	N/A
 Standard Exceeded (Level 4) <sup>i</sup> Percentage of students by grade for level	7.24 %	12.11 %	17.89 %
 Standard Met (Level 3) <sup>i</sup> Percentage of students by grade for level	8.60 %	13.46 %	17.65 %
 Standard Nearly Met (Level 2) <sup>i</sup> Percentage of students by grade for level	25.34 %	19.62 %	23.91 %
 Standard Not Met (Level 1) <sup>i</sup> Percentage of students by grade for level	58.82 %	54.82 %	40.55 %

# ENGLISH LANGUAGE ARTS/LITERACY







**2022 -  
2023**

## Overall Achievement

Reporting Categories	Oakland Charter High	Oakland Unified	State of California
Mean Scale Score	N/A	N/A	N/A
 Standard Exceeded (Level 4) <sup>i</sup> Percentage of students by grade for level	23.71 %	14.36 %	20.73 %
 Standard Met (Level 3) <sup>i</sup> Percentage of students by grade for level	22.68 %	18.70 %	25.93 %
 Standard Nearly Met (Level 2) <sup>i</sup> Percentage of students by grade for level	27.84 %	20.73 %	22.17 %
 Standard Not Met (Level 1) <sup>i</sup> Percentage of students by grade for level	25.77 %	46.20 %	31.17 %

**2023 -  
2024**

## Overall Achievement





Reporting Categories	Oakland Charter High	Oakland Unified	State of California
Mean Scale Score	N/A	N/A	N/A
 Standard Exceeded (Level 4) <sup>i</sup> Percentage of students by grade for level	30.23 %	13.95 %	21.02 %
 Standard Met (Level 3) <sup>i</sup> Percentage of students by grade for level	27.91 %	19.14 %	26.02 %
 Standard Nearly Met (Level 2) <sup>i</sup> Percentage of students by grade for level	19.77 %	20.48 %	21.80 %
 Standard Not Met (Level 1) <sup>i</sup> Percentage of students by grade for level	22.09 %	46.42 %	31.15 %

# MATHEMATICS







**2022 -  
2023**

## Overall Achievement

Reporting Categories	Oakland Charter High	Oakland Unified	State of California
Mean Scale Score	N/A	N/A	N/A
 Standard Exceeded (Level 4) <sup>i</sup> Percentage of students by grade for level	11.34 %	12.24 %	17.14 %
 Standard Met (Level 3) <sup>i</sup> Percentage of students by grade for level	14.43 %	13.18 %	17.48 %
 Standard Nearly Met (Level 2) <sup>i</sup> Percentage of students by grade for level	21.65 %	20.60 %	24.06 %
 Standard Not Met (Level 1) <sup>i</sup> Percentage of students by grade for level	52.58 %	53.99 %	41.32 %

**2023 -  
2024**

## Overall Achievement

Reporting Categories	Oakland Charter High	Oakland Unified	State of California
Mean Scale Score	N/A	N/A	N/A
 Standard Exceeded (Level 4) <sup>i</sup> Percentage of students by grade for level	5.81 %	12.11 %	17.89 %
 Standard Met (Level 3) <sup>i</sup> Percentage of students by grade for level	18.60 %	13.46 %	17.65 %
 Standard Nearly Met (Level 2) <sup>i</sup> Percentage of students by grade for level	25.58 %	19.62 %	23.91 %
 Standard Not Met (Level 1) <sup>i</sup> Percentage of students by grade for level	50.00 %	54.82 %	40.55 %

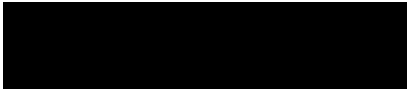
## Academic Update: State Testing

# ELPAC



The English Language Proficiency Assessments for California (ELPAC) is a state-required test that measures how well students in kindergarten through grade 12 understand English



# Summative ELPAC

**BENITO JUAREZ**



**ELEMENTARY**

**2022 - 2023**

## Overall Performance

Reporting Categories	Richmond Charter Elementary-Benito Juarez
Mean Scale Score	N/A
<div>Level 4 ⓘ</div> Percentage of students by grade for level	3.53%
<div>Level 3 ⓘ</div> Percentage of students by grade for level	26.27%
<div>Level 2 ⓘ</div> Percentage of students by grade for level	47.06%
<div>Level 1 ⓘ</div> Percentage of students by grade for level	23.14%

**2023 - 2024**

## Overall Performance

Reporting Categories	Richmond Charter Elementary-Benito Juarez
Mean Scale Score	N/A
<div>Level 4 ⓘ</div> Percentage of students by grade for level	11.07%
<div>Level 3 ⓘ</div> Percentage of students by grade for level	30.26%
<div>Level 2 ⓘ</div> Percentage of students by grade for level	36.53%
<div>Level 1 ⓘ</div> Percentage of students by grade for level	22.14%

# Summative ELPAC

**RICHMOND CHARTER**



**2022 -  
2023**

## Overall Performance

Reporting Categories	Richmond Charter Academy
Mean Scale Score	N/A
<div><input type="checkbox"/> Level 4 <sup>i</sup></div> Percentage of students by grade for level	18.58%
<div><input type="checkbox"/> Level 3 <sup>i</sup></div> Percentage of students by grade for level	30.97%
<div><input type="checkbox"/> Level 2 <sup>i</sup></div> Percentage of students by grade for level	27.43%
<div><input type="checkbox"/> Level 1 <sup>i</sup></div> Percentage of students by grade for level	23.01%

**2023 -  
2024**

## Overall Performance

Reporting Categories	Richmond Charter Academy
Mean Scale Score	N/A
<div><input type="checkbox"/> Level 4 <sup>i</sup></div> Percentage of students by grade for level	34.34%
<div><input type="checkbox"/> Level 3 <sup>i</sup></div> Percentage of students by grade for level	29.29%
<div><input type="checkbox"/> Level 2 <sup>i</sup></div> Percentage of students by grade for level	24.24%
<div><input type="checkbox"/> Level 1 <sup>i</sup></div> Percentage of students by grade for level	12.12%

# Summative ELPAC

OAKLAND CHARTER



ACADEMY

**2022 -  
2023**

## Overall Performance

Reporting Categories	Oakland Charter Academy
Mean Scale Score	N/A
<div>Level 4 <sup>i</sup></div> Percentage of students by grade for level	23.93%
<div>Level 3 <sup>i</sup></div> Percentage of students by grade for level	29.91%
<div>Level 2 <sup>i</sup></div> Percentage of students by grade for level	27.35%
<div>Level 1 <sup>i</sup></div> Percentage of students by grade for level	18.80%

**2023 -  
2024**

## Overall Performance

Reporting Categories	Oakland Charter Academy
Mean Scale Score	N/A
<div>Level 4 <sup>i</sup></div> Percentage of students by grade for level	13.68%
<div>Level 3 <sup>i</sup></div> Percentage of students by grade for level	25.64%
<div>Level 2 <sup>i</sup></div> Percentage of students by grade for level	34.19%
<div>Level 1 <sup>i</sup></div> Percentage of students by grade for level	26.50%

# Summative ELPAC

**DOWNTOWN CHARTER**



**ACADEMY**

**2022 -  
2023**

## Overall Performance

Reporting Categories	Downtown Charter Academy
Mean Scale Score	N/A
<div>Level 4 <sup>i</sup></div> Percentage of students by grade for level	52.54%
<div>Level 3 <sup>i</sup></div> Percentage of students by grade for level	27.12%
<div>Level 2 <sup>i</sup></div> Percentage of students by grade for level	8.47%
<div>Level 1 <sup>i</sup></div> Percentage of students by grade for level	11.86%

**2023 -  
2024**

## Overall Performance

Reporting Categories	Downtown Charter Academy
Mean Scale Score	N/A
<div>Level 4 <sup>i</sup></div> Percentage of students by grade for level	56.82%
<div>Level 3 <sup>i</sup></div> Percentage of students by grade for level	29.55%
<div>Level 2 <sup>i</sup></div> Percentage of students by grade for level	11.36%
<div>Level 1 <sup>i</sup></div> Percentage of students by grade for level	2.27%

# Summative ELPAC



**2022 -  
2023**

## Overall Performance

Reporting Categories	Oakland Charter High
Mean Scale Score	N/A
<div><div></div> Level 4 <sup>i</sup></div> Percentage of students by grade for level	8.89%
<div><div></div> Level 3 <sup>i</sup></div> Percentage of students by grade for level	31.11%
<div><div></div> Level 2 <sup>i</sup></div> Percentage of students by grade for level	38.89%
<div><div></div> Level 1 <sup>i</sup></div> Percentage of students by grade for level	21.11%

**2023 -  
2024**

## Overall Performance








Reporting Categories	Oakland Charter High
Mean Scale Score	N/A
<div><div></div> Level 4 <sup>i</sup></div> Percentage of students by grade for level	17.82%
<div><div></div> Level 3 <sup>i</sup></div> Percentage of students by grade for level	29.70%
<div><div></div> Level 2 <sup>i</sup></div> Percentage of students by grade for level	32.67%
<div><div></div> Level 1 <sup>i</sup></div> Percentage of students by grade for level	19.80%

# Summative ELPAC











2022 -  
2023

## Overall Performance

Reporting Categories	John Henry High
Mean Scale Score	N/A
 Level 4  Percentage of students by grade for level	9.17%
 Level 3  Percentage of students by grade for level	35.83%
 Level 2  Percentage of students by grade for level	27.50%
 Level 1  Percentage of students by grade for level	27.50%

2023 -  
2024

## Overall Performance

Reporting Categories	John Henry High
Mean Scale Score	N/A
 Level 4  Percentage of students by grade for level	12.30%
 Level 3  Percentage of students by grade for level	30.33%
 Level 2  Percentage of students by grade for level	31.15%
 Level 1  Percentage of students by grade for level	26.23%

## Academic Update: State Testing



Thank You

# ENGLISH LANGUAGE ARTS/LITERACY

**BENITO JUAREZ**







**ELEMENTARY**

**2022 -**

**2023**





Overall Achievement

Reporting Categories	Richmond Charter Elementary- Benito Juarez	West Contra Costa Unified	State of California
Mean Scale Score	N/A	N/A	N/A
 Standard Exceeded (Level 4) <sup>1</sup> Percentage of students by grade for level	7.92 %	13.02 %	20.73 %
 Standard Met (Level 3) <sup>1</sup> Percentage of students by grade for level	13.75 %	19.48 %	25.93 %
 Standard Nearly Met (Level 2) <sup>1</sup> Percentage of students by grade for level	23.33 %	20.33 %	22.17 %
 Standard Not Met (Level 1) <sup>1</sup> Percentage of students by grade for level	55.00 %	47.18 %	31.17 %

**2023 -**

**2024**

Overall Achievement

Reporting Categories	Richmond Charter Elementary- Benito Juarez	West Contra Costa Unified	State of California
Mean Scale Score	N/A	N/A	N/A
 Standard Exceeded (Level 4) <sup>1</sup> Percentage of students by grade for level	9.09 %	13.21 %	21.02 %
 Standard Met (Level 3) <sup>1</sup> Percentage of students by grade for level	19.05 %	19.32 %	26.02 %
 Standard Nearly Met (Level 2) <sup>1</sup> Percentage of students by grade for level	19.05 %	19.88 %	21.80 %
 Standard Not Met (Level 1) <sup>1</sup> Percentage of students by grade for level	52.81 %	47.59 %	31.15 %

# Coversheet

## CEO Report

<b>Section:</b>	III. Business
<b>Item:</b>	B. CEO Report
<b>Purpose:</b>	Discuss
<b>Submitted by:</b>	
<b>Related Material:</b>	CEO Report - October 16, 2024.pdf

# CEO Report

October 16, 2024

# Agenda

- School Enrollment
- Attendance
- Charter Renewal

# Enrollment

Current Total: 1,978

Budgeted Total: 1,993

Difference: - 15

(up by 10 students)

	Current Enrollment	Budgeted Enrollment	Difference
BJE	490	498	- 8
RCA	298	300	- 2
JHHS	333	320	+13
DCA	305	300	+ 5
OCA	222	225	- 3
OCHS	330	350	- 20

# Average Daily Attendance

	ADA 8/12-9/10	Budgeted ADA
BJE	94.14%	92%
RCA	95.23%	95%
JHHS	96.62%	95%
DCA	98.43%	95%
OCA	94.68%	95%
OCHS	94.14%	95%

# School Events

- OCHS Renewal Townhall on October 29th at 5pm at OCHS
- NWEA and iReady benchmark assessments data presentations at our November board meeting
- School Leader Updates



Thank you!

Honor Hard Work

**AMPS**  
HONOR HARD WORK

# Coversheet

## Approval of Amended FST Bylaws

<b>Section:</b>	III. Business
<b>Item:</b>	C. Approval of Amended FST Bylaws
<b>Purpose:</b>	Vote
<b>Submitted by:</b>	
<b>Related Material:</b>	FST Bylaws (4867-3803-0061.v3)_ REDLINE.pdf AMPS FST Bylaws _ CLEAN.pdf

Family Staff  
Team  
(FST)

BYLAWS

AMPS

HONOR HARD WORK

## BYLAWS OF THE AMETHOD PUBLIC SCHOOLS FAMILY STAFF

### TEAM (FST)

*Region 1: Richmond (Contra Costa County); Region 2: Oakland (Alameda County);*

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#### Contents

Introduction

~~Parent Education Program (PEP)~~

Article I – Duties of School Family Staff Team

Article II – Members of School Family Staff Team

Article III – Officers of School Family Staff Team

Article IV – Committees

Article V – Meetings of School Family Staff Team

Article VI – Amendments

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#### Introduction

One might be asking what The Family Staff Team (FST) exactly means? At AMPS we believe that true parent and school partnership should be viewed as a team concept rather than one of consultation only. A charter school community that leans on each other when its needed, and debates in healthy approach and without hidden agendas helps families, students, and educators become more invested not only in their children's education, but it also helps to build a local leadership model so necessary for charter schools that are often in the middle of local, state and even nationwide political circumstances.

The Family Staff Team, consisting of the families and staff representation meets quarterly, at minimum, to provide suggestions and recommendations on issues including, but not limited to, budgeting, LCFF, LCAP eight state priorities, curriculum, school policies, community participation, and the general direction of the specific school and/or region. The FST will make recommendations for topics to address for the general stakeholders of the school including families and AMPS Board Members by organizing the calendar for the Parent Enrichment Program (PEP).

*\* Although members of the FST are an Advisory body, Members will be held by fellow FST members to the duty of loyalty which requires members to operate in the interest a nonprofit organization. Individuals FST members **are not** to use the FST position to further personal agendas and will maintain a professional approach and conduct towards participation and among members and community as they support the mission and vision of the AMPS Network schools and organization.*

*Quick Questions one must consider before they leave the Family orientation Meeting:*

- In what ways does the candidate help our schools? How can they potentially damage the schools?
- What are the strengths of your school and community and are they captured at the FST level?
- What are the possible benefits when schools, and FST Committees work together?
- What might schools, parents/families, and the community do differently to work together more successfully?

### AMPS Parent Enrichment Program (PEP)

The AMPS Parent Education Program (PEP) defines parent education as a process that embraces the expansion of insights, perceptions, attitudes and the acquisition of knowledge and skills in the development of parents, educators, students and the unique relationship between them.

PEP workshops will seek to offer multiple benefits to parents/guardians and children. Parents may develop new skills that can lead to increased expertise and positive supportive practices, while children may indirectly benefit from changes or improvements in their parents' skill set. The school administration and FST will seek to offer a focused educational awareness program that will aim to communicate to parents how to prepare and ready children to start school with the cognitive, social, and emotional skills needed to learn. Additional topics may include: school culture/ orientation, math and reading/literacy, college application process, and/or community awareness topics. For example, primary grades may include topics such as early literacy, and hands on math. At secondary schools, additional topics may include college going mindset, and A-G coursework.

### Article I – Duties of School FST

The Family Staff Team (FST) of all current AMPS ~~and all subsequent~~ schools will carry out the following duties:

- Develop, review and approve Local Control Accountability Plans (LCAP) discussions, process and vote.
- ~~Develop, review, and approve Single Plan for Student Achievement (SPSA).~~
- Recommend required plans to the Board of Directors for review and vote.
- Provide ongoing review of the implementation of the plans with site administration teams.
- Assist with planning of specific school speakers, assemblies, and instructional or social events.
- Assist the School Administration and the AMPS Community Outreach Staff in organizing and executing community action events as needed.
- Develop, and modify the yearly the Parent Enrichment Program (PEP).
- Recommend any PEP updates to the Board of Directors.
- Act as the English Learner Advisory Committee (ELAC) and fulfill all duties of this committee as required by law.
- Carry out all other duties as necessary under state, charter authorities, and federal law.

### Article II – Members of FST

#### A. Composition of the FST

The Family Staff Team (FST) shall be composed of a number no less than three (3) and up to eleven (11) members at maximum. ~~One post(s) will be given to one (1) ELL parents of EL students in a percentage proportionate to the percentage of EL students enrolled at the school site, as necessary.<sup>1</sup>~~ Members will exhibit professionalism, and loyalty to the organization's mission, vision and organization itself by oath.

Membership:

1. One (1) ~~Regional~~ School Site Director or School Administration Designee;
2. Up to ~~three~~ two (2) certificated staff members ~~from region whom have been employed with by AMPS for more than two (2) calendar years;~~
3. One (1) non-certificated ~~AMPS~~ staff member ~~from region who has been employed with~~

**Commented [KR1]:** These Bylaws and the DCP charter provide that the FST serves as the ELAC. EC 52176 requires that parents or guardians, or both, of EL pupils constitute membership on an ELAC in at least the same percentage as their children and wards represent of the total number of pupils in the school. As such, the composition of the FST may need to be revised to allow for the appropriate number of EL parents/guardians.

<sup>1</sup>At least one (1) English Language Learner parent (as necessary to form ELAC) who have been at school for more than one (1) calendar year.

by AMPS for more than two (2) calendar years;

4. Up to ~~five~~ <sup>four</sup> (4) parents members who have children in the specific ~~region~~ school whom have been enrolled in an AMPS school for more than one (1) calendar year;
5. *If applicable*, ~~One~~ (1) AMPS high school student representative from the respective school ~~region~~.

## B. Membership & Terms:

- Site Director or Administrative Designee ~~(+)~~

All Site Directors of AMPS are ~~in the general~~ membership of the FST. An Administrative Designee ~~may fill in for the Site Director as needed as~~ identified by the Site Director and approved by the ~~CEO~~ Regional Superintendent of the respective region ~~may attend an FST meeting in place of an absent Site Director, as needed~~. Site directors or designees ~~does~~ not vote unless there is a tie vote ~~in which~~ and the Site Director or Designee's vote ~~will~~ *is needed* to break the tie.

- Certified ~~S~~staff ~~M~~members ~~from region~~.

~~The Nominated~~ certified members ~~may be nominated and~~ shall be appointed by ~~a committee selected by the AMPS Regional Superintendent or the Chief Academic Officer and approved by the AMPS Chief Executive Officer~~ the Site Director in consultation with the Chief Academic Officer. The terms of office for the teacher members shall be one (1) year. ~~Teacher members may serve up to two (2) terms, with the option to continue for a 2<sup>nd</sup> term.~~ The selection of new teacher members shall take place ~~no later than October 30 by the fall of~~ of each school year. ~~Teachers must have been with the AMPS organization for more than two (2) calendar years.~~

- Non-certificated Staff Member ~~from region~~

~~The Nominated~~ non-certificated staff members ~~may be nominated and~~ shall be appointed by the ~~Site Director in consultation with the Chief Academic Officer~~ Regional Superintendent. The term of office for the non-certificated staff member is one (1) year. The selection of the non-certificated staff members shall take place ~~at the beginning of no later than October 30 of~~ each school year. ~~Staff must have been with AMPS for more than two (2) years.~~

- Parent ~~M~~members

The parent- members shall be ~~selected by a vote of AMPS family members from their~~ respective school ~~region~~ *at the FST Nominating Meeting*. The terms of office for the parent- members shall be one (1) year. ~~Parent members may serve up to two (2) terms, with the option to continue for a 2<sup>nd</sup> terms.~~ The selection of new parent members shall take place ~~no later than October 30 of by the fall of~~ each school year ~~as described below. If parents have with more than one (1) child in multiple AMPS sites, they may only serve on one (1) FST council per academic school year.~~ Enrollment in an ~~regional~~ AMPS school will be verified by use of the student information system. ~~Family members who are employees of AMPS may serve as FST members.~~

- *Parent of an English Learner (EL) student* ~~Parent Members~~

~~Nominated~~ ~~One (1) EL parent member~~ ~~(s) of a student identified as an English Learner (EL)~~ shall ~~be identified and be~~ verified by a school staff. ~~EL parent members will be elected~~ ~~Once potential parents are identified, they too will be voted by~~ ~~at the group of parents present at the FST Nominating Meeting.~~ ~~This post will be a popular vote process where the candidate with the~~

Commented [KR2]: Is this what was intended?

Commented [KR3]: This is stated above.

Commented [KR4]: Are non-certificated staff members not allowed to serve a second term like the certificate staff members?

Commented [KR5]: Stated above.

Commented [KR6]: Is this accurate?

Commented [KR7]: Is this what was intended.

Commented [KR8]: Please see my prior comment regarding percentage of EL parents required by an ELAC.

~~most EL parent members shall be elected by a votes of the EL families will be serve as a member of the FST. The terms of office for the parent EL members shall be one (1) year. ~~EL~~ parent members may serve up to two (2) terms, with the option to continue for a 2<sup>nd</sup> term. The selection of new EL parent members shall take place at no later than October 30 of each school year, the same FST Nominating Meeting as other parent representatives.~~

Commented [KR9]: Is this accurate?

- ~~AMPS Regional High School~~ Student Member

~~Candidates for the high school student member seat shall be nominated by Nominations for student members (regional high schools only) shall be taken from current high school juniors and seniors through the identified high school administration staff in the fall and prior to the FST Nominating Meetings seniors no later than October 30 of each school year. The term of office for the student members shall be one (1) year. Interested Eligible students candidates must will meet or exceed the following criteria: submit the following to the Regional Superintendent:~~

Commented [KR10]: Is this accurate?

~~One (1) letter of recommendation from either a regional site director, dean, or college advisor;~~

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~~An essay/presentation outlining the qualifications of the candidate, knowledge of the purpose of the FST and the candidate's goals for the upcoming year as a member of the FST;~~

Commented [KR11]: These are just suggestions (that can be modified) to add clarity to the content of the essay/presentation.

~~The student member, and must exhibits model AMPS student behavior as measured by:~~

~~zero No summative suspensions;~~

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~~No detentions for minimal infractions;~~

~~Positive participation in school sanctioned events, clubs or teams;~~

~~A above 94% attendance rate in the year preceding the nomination;~~

~~A at minimum grade point average of 3.2<sup>2</sup> \*(modified grade point averages will be scaled accordingly)~~

~~, and essay/presentation submitted to Regional Superintendent.~~

~~The CEO AMPS Regional Superintendent will appoint a panel group of three (3) regional representatives whom will select the student member. The Committee panel shall be composed of the following:~~

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~~— One (1) current member of a school administration (non high school) from the student's region;~~

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~~— One (1) current teacher (non high school) from the student's region;~~

~~- One (1) member of Home Office Outreach Coordination team~~

### C. ~~Nominations~~ Nomination and Election of Parent Members and Vote:

Commented [KR12]: This section appeared to refer to parent members only.

FST elections are usually held in September, and no later than October 30, however some exceptions may apply. ~~Families will have an opportunity to select their representatives. Specific AMPS Regional staff or school administrators will announce Vacancies on the FST member solicitation will be announced annually through modes of communication that may or may not include email, phone call,~~

<sup>2</sup> Modified grade point averages will be scaled accordingly.

text messaging, social media, and/or family newsletters.

At the FST Nominating Meeting, parents can nominate themselves or receive a nomination by another parents. Nominated parents can accept or decline the nomination. Nominated parents will be invited to give a speech at the Nomination Meeting regarding their qualifications and interest in being part of the FST. The speech should be no longer than two (2) minutes.

Each parent in attendance at the FST Nominating Meeting will receive a ballot listing the nominated parents.

The interested candidates will then go through a Rank Choice voting will be utilized. Ranked choice voting gives requiring each the voter the control to rank candidates from most favorite to least favorite. The top five (5) candidates with the highest total votes will win in accordance to their total tallied vote counts. Top five (including 1 parent of an EL student) will be listed on the ballot in a random order. Individuals interested in serving on the FSCandidates **must** be present at the “FST Nomination Meeting”. Total votes will be added and parents with the most votes will be elected as FST members. Site directors or designees do not vote unless there is a tie vote in which the Site Director or Designee’s vote will break the tie.

#### **FST Nominating Meeting**

Prior to At the FST Nominating Meeting, interested parents, “candidates”, will be asked to must submit their name, school of representation and, grade of their children prior to the Nominating Meeting as determined by to the Site Director the Regional Superintendent. The parent eCandidates will then must give a 2-3 minute speech (depending on the size of the group and as determined by the current FST Chair). This speech should outline the qualifications of the candidate, knowledge of the purpose of the FST and the candidate’s goals for the upcoming year as a member of the FST. At the FST Nominating Meeting, verified AMPS families will possess **one (1) ballot per family/guardian representative**<sup>3</sup> in attendance regardless of the number of children enrolled in an AMPS school. The ballot will list the verified candidate list to accommodate the rank choice voting. The current Chairperson should **NOT** vote on the membership.

*\*For clarification, family members means: child, or grandchild or certified guardian of a child within the AMPS school network specific to their region. Parents who work for AMPS may be members of the FST.*

#### **D. Meetings**

FST meetings will be held quarterly (a minimum of 4) per year. PEP workshops may be held on same day as FST meetings, either before or after FST meeting time.

#### **E. Termination of FST Membership**

Without prejudice to any rights of a FST member or officer, aAny FST member or officer may be removed, suspended, or censured with or without cause, by an affirmative vote of two thirds (2/3) of the FST voting body, see details below:

1. Any elected FST member who misses two (2) meetings without communication to the FST Secretary shall be summarily removed.
2. Members who exhibit a clear on personal agendas or concerns that places the school or organization in regulatory jeopardy due to personal interests rather than the school’s mission, may be removed by motion by a number of FST committee members that constitutes 2/3 of committee membership.

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**Commented [KR13]:** This number may need to be revised based on my comment regarding the number of EL parent reps.

**Commented [KR14]:** This section was not clear. Is this what was intended?

**Commented [KR15]:** This paragraph is unclear. Is the process as follows:  
-Families vote to select candidates that will be listed on the ballot.

-The current FST members then vote to select the parent reps?

If so, this does not appear consistent with section B which indicates that parents members are elected by the parents.

**Commented [KR16]:** Is this immediately prior or a prior date? Please clarify here.

**Commented [KR17]:** This is a suggestion that can be modified.

**Commented [KR18]:** The election process is not clear. Are parents elected by the parents or by the FST members? Section B indicates parents are elected by the families. This section appears to indicate that parents are nominated by parents and selected by the FST members.

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**Commented [KR19]:** Footnote added below. The Bylaws state in section B, that employees may serve as members of the FST.

**Commented [KR20]:** I do not see a prior reference to a committee? What committee is this?

**Commented [KR21]:** The first paragraph indicates that removal requires a 2/3 vote.

<sup>3</sup> A family/guardian representative includes a parent or certified guardian.

3. Any other reason for ~~termination-removal~~ shall be ~~effected~~ approved by a majority 2/3 of voting members. ~~Written notice of removal shall be given to the member or officer after voting has taken place.~~
4. Any FST member ~~or officer~~ may ~~terminate his or her membership~~ resign by submitting a signed letter of resignation to the FST Chairperson.
5. The AMPS Chief Executive Officer has the authority to remove any FST member that places the mission and objective of the AMPS organization and/or any of its affiliate schools and programs in jeopardy ~~meeting the mission of the region.~~

**Commented [KR22]:** The first paragraph indicates that removal requires a 2/3 vote.

**Commented [KR23]:** Is this notice provided before removal or after?

#### ***F. Transfer of Membership***

FST membership may not be assigned or transferred to ~~another school or~~ another individual.

#### ***G. Voting***

Each FST member is entitled to one (1) vote and may cast that vote on any matter submitted to a vote of the FST. Absentee ballots or proxies shall not be permitted. A deadlock occurs when a vote on any ~~issue-matter~~ results in an identical number of votes in support of ~~and against the matter, an issue as the number of votes against an issue.~~ In the event of a documented deadlock, the Chairperson of the FST may elect to re-open discussion on the matter followed by another vote. ~~The Site Director or designee can vote if there is a tie vote, and the Site Director or Designee's vote is needed to break the tie.~~ In the alternative, the Chairperson may elect to end a deadlock by counting only the votes of the FST's officers (Chairperson, or Vice- Chairperson) on a particular matter.

#### ***H. Vacancy***

Any vacancy shall be filled by the Chairperson ~~coordinating by selecting the candidate with the~~ with individuals who initially received the next highest number of votes ~~from their peers~~ in the initial school year election.

### **Article III – Officers of School FST**

#### ***A. Officers***

~~Interested~~ The FST will elect officers at the ~~members who wish to be considered for an officer position will seek nomination, be nominated, or self nominate for an officer role during the first FST meeting of the school calendar year. Candidates may be nominated or may be self-nominated.~~ FST members may nominate more than one (1) person for an officer role. The officers of the FST shall be: Chairperson, Vice Chairperson, and Secretary:

*The Chairperson shall:*

- Preside at all of the FST meetings and ensure compliance with parliamentary rules.
- Work with staff and FST in setting the agenda and topics.
- Sign all letters, reports and other communications on behalf of the FST as needed.
- Perform all duties incident to the office of the Chairperson.
- Perform other such duties as assigned by the FST.

*The Vice-Chairperson shall:*

- Vice-Chairperson will be a non-Amethod School staff member.
- Represent the Chairperson in assigned duties.

- Substitute for the Chairperson in his or her absence.
- Perform other such duties as assigned by the Council.

*Secretary shall:*

- Confirm and/or maintain notes, minutes, sign in sheets, and handouts from all meetings.
- Submits minutes to the Chairperson and Vice Chairperson for recording.
- Records minutes in log.

#### ***B. Election and Terms of Office***

The term of each officer shall be for one (1) year expiring at the last meeting or until a successor has been elected. ~~The officers shall be elected annually at the first regular meeting of the school year.~~

#### ***C. Voting Process (For Officer Roles)***

Each FST member is entitled to one (1) vote per officer position. Absentee ballots or proxies shall not be permitted.

~~A deadlock occurs when a vote on any issue results in an identical number of votes in support of an issue as the number of votes against an issue.~~ In the event of a documented deadlock, the Site Director and/or Designee may break the tie or the Chairperson of the FST may elect to re-open discussion on the matter followed by another vote.

#### ***D. Removal of Officers***

Any officer may be removed from their office by a two-thirds vote of the FST members with or without ~~prejudice, or~~ cause.

#### ***E. Vacancy***

~~An Officer v~~ Vacancies shall be filled at the earliest opportunity by a special election of the FST, for the remaining portion of the term of office. Should the appointed person wish to seek reelection, they will have to go through the regular nomination process and vote.

### **Article IV – Committees**

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#### ***A. Sub-committees***

~~Given that the FST Committee is an Advisory Group, a~~ All sub-committees ~~are ad hoc committees serving serve in an advisory capacity to the FST, as an advisory body.~~ The FST Chairperson may establish ~~and abolish~~ sub-committees ~~of their own membership~~ to perform duties as shall be prescribed by the FST. No sub-committee may exceed the authority of the FST. The FST Chair has authority to terminate sub-committees.

#### ***B. Membership***

Unless otherwise determined by the FST, the FST ~~e~~Chairperson shall appoint members of the committees. A vacancy shall be filled by appointment made by the Chairperson. Membership of ~~standing or special~~ committees may include non-members of the FST who are members of the AMPS community.

### C. Quorum

A majority of the members of a committee shall constitute a quorum. The act of the majority of the members shall be the act of the committee, provided a majority is in attendance.

## Article V – Meetings of the School Site FST

### A. Meetings

Regular FST meetings will occur as described in Article II (D) of these bylaws. Special meetings may be called by the Chairperson as needed. Special meetings and other Ad Hoc meetings may occur through the year as needed.

### B. Place of Meetings

The FST shall hold its regular meetings at a facility provided by AMPS.

### C. Quorum

All acts or decisions of the FST, except as otherwise indicated in these bylaws, will be by majority vote of the members in attendance based on the present of a quorum. The act of a majority of the members present shall be the act of the FST, provided a quorum is in attendance, and no decision may otherwise be attributed to the FST. A majority of the members of the FST shall constitute a quorum.

### D. Recordings

The AMPS organization takes privacy and confidentiality with extreme care and diligence as mandated by the FERPA regulation. As such, the FST committee does not allow for any audio or visual recordings of FST meetings, or discussions.

### E.D. Conduct of Meetings

Meetings of the FST shall be conducted in accordance with Robert's Rules of Order. To assure privacy and transparency, recorded minutes of proceedings will be recorded and maintained at the school office and on the school servers.

## Article VI– Amendments

The AMPS Chief Executive Officer may adopt, amend or repeal any of these bylaws has the administrative regulatory authority to provide updates and revisions as needed and to assure ensure that the committee FST remains in alignment within the authorized intent, and guiding functions of the mission and objectives of the Family Staff Team organization.

Commented [KR24]: Does each FST meet within its region?

Commented [25]: Is this still true?

Commented [KR26R25]: Unless the FST is hearing matters that pertain to specific students (which does not appear to be the case) FERPA is not applicable.

Commented [KR27]: Unless the FST has a parliamentarian we do not recommend committing to compliance with Roberts Rules of Order which is very complicated.

## Frequently Asked Questions (FAQ)

### Q: Why is the group named Family Staff team and not the usual name of School Site Council?

A: AMPS believes in the power of team, united working towards a given objective or goal enough so that we placed it in the title of the group. In this case, the goal is to offer well rounded ideas, suggestions, and programs to better the schools and school programs for students of AMPS. Moreover, the charge tasked to charter schools is to offer unique perspectives to public schools and as such, we take pride in codifying our own approach and methods.

### Q: Are Charter schools required to have a school site council?

A: No. Education Code (EC) Section 47610 exempts charter schools from most (EC) sections, including the requirement for a "school site councils" referenced in EC Section 64001. However, the FST does serve under a similar role and definition of a school site council.

### Q: Charter schools are unique. From what laws are charter schools exempt?

A: Charter schools are generally exempt from California State laws governing school districts, except where specifically imposed by California *Education Code (EC)* Section 47610.

- State and federal constitutions.
- The California Charter Schools Act (*EC* Section 47600 et. seq.).
- All federal laws (e.g., Individuals with Disabilities Education Improvement Act, Americans with Disabilities Act, and the Rehabilitation Act).
- All laws that are a condition of funding for a specific program for which the charter school chooses to participate (e.g., No Child Left Behind [NCLB] Act of 2001).
- Laws establishing minimum age for school attendance.
- Laws governing non-classroom based programs (whether defined as independent study, home schooling, distance learning, personalized learning, or virtual).
- Educational Employees Relations Act (*California Government Code* Section 3540 et. seq.).
- State pupil testing programs (e.g., Physical Fitness Test, Standardized Testing and Reporting, California High School Exit Examination, California English Language Development Test).
- Specific provisions of law related to teachers' retirement and employee relations.

### Q: May the FST make or ratify policies or addendums that pertain to ALL AMPS network-wide policies?

A: FST's may make recommendations that are non-binding. However, FST officer recommendations and approvals will be sought out for key policies and regulations that will be reviewed by the network administration and board.

### Q: Must charter schools develop a School Accountability Report Card (SARC)?

A: Yes. Article XVI Section 8.5(e) of the *California Constitution* requires that a "school district maintaining an elementary or secondary school shall develop and cause to be prepared an annual audit accounting for such funds and shall adopt a School Accountability Report Card (SARC) for each school."

### Q: Must a charter school develop a Single Plan for Student Achievement?

Yes, pursuant to *EC* Section 47634.4 (Chapter 6, Article 2 of the Charter School Act), if a charter school participates in a program, or receives funding for a program requiring the development of a Single Plan for Student Achievement (SPSA), the charter must comply with those programmatic requirements. Within AMPS, this is the task of the FST.

Commented [KR28]: The FAQ should be a separate document.

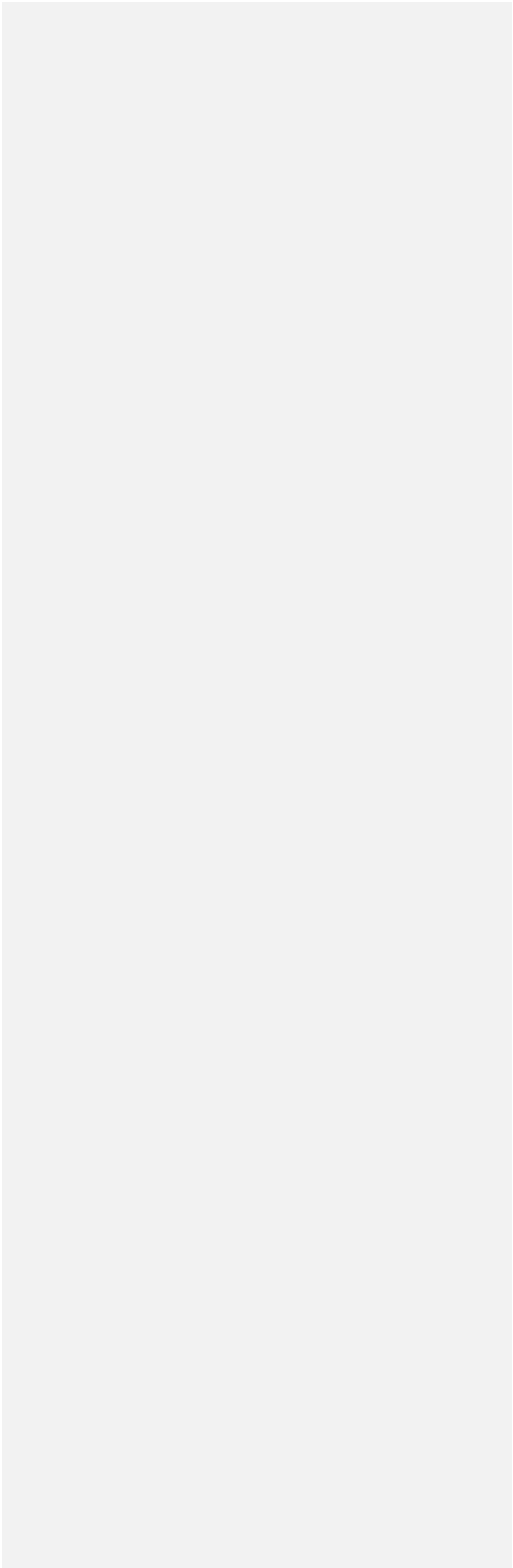
Commented [29]: is this still required or could it be aligned to the LCAP?

Commented [KR30R29]: The CDE states: Effective January 1, 2019, single school districts and charter schools may use the LCAP, with the inclusion of Title I, Part A funded expenditures, to serve as the SPSA, provided that the LCAP meets the ESSA school planning requirements and the educational partner requirements in *EC* Section 52062[a]. (*EC* Section 64001[j]).

<https://www.cde.ca.gov/rc/lc/spsaguidancessdcharter.asp>

Ed Code 64001(j) states, in part: Single school districts and charter schools may use the local control and accountability plan to serve as the SPSA, provided that the local control and accountability plan meets federal school planning requirements and the stakeholder requirements established in [subdivision \(a\) of Section 52062](#), and is adopted at a public hearing pursuant to [Section 52062](#) or [47606.5](#), as applicable.

| [4867-3803-0061, v. 34867-3803-0061, v. 2](#)



# BYLAWS OF THE AMPS FAMILY STAFF TEAM (FST)

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- Introduction
- Article I – Duties of School Family Staff Team
- Article II – Members of School Family Staff Team
- Article III – Officers of School Family Staff Team
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## Introduction

One might be asking what The Family Staff Team (FST) exactly means? At AMPS we believe that true parent and school partnership should be viewed as a team concept rather than one of consultation only. A charter school community that leans on each other when its needed, and debates in healthy approach and without hidden agendas helps families, students, and educators become more invested not only in their children's education, but it also helps to build a local leadership model so necessary for charter schools that are often in the middle of local, state and even nationwide political circumstances.

The Family Staff Team, consisting of the families and staff representation meets quarterly, at minimum, to provide suggestions and recommendations on issues including, but not limited to, budgeting, LCFF, LCAP eight state priorities, curriculum, school policies, community participation, and the general direction of the specific school and/or region. The FST will make recommendations for topics to address for the general stakeholders of the school including families and AMPS Board Members.

*\* Although members of the FST are an Advisory body, Members will be held by fellow FST members to the duty of loyalty which requires members to operate in the interest of a nonprofit organization. Individuals serving as FST members are not to use the FST position to further personal agendas and will maintain a professional approach and conduct towards participation among members and community as they support the mission and vision of AMPS schools and the organization.*

*Questions to consider at the FST Nominating Meeting:*

- a) In what ways does the candidate help our schools?
- b) What are the strengths and needs of your school and community and how will the person support to improve the needs of the school?
- c) What can schools, parents/families, and the community do to work together more successfully?

## **Article I – Duties of School FST**

The Family Staff Team (FST) of all current AMPS schools will carry out the following duties:

- Develop, review and approve Local Control Accountability Plans (LCAP) discussions, process and vote.
- Recommend required plans to the Board of Directors for review and vote.
- Provide ongoing review of the implementation of the plans with site administration teams.
- Assist with planning of specific school speakers, assemblies, and instructional or social events.
- Assist the School Administration and the AMPS Community Outreach Staff in organizing and executing community action events as needed.
- Act as the English Learner Advisory Committee (ELAC) and fulfill all duties of this committee as required by law.
- Carry out all other duties as necessary under state, charter authorities, and federal law.

## **Article II – Members of FST**

### ***A. Composition of the FST***

The Family Staff Team (FST) shall be composed of a number no less than three (3) and up to eleven (11) members at maximum. Post(s) will be given to parents of EL students in a percentage proportionate to the percentage of EL students enrolled at the school site. Members must exhibit professionalism and loyalty to the organization's mission, vision and organization itself by oath.

#### ***Membership:***

1. One (1) School Site Director or School Administration Designee;
2. Up to two (2) certificated staff members employed by AMPS;
3. One (1) non-certificated staff member employed by AMPS;
4. Up to five (5) parent members who have children in the specific school;
5. *If applicable*, one (1) AMPS high school student representative from the respective school.

### ***B. Membership & Terms:***

#### **Site Director or Administrative Designee**

All Site Directors of AMPS are members of the FST. An Administrative Designee identified by the Site Director and approved by the CEO may attend an FST meeting in place of an absent Site Director, as needed. Site directors or designees do not vote unless there is a tie vote and the Site Director or Designee's vote is needed to break the tie.

#### **Certificated Staff Members**

Nominated certificated members shall be appointed by the Site Director in consultation with the Chief Academic Officer. The terms of office for the teacher members shall be one (1) year. The selection of new teacher members shall take place no later than October 30 of each school year.

*Non-certificated Staff Member*

Nominated non-certificated staff members shall be appointed by the Site Director in consultation with the Chief Academic Officer. The term of office for the non-certificated staff member is one (1) year. The selection of the non-certificated staff members shall take place no later than October 30 of each school year.

*Parent Members*

The parent members shall be elected by a vote of AMPS family members from their respective school at the FST Nominating Meeting. The term of office for the parent members shall be one (1) year. The election of new parent members shall take place no later than October 30 of each school year. Enrollment in an AMPS school will be verified by using the student information system.

*English Learner (EL) Parent Members*

Nominated EL parent member(s) shall be verified by a school staff. EL parent members will be elected at the FST Nominating Meeting. The terms of office for the parent EL members shall be one (1) year. The selection of new EL parent members shall take place no later than October 30 of each school year.

*AMPS High School Student Member*

Candidates for the high school student member seat shall be nominated by current high school juniors and seniors no later than October 30 of each school year. The term of office for the student member shall be one (1) year.

***C. Nomination and Election of Parent Members:***

FST elections are usually held in September, and no later than October 30, however some exceptions may apply. Vacancies on the FST will be announced annually through email, phone call, text messaging, social media, and/or family newsletters.

At the FST Nominating Meeting, parents can nominate themselves or receive a nomination by another parents. Nominated parents can accept or decline the nomination. Nominated parents will be invited to give a speech at the Nomination Meeting regarding their qualifications and interest in being part of the FST. The speech should be no longer than two (2) minutes.

Each parent in attendance at the FST Nominating Meeting will receive a ballot listing the nominated parents. *Rank Choice* voting will be utilized requiring each voter to rank candidates from most favorite to least favorite. Total votes will be added and parents with the most votes will be elected as FST members. Site directors or designees do not vote unless there is a tie vote in which the Site Director or Designee's vote will break the tie.

#### ***D. Meetings***

FST meetings will be held quarterly (a minimum of 4) per year.

#### ***E. Termination of FST Membership***

Any FST member or officer may be removed, suspended, or censured with or without cause, by an affirmative vote of two thirds (2/3) of the FST voting body, see details below:

1. Any elected FST member who misses two (2) meetings without communication to the FST Secretary shall be removed.
2. Members who exhibit personal agendas or concerns that place the school or organization in regulatory jeopardy due to personal interests rather than the school's mission.
3. Any other reason for removal shall be approved by 2/3 of voting members. Written notice of removal shall be given to the member or officer after voting has taken place.
4. Any FST member or officer may resign by submitting a signed letter of resignation to the FST Chairperson.
5. The AMPS Chief Executive Officer has the authority to remove any FST member that places the mission and objective of the AMPS organization and/or any of its affiliate schools and programs in jeopardy.

#### ***F. Transfer of Membership***

FST membership may not be assigned or transferred to another individual.

#### ***G. Voting***

Each FST member is entitled to one (1) vote and may cast that vote on any matter submitted to a vote of the FST. Absentee ballots or proxies shall not be permitted. A deadlock occurs when a vote on any matter results in an identical number of votes in support of and against the matter. In the event of a documented deadlock, the Chairperson of the FST may elect to re-open discussion on the matter followed by another vote. The Site Director or designee can vote if there is a tie vote, and the Site Director or Designee's vote is needed to break the tie. In the alternative, the Chairperson may elect to end a deadlock by counting only the votes of the FST's officers (Chairperson, or Vice- Chairperson) on a particular matter.

#### ***H. Vacancy***

Any vacancy shall be filled by the Chairperson by selecting the candidate with the next highest number of votes in the initial school year election.

### **Article III – Officers of School FST**

## ***A. Officers***

The FST will elect officers at the first FST meeting of the school year. Candidates may be nominated or may be self-nominated. FST members may nominate more than one (1) person for an officer role. The officers of the FST shall be: Chairperson, Vice Chairperson, and Secretary:

*The Chairperson shall:*

- Preside at all of the FST meetings and ensure compliance with parliamentary rules.
- Work with staff and FST in setting the agenda and topics.
- Sign all letters, reports and other communications on behalf of the FST as needed.
- Perform all duties incident to the office of the Chairperson.
- Perform other such duties as assigned by the FST.

*The Vice-Chairperson shall:*

- Vice-Chairperson will be a non-Amethod School staff member.
- Represent the Chairperson in assigned duties.
- Substitute for the Chairperson in his or her absence.
- Perform other such duties as assigned by the Council.

*Secretary shall:*

- Confirm and/or maintain notes, minutes, sign in sheets, and handouts from all meetings.
- Submits minutes to the Chairperson and Vice Chairperson for recording.
- Records minutes in log.

## ***B. Election and Terms of Office***

The term of each officer shall be for one (1) year expiring at the last meeting or until a successor has been elected.

## ***C. Voting Process (For Officer Roles)***

Each FST member is entitled to one (1) vote per officer position. Absentee ballots or proxies shall not be permitted.

In the event of a documented deadlock, the Site Director and/or Designee may break the tie or the Chairperson of the FST may elect to re-open discussion on the matter followed by another vote.

## ***D. Removal of Officers***

Any officer may be removed from their office by a two-thirds vote of the FST members with

or without cause.

### ***E. Vacancy***

Vacancies shall be filled at the earliest opportunity by a special election of the FST, for the remaining portion of the term of office. Should the appointed person wish to seek reelection, they will have to go through the regular nomination process and vote.

## **Article IV – Committees**

### ***A. Sub-committees***

All sub-committees serve in an advisory capacity to the FST. The FST Chairperson may establish sub-committees to perform duties as shall be prescribed by the FST. No sub-committee may exceed the authority of the FST. The FST Chair has authority to terminate sub-committees.

### ***B. Membership***

Unless otherwise determined by the FST, the FST Chairperson shall appoint members of the committees. A vacancy shall be filled by appointment made by the Chairperson. Membership of committees may include non-members of the FST who are members of the AMPS community.

### ***C. Quorum***

A majority of the members of a committee shall constitute a quorum. The act of the majority of the members shall be the act of the committee, provided a majority is in attendance.

## **Article V – Meetings of the School Site FST**

### ***A. Meetings***

Regular FST meetings will occur as described in Article II (D) of these bylaws. Special meetings may be called by the Chairperson as needed. Special meetings and other Ad Hoc meetings may occur through the year as needed.

### ***B. Place of Meetings***

The FST shall hold its regular meetings at a facility provided by AMPS.

### ***C. Quorum***

All acts or decisions of the FST, except as otherwise indicated in these bylaws, will be by majority vote of the members in attendance based on the present of a quorum. The act of a majority of the members present shall be the act of the FST, provided a quorum is in attendance. A majority of the members of the FST shall constitute a quorum.

#### ***D. Conduct of Meetings***

Minutes of proceedings will be maintained at the school office and on the school servers.

#### **Article VI- Amendments**

The AMPS Chief Executive Officer may adopt, amend or repeal any of these bylaws as needed and to ensure that the FST remains in alignment with the mission and objectives of the Family Staff Team.

## Coversheet

### Approval of Annual JHHS Certification of Compliance Review

<b>Section:</b>	III. Business
<b>Item:</b>	D. Approval of Annual JHHS Certification of Compliance Review
<b>Purpose:</b>	Vote
<b>Submitted by:</b>	
<b>Related Material:</b>	24-25_JHHS Governance Packet.pdf 2024.10.16 Governance Compliance Briefing.pdf

## COMPLIANCE MONITORING AND CERTIFICATION OF GOVERNING BOARD COMPLIANCE REVIEW 2024-25

School Name: John Henry High School

(CDS Code Number): 07 77354 0132233

Compliance Requirements	
1. The charter school follows the credentialing requirements in California <i>Education Code (EC)</i> , Section 47605 (l)(1)(2) and that each teacher has satisfied the requirements for the Certificate of Clearance as outlined in <i>EC</i> , sections 44339, 44330, and 44341	
2. The charter school maintains timely and current verification of tuberculosis clearances for all employees (including substitutes, part-time staff, and temporary employees) and contracting entities (service providers, vendors, and independent contractors). <i>EC</i> , sections 47605(b)(5)(F), 45122.1, 45125.1, and 49406.	
3. The Charter Schools Division has been provided with, and parents have access to, the school's most current contact information for each Governing Board member and the 2024–2025 Board meetings calendar.	
4. The charter school complies with the pre- and post-lottery and enrollment forms guidelines.	
5. The charter school shall ensure that staff receives annual training on the charter school's health, safety, and emergency procedures, and shall maintain a calendar for, and conduct, emergency response drills for students and staff including, but not limited to:	
<ul style="list-style-type: none"> <li>• Health, Safety and Emergency Preparedness Plan (School Safety Plan) <i>EC</i> 32280–32289</li> <li>• Child Abuse Mandated Reporter Training Assembly Bill (AB) 1432 (2014); <i>EC</i> 44691; <i>Penal Code</i> Section 11165.7 <ul style="list-style-type: none"> <li>▪ Blood borne Pathogens training <i>California Code of Regulations</i>, Title 8, Section 5193</li> <li>▪ Pupil Suicide Prevention Policy, AB 2246 (2016)</li> </ul> </li> </ul>	

Compliance Requirements
6. The charter school's school climate and student discipline systems and procedures align with best practices.
7. The charter school shall maintain all data involving placement, tracking, and monitoring of student suspensions, expulsions, and reinstatements, and make such outcome data readily available upon request.
8. The charter school ensures that any and all school communications, including the Parent Student Handbook, are consistent with the provisions of the school's approved charter as well as applicable law (e.g., translated for 15 percent and above languages)
9. The charter school's occupancy and use of facilities shall follow applicable building codes, standards and regulations adopted by the city and/or county agencies responsible for building and safety standards, and the Americans with Disability Act, <i>EC 47610</i>
<p>10. The charter school complies with all federal and state laws related to public entities, including, but not limited to:</p> <ul style="list-style-type: none"> <li>• Ralph M. Brown Act</li> <li>• Political Reform Act</li> <li>• Public Records Act</li> <li>• <i>Government Code</i>, Section 1090</li> </ul>
11. The charter school ensures that its Articles of Incorporation are current and appropriate for the operation of the charter school.
12. By-laws are current and consistent with the approved charter, Governing Board-approved, and signed by the Governing Board secretary.
13. The charter school implements its own Uniform Complaint Procedure policies and procedures with appropriate corresponding forms and documents, readily available to stakeholders at the school site and on the school's website, that are compliant with federal and state requirements. Guidance provided at <a href="http://www.cde.ca.gov/re/cp/uc/">http://www.cde.ca.gov/re/cp/uc/</a> .

Compliance Requirements
14. The Governing Board oversees the development of and approves/adopts the Local Control Accountability Plan for the 2022–2023 school year ( <i>EC 47606.5</i> ).
15. The charter school ensures that it follows all applicable state law regarding homeless and foster youth, including but not limited to the provisions of AB 379 (2015) and <i>EC 48850</i>
<p>16. The charter school has a form posted on their website for complaints pursuant to <i>EC 47605(d)(4)</i> to be filed with the charter authorizer.</p> <p>The California Department of Education has provided a template form for use by charter schools. This template form must be modified before distributing to parents and posting on the charter school's website. The template form can be found at <a href="https://www.cde.ca.gov/sp/ch/documents/rescscomplaints.pdf">https://www.cde.ca.gov/sp/ch/documents/rescscomplaints.pdf</a>.</p>
17. For schools serving grade nine only: The charter school complies with all applicable requirements of the California Mathematics Placement Act of 2015.
18. The charter school complies with all applicable requirements of AB 2246: Pupil Suicide Prevention Policies.
19. For high schools only: The charter school has obtained or is in the process of obtaining, Western Association of Schools and Colleges accreditation and University of California Office of the President Doorways Course Approval.

Please attach the relevant Governing Board agenda(s) and approved minutes for the meeting(s) at which the Governing Board has reviewed the school's compliance with the items listed above.

California Department of Education reserves the right to request, at any time supporting documentation for the requirements listed below.

## CERTIFICATION OF SCHOOL ADMINISTRATOR'S COMPLIANCE REVIEW

*(by October 31, 2024)*

The undersigned hereby certifies that, on 10/16/24 the  
School Administrator of  
*Date(s)*

John Henry High School

*Name of Charter School*

***reviewed the school's compliance related policies, systems, and procedures.***

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## CERTIFICATION OF GOVERNING BOARD COMPLIANCE REVIEW

*(by October 31, 2024)*

The undersigned hereby certifies that, on 10/16/24 the  
Governing Board of  
*Date(s)*

John Henry High School

*Name of Charter School*

***reviewed the school's compliance related policies, systems, and procedures.***

<i>Printed Name of Governing Board Chair</i>	<i>Signature of Governing Board Chair</i>	<i>Date Signed</i>

## 2024-25 Teacher Credential Information

### SBE-Authorized Charter Schools

### California Department of Education

School: John Henry High Schools CDS: 07 77354 0132233

Teacher's Full Name	2024-25 Teaching Assignment	Certificate of Clearance	Date Credential was Issued
John Bolles	Teacher- Art	<a href="#">170216806</a>	09/29/2017
Paul Condello	Teacher- English 9?	<a href="#">240042103</a>	02/12/2024
Thomas DeMarcky	Teacher- English 10?	210113916	08/01/2021
Vacant	Teacher- English 11?		
Cleomayre Chavez	ELD Teacher	240129194	05/20/2024
David Brown	Teacher- History (US)	230215992	08/17/2023
Nicolas Weller	Teacher- History (World)	230160499	06/26/2023
Charlton Sharpe	Teacher- History (American Government)	200184295	08/27/2020

**Credential Information**

Page 2 of 2

**2023–24 Teacher**

Teacher's Full Name	2023–24 Teaching Assignment	Credential Number	Date Credential was Issued
Annika Khan	Teacher- Math (Algebra 1)	220059693	03/08/2022
Norman Abshear	Teacher- Math (Geometry Teacher)	170174903	08/07/2017
Vacant	Teacher- Math (Stats)		
Jason Lincoln	Teacher- PE		
Rodrigo Peregrina	Teacher- Science (Physics/AP Physics)	240140030	05/30/2024
Kelly Newman	Teacher- Science Biology	240276304	10/07/2024
Vacant	Teacher- Science Chemistry		
Mario Marquez-Leiva	Teacher- World Languages (Spanish)	<a href="#">230310012</a>	12/11/2023
Robert Steggall	Ed Specialist	230188450	07/24/2023
Jacqueline Cisneros	Ed Specialist	<a href="#">220091830</a>	04/18/2022

(Rev. 9/2020)

## 2024-25 Teacher Credential Information

### SBE-Authorized Charter Schools

### California Department of Education

Please submit completed form by September 16, 2024 to [SBEOVERSIGHT@cde.ca.gov](mailto:SBEOVERSIGHT@cde.ca.gov).

School: John Henry High Schools CDS: 07 77354 0132233

Teacher's Full Name	2024-25 Teaching Assignment	Credential Type	Credential Number	Date Credential was Issued	English Learner Authorization	Expiration Date	Notes Regarding Compliance
John Bolles	Teacher- Art	Single Subject Art	<a href="#">220151917</a>	06/01/2022	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	07/01/2027	
Paul Condello	Teacher- English 9?	Single Subject English	<a href="#">240042103</a>	02/12/2024	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	03/01/2029	E-CLAD application in progress
Thomas DeMarcky	Teacher- English 10?	Single Subject English	210113916	08/01/2021	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	08/01/2026	
Vacant	Teacher- English 11?				<input type="checkbox"/> Yes <input type="checkbox"/> No		
Cleomayre Chavez	ELD Teacher	Single Subject English	<a href="#">240139167</a>	04/23/2024	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	05/01/2029	CLAD application in progress
David Brown	Teacher- History (US)	Single Subject Social Science	230274145	08/10/2023	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	08/01/2024	PIP Application in progress
Nicolas Weller	Teacher- History (World)	30-Day Sub Permit	240264158	08/12/2024	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	09/01/2025	PIP Application in progress
Charlton Sharpe	Teacher- History (American Government)	Multiple Subject General Subject	210189925	08/30/2021	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	9/1/2026	GELAP Application in progress

**2023–24 Teacher****Credential Information**

Page 2 of 2

Teacher's Full Name	2023–24 Teaching Assignment	Credential Type	Credential Number	Date Credential was Issued	English Learner Authorization	Expiration Date	Notes Regarding Compliance
Annika Khan	Teacher- Math (Algebra 1)	Single Subject Math	220059714	03/08/2022	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	04/01/2027	Pending CLAD
Norman Abshear	Teacher- Math (Geometry Teacher)	Single Subject Math	220188059	07/01/2022	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	07/01/2027	
Vacant	Teacher- Math (Stats)				<input type="checkbox"/> Yes <input type="checkbox"/> No		
Jason Lincoln	Teacher- PE				<input type="checkbox"/> Yes <input type="checkbox"/> No		30-Day Application in progress
Rodrigo Peregrina	Teacher- Science (Physics/AP Physics)	30 Day- Sub Teaching Permit	230286674 240250224	08/12/2024	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	09/01/2025	PIP Application in progress
Kelly Newman	Teacher- Science Biology	Short Term Staff	240276304	10/07/2024	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	11/01/2025	STSP Pending CTC Eval
Vacant	Teacher- Science Chemistry	Vacancy			<input type="checkbox"/> Yes <input type="checkbox"/> No		
Mario Marquez-Leiva	Teacher- World Languages (Spanish)	Single Subject World Language Sp	<a href="#">240136929</a>	11/13/2023	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	12/01/2028	E-CLAD Application in progress
Robert Steggall	Ed Specialist	Short Term Staff MN	230274142	08/10/2023	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	07/01/2024	PIP Application in progress
Jacqueline Cisneros	Ed Specialist	30-Day Sub	<a href="#">240068082</a>	04/01/2024	<input type="checkbox"/> Yes <input type="checkbox"/> No	04/01/2025	PIP Application in progress

## 2024- JHHS TB &amp; DOJ

Employee Id	Last Name	Preferred/First	Site Description	TB Results	DOJ SID	DOJ ATI
1267	Maldonado	Elvira	104 - John Henry High School	08/20/2016	A033918727	B092MAE096
135	Peregrina Ram	Rodrigo	104 - John Henry High School	04/23/2018	A034532539	A034532539
1465	Lincoln	Jason	104 - John Henry High School	08/07/2018	A035647937	B290LIJ097
1492	Guillen	Jeanette	104 - John Henry High School	08/27/2018	A037879780	B235GUJ015
1793	Padilla-Magana	Omar	104 - John Henry High School	01/09/2020	A034085803	B009PAO286
2395	Gorrostieta Ca	Ruby	104 - John Henry High School	07/13/2021	A033119616	G194GOR142
2397	Marquez-Leiva	Mario	104 - John Henry High School	07/06/2021	A007763796	F187MAM848
2422	Cisneros	Jacqueline	104 - John Henry High School	06/13/2021	A026159481	F221CIJ705
2546	Chavez	Cleomayre	104 - John Henry High School	06/06/2022	A023449831	G157CHC239
2598	Azor	Rose-Kerlyne	104 - John Henry High School	06/08/2022	A040458849	B145AZR150
2603	Johnson	Tomika	104 - John Henry High School	08/26/2022	A040731054	G257JOT969
2658	Brown	David	104 - John Henry High School	06/05/2023	A037868785	F151BRE701
2677	Polachart	Osirus	104 - John Henry High School	07/30/2023	A041430980	S198POO006
2678	Steggall	Robert	104 - John Henry High School	07/24/2023	A036554515	B200STR460
2679	Weller	Nicholas	104 - John Henry High School	06/26/2023	A041375758	B173WEN512
2688	Condello	Paul	104 - John Henry High School	06/19/2023	A040594929	F184COP292
2692	Torres	Mirna	104 - John Henry High School	06/27/2023	A039386890	S221TOM002
2716	Lee	Mahogany	104 - John Henry High School	09/08/2023	A038531646	B244LEM553
2760	Drakeford	Stacy	104 - John Henry High School	06/26/2024	A042166325	B138DRS307
2761	Vempati	Vasavi	104 - John Henry High School	05/22/2024	A042067785	B138VEV207
2772	Kahn	Annika	104 - John Henry High School	03/22/2024	A022288479	B141KAA617
2773	Sharpe	Charlton	104 - John Henry High School	06/18/2024	A008861357	B143SHC568
2774	Abshear	Norman	104 - John Henry High School	06/24/2024	A025316612	B170ABN548
2775	Barragan Enca	Paola	104 - John Henry High School	06/20/2024	A035986635	F155BAP649
2783	Bolles	John	104 - John Henry High School	07/22/2024	A031688780	B204BOJ360
2786	Newman	Kelly	104 - John Henry High School	07/31/2024	A022975593	F209NEK946
2794	Bailey	Michelle	104 - John Henry High School	08/10/2024	A042378185	B223BAH429



HONOR HARD WORK

## 2024-2025 Board Meeting Calendar

LOCATION: Home Office Board Room

1450 Marina Way South Richmond, CA. 94804

DATE	TIME
August 14, 2024	6:00 P.M.
August 28, 2024	6:00 P.M.
September 11, 2024	6:00 P.M.
October 16, 2024	6:00 P.M.
November 20, 2024	6:00 P.M.
December 11, 2024	6:00 P.M.
January 15, 2025	6:00 P.M.
February 12, 2025	6:00 P.M.
February 26, 2025	6:00 P.M.
March 12, 2025	6:00 P.M.
April 16, 2025	6:00 P.M.
May 21, 2025	6:00 P.M.
June 11, 2025	6:00 P.M.
June 25, 2025 (Retreat)	6:00 P.M.

Note:

- All meetings are held in accordance with the Brown Act
- All meetings are accessible for remote viewing online via our school website
- Meeting times and locations are subject to change - changes will be posted in accordance with the Brown Act
- Board Trainings and Conferences are held throughout the year and are not reflected on this schedule

**Amethod Public Schools**

1450 Marina Way South Suite 300, Richmond, CA 94804 • Office 510.436.0172 • Fax 510.436.0173 •

[amethodschools.org](http://amethodschools.org)



2024 - 2025 AMPS Board of Directors

Name	Amethod Email	Occupation	Telephone	City of Residence	Mailing Address	Start of Member's Term	End of Member's Term	Officer / Board Role
Gilbert Lopez Jr	gilopez@amethodschools.org	Retired Police Lieutenant	(707) 290-1761	Fairfield, CA	1450 Marina Way S, Richmond, CA 94804	1/17/2024	1/17/2028	Board President
Edgar Quiroz	equiroz@amethodschools.org	Vice President, ACE Home Health Care & Hospice	(925) 785-9599	El Sobrante, CA	1450 Marina Way S, Richmond, CA 94804	01/18/2023	01/18/2027	Board Vice - President
Andres Emmanuelli	aemmanuelli@amethodschools.org	Chief Development Officer, St. Vincent de Paul of Society San Francisco	(916) 752-1406	Oakland, CA	1450 Marina Way S, Richmond, CA 94804	2/15/2023	2/15/2027	Board Member at Large
Elisa Gallegos	egallegos@amethodschools.org	Public Health Nurse, City of Berkeley Public Health Department	(510) 837-8169	Richmond, CA	1450 Marina Way S, Richmond, CA 94804	10/19/2022	10/19/2026	Board Secretary
Monica Moncada	mmoncada@amethodschools.org	Delivery and Mobile Operations, Rivian	(661) 303-7229	El Sobrante, CA	1450 Marina Way S, Richmond, CA 94804	8/14/2024	08/14/2028	Board Member at Large


/

School Site	Phone	Address	Leadership Team	Grades	CDS Code	Charter Number	Charter Approval Date	Current Charter Operation Begins	Charter Expiration	Authorizer	SB 739
Oakland Charter Academy (OCA)	(510) 532-6751	4215 Foothill Boulevard Oakland, CA 94601	Stacey Drakeford Site Director sdrakeford@amethodschools.org  Rose Azor Dean of Students razor@amethodschools.org	6-8	01-61259-6111660	14	07/01/18	2018-2019	06/30/2023	OUSD Alameda Dept of ED	June 2026
Downtown Charter Academy (DCA)	(510) 535-1580	2000 Dennison Street Oakland, CA 94606	Kelly Le Site Director  Gregg Pentony Dean of Students gpentony@amethodschools.org	6-8	01-61259-0129635	1661	07/01/18	2018-2019	06/30/2023	OUSD Alameda Dept of ED	June 2026
Oakland Charter High School (OCHS)	(510) 436-0101	2433 Coolidge Avenue Oakland, CA 94601	Jasmine Nash Site Director jnash@amethodschools.org  Jeff McGunagle Dean of Instruction jmcgunagle@amethodschools.org	9-12	01-61259-0114868	883	07/01/17	2017-2018	06/30/2022	OUSD Alameda Dept of ED	June 2025
Benito Juarez Elementary (BJE)	(510) 215-7009	1450 Marina Way South Suite 100 Richmond, CA 94804	Michelle Walker Site Director lawalker@amethodschools.org  Janice Galindo Dean of Instruction jgalindo@amethodschools.org  Graham Stone Dean Of Instruction gstone@amethodschools.org	TK-5	07-61796-0129643	1660	07/01/19	2014-2015	06/30/2024	WCCUSD Contra Costa Dept of ED	June 2027
Richmond Charter Academy (RCA)	(510) 235-2465	1450 Marina Way South Suite 200 Richmond, CA 94804	Jasmine Landers Site Director jwilliams@amethodschools.org  Sarah Carloni Dean of Instruction scarloni@amethodschools.org  Gabriela Lopez Dean of Students glopez@amethodschools.org	6-8	07-61796-0126805	1441	07/01/17	2017-2018	06/30/2022	WCCUSD Contra Costa Dept of ED	June 2025
John Henry High School (JHHS)	(510) 235-2439	1402 Marina Way South Richmond, CA 94804	Stacy Drakeford Site Director jcrocke@amethodschools.org  Rose Azor Dean of Instruction razor@amethodschools.org  Omar Padilla Dean of Students opadilla@amethodschools.org	9-12	07 77354 0132233	1741	07/01/20	2019-2020	06/30/2025	State Board of Education	June 2028

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> 2022-23 school year enroll wcc charters enrollment application

# Application

## Application Preview

 Note: **guardian information** is collected separately from this application.

### Student General Information

First Name

Middle Name

Last Name

### Student Residence

Street address, P.O. box, c/o

Apartment, Unit, Suite Number

City

State/Province/Region

Support

ZIP/Postal Code

Siblings

Does the student have a brother or sister currently attending a school within this organization?

\*

☐ Yes ☐ No

Sibling Name

Select Grade



School Attending



Sibling's Date of Birth

Month



Day



Year



Do the student and this sibling live together at the same address? \* ☐ Yes ☐ No

(For Staff) How did the family provide you the details to fill out this application? \*



Edit

Delete

Support

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(<http://www.schoolmint.com>)

Support

# General Information

## Student Information


Student First Name \*


Student Middle Name

Student Last Name \*

Student Birth Date \*

Month 

Day 

Year 

Student Gender \*

Select Gender 

Race/Ethnicity:

All students between 5 and 21 years of age have the right to a free public education. The Charter School shall not discriminate against any student on the basis of the characteristics listed in Education Code Section 220 (actual or perceived disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the California Penal Code), including immigration status, or association with an individual who has any of the aforementioned characteristics.

Support

**Is the student Hispanic, Latino, or of Spanish origin? \***

☐ Yes ☐ No

Hispanic, Latino, or of Spanish origin means a person of Cuban, Mexican, Puerto Rican, Central or South American, or other Spanish culture or origin, regardless of race.

Which race category does the student identify with?

**Select one or more categories below, check AT LEAST one box. \***

- ☐ American Indian and Alaska Native
- ☐ Japanese
- ☐ Korean
- ☐ Vietnamese
- ☐ Asian Indian
- ☐ Laotian
- ☐ Cambodian
- ☐ Hmong
- ☐ Filipino
- ☐ Chinese
- ☐ Other Asian (Far East, Southeast Asia, or the Indian subcontinent)
- ☐ Hawaiian
- ☐ Guamanian
- ☐ Samoan
- ☐ Tahitian
- ☐ Other Pacific Islander
- ☐ Black or African American
- ☐ White (Europe, the Middle East, or North Africa)

**Sibling(s) Information**

**Do you currently have another child who attends a school in the Amethod Public Schools (AMPS) system?**

\*

☐ Yes ☐ No

**Support Information**

Guardian First Name \*

Guardian Last Name \*

Guardian Mobile Phone Number

Guardian Email

Guardian Home Phone Number

Guardian Work Phone Number

Guardian Address Street1 \*

Guardian Address Street2

Support

Guardian Address City \*

Guardian Address State \*

Guardian Address Zipcode \*

Guardian Relationship to Student \*

Select Relationship

Guardian Education Level \*

Select Education Level

Guardian 1 Preferred Language \*

Select Language

Guardian 1 Occupation \*

Support Center Name:

Guardian 2 First Name

Guardian 2 Last Name

Guardian 2 Mobile Phone Number

Guardian 2 Email

Guardian 2 Home Phone Number

Guardian 2 Work Phone Number

Guardian 2 Address Street1

Support

Guardian 2 Address Street2

Guardian 2 Address City

Guardian 2 Address State

Guardian 2 Address Zipcode

Guardian 2 Relationship to Student

Select Relationship

Guardian 2 Education Level

Select Education Level

Guardian 2 Preferred Language

Select Language

Guardian 2 Occupation

Support

**Guardian 2 Employer Name**

**Transportation Survey**

Amethod Public Schools (AMPS) has adopted a Safe Routes Policy. The Safe Routes Policy promotes the safe and efficient transportation of students to and from school, as necessary. This will ensure that students are provided access to educational programs, promote regular attendance and reduce tardiness. Moreover, AMPS is committed to reducing emissions and traffic congestion and seeks to promote mass transit options for students.

**Please tell us which form(s) of transportation you will exercise this upcoming school year, by checking one or more options below: \***

- ☐ Public Transit (city bus, train, etc.)
- ☐ Family Vehicle (only with children from your family)
- ☐ Carpool (ride in the same vehicle as another family)
- ☐ Other (bicycle, walking)

Would you be interested in Carpooling in order to reduce traffic congestion and promote environmentally friendly practices? Please note that AMPS will provide the tools to efficiently organize carpooling. We will contact interested families to organize a carpooling route.

**Please select: \***

- ☐ Yes, I am interested in the Carpooling option.
- ☐ No, I am not interested in the Carpooling option at this time.

If your child is using the city's Transit system to get to school, will you need a monthly transit pass at a reduced or free rate?

**Please select: \***

- ☐ Yes, I will be using the city's Transit system to get to school on a regular basis and will need a monthly transit pass at a reduced price or free rate one.
- ☐ No, I will not be using the city's Transit system to get to school OR I already have a monthly transit pass and don't need to get a reduced price or free rate one.

**Support** using the city's Transit system to get to school.

Verification:

I hereby certify that the above information (Student Information, Sibling Information, Parent/Guardian Information, and Transportation Survey) is true and correct to the best of my knowledge.

Guardian First Name \*

Guardian Last Name \*

Signature: \*

use your mouse or finger to draw your signature above

Clear

Date: \*

October

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# Emergency Form

Student First Name \*

Student Last Name \*

Student Birth Date \*

Month 

Day 

Year 

List three (3) Emergency Contacts who have agreed to take temporary care of the student in the case where a parent/guardian cannot be reached:

Emergency Contact 1 First Name \*

Emergency Contact 1 Last Name \*

Emergency Contact 1 Mobile Number

Support

Emergency Contact 1 Home Number

Emergency Contact 1 Relationship \*

Select Relationship

Emergency Contact 2 First Name \*

Emergency Contact 2 Last Name \*

Emergency Contact 2 Mobile Number

Emergency Contact 2 Home Number

Emergency Contact 2 Relationship \*

Select Relationship

Emergency Contact 3 First Name \*

Emergency Contact 3 Last Name \*

Emergency Contact 3 Mobile Number

Emergency Contact 3 Home Number

Emergency Contact 3 Relationship \*

Select Relationship

List any health conditions, including allergies and all serious medical conditions: \*

Name of Insurance Provider: \*

Student Medical Number

Support

Insurance Policy Number

**Name of Hospital:**

**Hospital Phone Number**

**Student Doctor Name**

**Student Doctor Number**

**Name of Dentist:**

**Dentist Phone Number**

**AUTHORIZATION FOR EMERGENCY MEDICAL TREATMENT:**

The undersigned, as parent/legal guardian of the minor listed above, hereby authorize the principal or designee, into whose care the student has been entrusted, to consent to any X-ray examination, anesthetic, medical or surgical diagnosis, treatment, and/or hospital care to be rendered to the student upon the advice of any licensed physician and/or dentist. It is understood that this authorization is given in advance of any required diagnosis, treatment, or hospital care and provides authority and power to the Amethod Public Schools ("District") to give specific consent to any and all such diagnosis, treatment, or hospital care which a licensed physician or dentist may deem necessary. This authorization is given in accordance with Section 49407 of the California Education Code and shall remain effective until revoked in writing and delivered to the District. I understand that the District, its employees assume no liability of any nature in relation to the transportation of the student. I

further understand that all costs of paramedic transportation, hospitalization, and any examination, X-ray, or treatment provided in relation to this authorization shall be my sole responsibility as the student's parent/guardian.

Parent/Guardian Signature: \*

\_\_\_\_\_

use your mouse or finger to draw your signature above

Clear

Date: \*

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# Home Language Survey

To make sure that all students receive the education services they need, the law requires us to ask questions about students' language backgrounds. Your answers to the questions below will 1) tell us if your student's proficiency in English should be evaluated and help us to ensure that important opportunities to receive programs and services are offered to students who need them, and 2) will help us communicate with you regarding the student and all school matters in the language you prefer.


The information from this survey will be used solely to offer appropriate educational services, not for determining legal status or for immigration purposes. Parents and guardians should note that, even if their child is identified as an English Language (EI) Learner, they may decline the EL program or particular EL services in the program.

**Student Last Name \***

**Student First Name \***

**Student Middle Name**

**1. Which language did your child learn when he or she first began to talk? \***

Select Language 

**2. What languages does your child most frequently use at home? \***



Support

3. What language do you use most frequently to speak to your child? \*

Select Language

▼

4. What language is most often spoken by the adults at home? \*

Select Language

▼

5. Was your child born in another country? \*

☐ Yes ☐ No

6. Has your child had instruction in a language other than English? \*

☐ Yes ☐ No

7. Did your child attend school in another country? \*

☐ Yes ☐ No

8. Has your child attended school in the United States? \*

☐ Yes ☐ No

Parent/Guardian Signature: \*

use your mouse or finger to draw your signature above

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# Charter School Affidavit Form

Your child may be eligible for additional educational services through Title I Part A, Title I Part C-Migrant, and/or Title X Part C, Federal McKinney-Vento Assistance Act. Eligibility can be determined by completing this questionnaire.

This information is being collected only to determine your child's eligibility for certain educational benefits and programs. AMPS will not release information to third parties for immigration-enforcement purposes, except as required by law or court order. Migrant and/or homeless or foster youth shall not be denied admission to or participation in any educational activities provided by the charter school on account of homeless, migrant, or foster youth status.

Student Last Name \*

Student First Name \*

Student Birth Date \*

Month▼

Day▼

Year▼

1. Where is the student and/or family currently living? \*

- ☐ In rented or owned apartment/house
- ☐ In a trailer park or trailer due to economic hardship
- ☐ With extended family in the same house/apartment due to economic hardship
- ☐ Temporarily with another family because we cannot afford/find affordable housing
- ☐ In a car, campground, public space, abandoned building, or substandard housing

Support |

- ☐ At an emergency/transitional shelter

- ☐ Student is living with an adult who is not a parent or legal guardian, or is alone without an adult.
- ☐ Foster Youth

2. Have you moved in the past 3 years to seek work as a paid laborer in any type of farming (sod, vegetable, citrus, etc.), canning, processing, or fishing? \*

- ☐ Yes ☐ No

3. Did you or your children enter the United States as a Refugee (1-94 Form) or other migrant? \*

- ☐ Yes ☐ No

Verification: I hereby certify that the above information is true and correct to the best of my knowledge.

Guardian First Name \*

Guardian Last Name \*

Signature \*

\_\_\_\_\_

use your mouse or finger to draw your signature above

Clear

Date: \*

Support

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Month

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Day

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Year

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# Special Education and Other Programs

Student Last Name \*

Student First Name \*

Student Birth Date \*

Month

▼

Day

▼

Year

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1. Does the student have an active IEP? \*

☐ Yes ☐ No

An IEP is an Individualized Education Plan/Program that is developed for a child who needs special education services.

2. Did the student receive special education support or related services at the last school attended? \*

☐ Yes ☐ No

3. Has the student ever been enrolled in a Non-Public School (NPS) or a Special Day Class (SDC)? \*

☐ Yes ☐ No

A Non-Public School is a private agency or individual that enrolls students with exceptional needs and provides them based on the student's IEP. A Special Day Class is used to describe a self-contained special education class which provides services to students with intensive needs.to them based

on the student's IEP.

**4. If the student does not currently have an active IEP, has the student been assessed or referred to special education services at any time in the past? \***

☐ Yes ☐ No

**5. Does the student have an active Section 504 Plan? \***

☐ Yes ☐ No

**A Section 504 Plan is developed to ensure that a child who has a disability receives accommodations that will ensure their academic success and access to the learning environment.**

**6. If the student does not currently have an active Section 504 Plan, has the student been assessed or referred to one in the past? \***

☐ Yes ☐ No

**7. Did the student have a Student Success Team (SST) meeting with school staff within the past three years? \***

☐ Yes ☐ No

**An SST meeting is held to examine and share concerns related to a student's academic, behavioral and social-emotional progress. The SST team can propose interventions for the student and create a plan of action.**

**8. Has this student been identified as GATE at a previous school? \***

☐ Yes ☐ No

**GATE refers to students who have been identified as gifted or talented.**

**9. Has the student been identified as an English Language (EL) learner? \***

☐ Yes ☐ No

**10. Has the student been reported as Truant in the past two years? \***

**Support** ›

**A child is identified as Truant when the child has excessive unexcused absences from school.**

11. Has the student ever been expelled from any school or school district? \*

☐ Yes ☐ No

An expulsion refers to the removal of the student from the school for an extended period of time and the expulsion is decided at a hearing in front of the school board and/or representatives.

12. Is your child currently on probation? \*

☐ Yes ☐ No

Verification: I hereby certify that the above information is true and correct to the best of my knowledge.

Guardian First Name \*

Guardian Last Name \*

Signature: \*

\_\_\_\_\_

use your mouse or finger to draw your signature above

Clear

Date: \*

Month

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# School Records Request

Student Last Name \*

Student First Name \*

Student Birth Date \*

Month

▼

Day

▼

Year

▼

Please provide the following information regarding the school the student previously attended.

Student's Grade Level(s) at Prior School: \*

▼

Name of Prior School: \*

Address of Prior School: \*

Support

Street Address, City, State, and Zip Code

Phone Number of Prior School: \*

Fax Number: \*

Email of Prior School: \*

CERTIFICATION: “By signing below, I authorize the release of my child’s records to Amethod Public Schools.”

Guardian First Name \*

Guardian Last Name \*

Guardian Mobile Phone Number

Parent/Guardian Signature: \*

Support \_\_\_\_\_

use your mouse or finger to draw your signature above

Clear

Date: \*

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# Enrollment Agreement

Oakland Charter High School/Oakland Charter Academy/Richmond Charter Academy/Downtown Charter Academy/Benito Juarez Elementary/John Henry High School are schools of choice. When you sign this agreement you are affirming the fact that you chose this school over all others that you are entitled to attend or have your child attend. The school policies related to Oakland Charter High School/Oakland Charter Academy/Richmond Charter Academy/Downtown Charter Academy/Benito Juarez Elementary/John Henry High School are unique to its school sites and adhere to the Amethod Schools Governing Board and policies.

Oakland Charter High School/Oakland Charter Academy/Richmond Charter Academy/Downtown Charter Academy/Benito Juarez Elementary/John Henry High School are public charter schools authorized under the provisions of California Education Code 48600, et seq. In accordance with the provisions of Education Code section 48605 (d) (1) its programs are non-sectarian and are exempt of the local school district policies as specified. Furthermore, the school program shall be open to any eligible resident of California.

No student may enroll in the school that is enrolled in any other school, except under the provisions of a currently completed co-enrollment agreement being in effect between both schools.

**By your signature(s) hereto, you acknowledge the above limitations.**

**Student Last Name \***

**Student First Name \***

**Student Middle Name**

**( Support e \***

Guardian Last Name \*

Parent/Guardian Signature: \*

use your mouse or finger to draw your signature above

Clear

Date: \*

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# Technology Acceptable Use Agreement

After reading the Acceptable Use Agreement, please complete this form to indicate that you agree with the terms and conditions provided. The signature of both the student and parent/guardian are mandatory before access may be granted to the technologies available. This document, which incorporates the Use Procedure, reflects the entire agreement and understanding of all parties. AMPS encourages parents/guardians to discuss this Policy with their children to ensure their children understand and comply with this Policy.

I understand that computer use is a privilege and not a right. I understand that students who violate this policy in any way will be subject to a referral and possible suspension or expulsion. I understand that if a student willfully damages AMPS’s property, including but not limited to AMPS’s technology, equipment and networks, or fails to return AMPS’s property that has been loaned to the student, the student’s parents/guardians are liable for all damages caused by the student’s misconduct up to an amount not to exceed ten thousand dollars (\$10,000), adjusted annually for inflation. After notifying the student’s parent or guardian in writing of the student’s alleged misconduct and affording the student due process, AMPS may withhold the student’s grades, transcripts, and diploma until the damages have been paid or the property has been returned. If the student and the student’s parent/guardian are unable to pay for the damages or to return the property, AMPS will provide a program of voluntary work for the minor in lieu of the payment of monetary damages. Upon completion of the voluntary work, the student’s grades, transcripts and diploma will be released. When the minor and parent are unable to pay for the damages, the Charter School will provide a program of voluntary work for the minor in lieu of the payment of monetary damages. A student over the age of majority shall be liable for the same. (Ed. Code § 48904).

## PARENT SECTION

Parent/Guardian/Adult Caring for Student \*

\_\_\_\_\_

use your mouse or finger to draw your signature above

Clear


Student First Name \*


Support


**Student Middle Name**

**Student Last Name \***

**Student Birth Date \***

Month 

Day 

Year 

I agree to allow my child, named above, to have access to the internet and technology devices (Chromebook, pcs, tablets) through Amethod Public Schools (AMPS) to enhance instruction and student learning.

I have read and agree to the above AMPS Acceptable Internet Use Agreement and understand that the Internet can provide students with valuable learning experiences. I also understand that it may give access to information that is illegal, dangerous or offensive and that AMPS cannot guarantee the appropriateness of information or material that my child may encounter on the Internet.

I accept that, while teachers will always exercise their duty of care, protection against exposure to harmful information must depend upon responsible use by the students, I shall not hold AMPS responsible for materials acquired or viewed online by my child, for violations of copyright restrictions, or any costs incurred by my child.

When any school-loaned device is in the possession of my child, he/she will abide by all school rules and care for it in accordance with its usage.

I understand that students who break the Acceptable Use Agreement may be subject to disciplinary action and other consequences.

I further understand that while school-issued devices are in my child's possession, any costs associated with instances of loss, theft or damage caused by negligence or willful misconduct shall be the full responsibility of the student and his/her parent/ guardian.

**Parent/Guardian Signature \***

---

**Support** · finger to draw your signature above

Clear

Today's Date \*

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## STUDENT SECTION – REVIEW WITH PARENT

I have read and agree to the above Amethod Public Schools Acceptable Internet and Device Use Agreement and will strive to act in with honesty, integrity and respect for the rights of others in my usage of the Internet and technology devices (Chromebook, pcs, tablets).

**Whenever I use an AMPS technology device or the internet, I agree to:**

- Never share personal information, such as my name, birthday, address, phone numbers, school names or locations.
- Always tell a parent or teacher about anything that happens online that makes me feel upset, sad or not safe.
- Never share photographs of myself or others without permission from a parent or teacher.
- Never agree to meet anyone from the Internet in person.
- Never share any password with anyone other than my teacher or parents.
- Never bully anyone online in any way (including spreading gossip or saying cruel things about people).
- Never use technology to cheat on schoolwork or tests.
- Treat the AMPS resources with respect and in line with the AMPS values.

I understand that if the School decides I have broken this agreement, I may be disciplined accordingly. I further understand that while a device is in my possession, any costs associated with instances of loss, theft or damage caused by my negligence or purposeful intent may be the full responsibility of the student and his/her parent/guardian.

**As a user of Charter School technologies, I have read the Acceptable Use Agreement and hereby agree to comply with it.**

**Student Signature \***

use your mouse or finger to draw your signature above

Clear

Today's Date \*

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## Media Authorization

Students may occasionally appear in photographs and videotapes taken by school staff members, other students, or an individual authorized by the Building Principal. The school may use these materials, in various publications, including but not limited to the school yearbook, school newspaper, brochures, displays, and the school website, or for learning and educational purposes.

While the school limits access to school building by outside photographers and news media, it has no control over news media or other entities that may publish a picture, video, audio, or interview of a student.

**Please read** the options below and sign.

**Option A:** I grant consent to **Amethod Public Schools** and its authorized representatives, the right to print, photograph, record, and edit as desired, the biographical information, name, image, likeness, and/or voice of the below named student on audio, video, film, slide, or any other electronic and printed formats, currently developed, (known as "Recordings"), for the purpose of showcasing in **any school-sponsored material, including but not limited to publications, brochures, videos, or the school website**. I may revoke this consent at any time by notifying the school in writing.

**Option B:** I grant consent to **Amethod Public Schools** and its authorized representatives, the right to print photograph, record, and edit as desired, Recordings of the below named student **for the sole purpose of showcasing in the school's published yearbook**.

**Option C:** I DECLINE consent to **Amethod Public Schools** and its authorized representatives, the right to print, photograph, record, and edit as desired, Recordings of the below named student for the purpose of showcasing **any school-sponsored material, including but not limited to publications, brochures, videos the school website, and the school's published yearbook**. This DECLINE is valid for the current consent and may be revoked at any time by notifying the school in writing.

**Please select one of the previous options: \***

- ☐ Option A
- ☐ Option B
- ☐ Option C

**Student First Name \***

Support

Student Middle Name

Student Last Name \*

Student Birth Date \*

Month

▼

Day

▼

Year

▼

Parent/Guardian/Adult Caring for Student \*

Parent/Guardian Signature \*

use your mouse or finger to draw your signature above

Clear

Today's Date \*

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## John Henry High School School Safety Plan

1402 Marina Way South  
Richmond, CA 94804

Amethod Public Schools

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## The Comprehensive School Safety Plan Overview:

The Comprehensive School Safety Plan (CSSP) is required by Education Code 32282-32289 to be annually reviewed and updated and subsequently submitted for approval to the Family Staff Team as well as to the AMPS Board of Directors. The contents of the CSSP should include at a minimum, information assessing the current status of school crime committed on school campuses and at school-related functions, strategies and programs that provide or maintain a high level of school safety, and procedures for complying with existing laws related to school safety. For additional information on school safety programs, policies, or procedures and how you may become involved locally, please contact:

Jennifer Crocker - School Site Director  
John Henry High School  
1402 Marina Way South,  
Richmond CA  
droberson@amethodschools.org

Prepared by: Omar Padilla-Dean of Students  
Jennifer Crocker - Site Director  
2024 CSSP Edits by: David Pearson – Director of Facilities  
- Safety Coordinator

Family Staff Team

Reviewed & Approved by:

Date Approved:

- ☐ Richmond Police
- ☐ Richmond Fire Department member
- ☐ AMPS Governing Board

## General School Information:

### A. School Profile:

John Henry High School serves approximately 300 students from 9th through 12th grade. We provide our students with a rigorous academic program in order to maximize their opportunities for success in a college or four-year university. We strive to create a community of lifelong learners who are responsible, intelligent, and analytical thinkers. This is accomplished by teaching a college preparatory curriculum, empowering our teachers, and treating our students as leaders.

Our campus is located in an urban neighborhood that serves youth from the surrounding community and the larger City of Richmond and San Pablo. The student population mirrors the community that we serve. Over 92% qualify for free or reduced lunch and over 95% are first-generation college students. The demographics of our student population are 80% Hispanic, 1% Asian, 2% African American, and 1% Other.

John Henry High School ranks as one of the top performing high schools in West Contra Costa County. Our approach is simple: rigorous academics and hard work. JHHS is committed to offering challenging courses that meet or exceed the state requirements for high school students in California and the A-G requirements for college admissions.

### B. Safe School Mission:

Students and staff will have a safe and secure campus where they are free from physical and psychological harm. The Site Director and staff are committed to maximizing school safety and to creating a positive learning environment that teaches strategies for violence prevention and emphasizes high expectations for student conduct, responsible behavior, and respect for others.

### C. AMPS Mission & Motto

*Honor Hard Work*

Amethod Public Schools' Mission is to provide a rigorous college preparatory education and character development program that will prepare students from underserved communities to succeed in college and beyond.

### D. Description of School Facilities:

Exterior and interior areas of the campus are monitored through a closed circuit video surveillance system. There is one designated point of entry to the campus. During school hours, the main entrance is at the front of the school. The campus is a closed campus and all exterior building doors are locked. The main entrance may be accessed only through a door buzzer. All visitors are directed immediately to the school's main

office and expected to show identification and sign-in prior to being allowed entry to the school grounds. Staff monitor incoming visitors and direct them to the appropriate office or location on campus.

#### School Facility Good Repair Status:

System Inspected	Rating
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good
Interior: Interior Surfaces	Good
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good
Electrical: Electrical	Good
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good
Safety: Fire Safety, Hazardous Materials	Good
Structural: Structural Damage, Roofs	Good
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good
Overall Rating	Good

JHHS facilities are in good shape. The campus was built and remodeled four years ago to keep up with student enrollment needs. The building meets the "Good Repair" category in alignment with the California Facility Inspection Tool, and is clean, safe, and functional in all categories.

#### E. Personal Characteristics of Students & Staff

Student Demographics by Ethnicity:	%
Asian	1%
Hispanic	80%
White, not Hispanic	1%
African American	3%
Special Education	6%
SED	92%

Staff Demographics by Ethnicity	%
Asian	7%
Hispanic	30%
White, not Hispanic	16%
African American	2%
Two or More Races, Other	4%

#### F. Notifications and Assurances:

The following persons and entities were notified of the public hearing concerning input on this Comprehensive School Safety Plan:

- FST
- Student Council President

#### Notice to the Public:

The Comprehensive School Safety Plan prepared for the 2023-2024 school year was shared with:

- Parents on the FST on
- All school staff will have access to the plan after it is shared with the AMPS governing board on
- Communicated to the following entities:
  - Law Enforcement Agencies (by Director of Operations and Compliance)
  - Local Fire Stations (by Director of Operations and Compliance)
  - Charter Authorizer (by Director of Operations and Compliance)

#### Assurances:

The Family Staff Team may include the following three essential components and/or strategies into this plan:

- Assuring each student a safe physical environment
- Assuring each student a safe, respectful, accepting and emotionally nurturing environment
- Providing each student resiliency skills

Evidence of these assurances is embedded throughout this school safety plan.

## Safe School Reports:

#### A. School Crimes Status:

John Henry High School rarely experiences incidents of crime on campus or during

school-related functions. To date, the only crimes committed on campus or during school-related functions have been limited to petty theft of student electronic devices and the rare student fight. The environment immediately surrounding the campus includes a Yacht club, a business office, a restaurant, and apartment buildings. The crime rate in the local neighborhoods is moderate to low.

Total Suspensions & Expulsions YTD	
Suspension	2%
Expulsions	0

This chart provides an unduplicated count of students involved in one or more incidents during the academic year who were subsequently suspended or expelled from school.

#### B. Safe School Assessment Resources:

The following resources were analyzed to develop an understanding of current conditions of school safety and standard practices to develop a comprehensive plan of action and procedures to ensure students, staff, and visitors are provided a safe and secure environment.

- School Needs Assessment
- School Climate Data Summary
- Student Survey Results
- Suspension, Truancy, and Expulsion Data

#### C. Safe Schools Needs Assessment:

What are Needs of School, Staff, and Students?
Assure a Safe Physical Environment
<ul style="list-style-type: none"> <li>• Improve dropping off/picking up students</li> <li>• Prevent and reduce vandalism and graffiti</li> <li>• Prepare students and staff for crisis emergencies</li> </ul>

Provide each Student with Resiliency Skills (Expectations, Caring and Participation) by enhancing:
<ul style="list-style-type: none"> <li>• Community service opportunities</li> <li>• Problem solving skills</li> <li>• Parent involvement</li> <li>• Sense of purpose and future</li> <li>• Good Communication skills</li> <li>• Participation in academic activities</li> <li>• Character/value education</li> <li>• High academic self-expectations</li> </ul>

### Assure a Safe, Respectful Accepting, and Emotionally Nurturing Environment by promoting:

- Positive structure in classroom
- Prevention and intervention strategies
- Anti-bullying
- Effective teacher/student relationships
- Parent Involvement
- Extra-curricular activities
- Conflict resolution skills
- Personal and social responsibility
- Participation in and collaboration of parents/students/community

#### D. Conclusions of 2023 - 2024 Safe Schools Assessment:

##### Areas of Pride and Strength:

- Committed and caring teachers, staff, community
- College and career focus leading to steady increases in students applying to college & for financial aid
- Small school atmosphere

##### Areas to change:

- Develop more after school programs

Analysis of how the data, needs, and perceptions about the school's safety determined the goals:

##### Generalized statement of goals for 2023-2024

- We strive to re-engage students as Wildcats and as scholars as they return to on-campus learning and have set goals that we believe can be achieved in the 2023-2024 school year.

### Safe School Action Plans:

After analyzing data, resources, and desired areas of change, John Henry High School has determined that it will focus on the following priorities for action to create a safe, secure campus and a positive learning environment emphasizing responsible and respectful behavior.

#### A. Component 1: People and Programs:

- Goal #1: Assure on-going professional development to ensure supportive, nurturing teacher-student relationships in the classroom.

#### B. Component 2: Places:

- Goal #1: Assure a safe, respectful, accepting, and emotionally nurturing environment.

### Component 1: People and Programs – Create a Caring and Connected School Climate

#### Goal #1

Assure on-going professional development to ensure supportive, nurturing teacher-student relationships in the classroom.

Increase teachers and staff members ability to communicate and have positive interactions that minimize conflict and show acceptance towards our diverse student body.

#### Related Activities:

- Include regular and ongoing tiered professional development opportunities for staff in Restorative Justice practices and how to de-escalate difficult situations.

Resources needed: Anchor texts

Personnel: Counselor and administrators

Training: Professional development and observations

Administration: Site administration will coordinate with home office staff and work with staff

**Persons Responsible:**  
Administrators, teachers, school counselors.

**Timeline for Implementation:**  
August 2023-ongoing.

### Component 2: Places – Create a Physical Environment That Communicates Respect for Learning and for Individuals

#### Goal #1

Assure a safe, respectful, accepting, and emotionally nurturing environment.

Expansion of student participation in academic activities & the college going culture of the the school

#### Related activities:

- Development of a structured Advisory program
- Continued recognition assemblies & earned privileges
- Celebrate academic successes classroom by classroom and schoolwide

Resources needed: Funds to support incentives

Personnel: Administration, staff and teachers

Training: Naviance and Kickboard training for experienced and novice staff

Administration: Administration will work together with staff to establish incentives and programs

**Persons Responsible:**  
Administrators, teachers, school counselors.

**Timeline for Implementation:**  
August 2023-ongoing

### School Safety Practices, Policies and Procedures:

**A. Bullying Prevention:**

See Title IX Board Policy: Title IX, Harassment, Intimidation, Discrimination and Bullying Policy attached as an appendix.

School administration at John Henry High School enforces this policy and will not tolerate bullying of any type.

**B. Visitors:**

Supervision of Students:

As students arrive on campus each morning, campus security officers and administrators are strategically placed on campus to monitor student behavior. When students are dismissed at the end of the day, campus security officers and administrators ensure students either travel to after school activities or leave campus in a safe and orderly manner.

Visitors:

Many individuals visit the campus to participate in conferences, meet with staff and attend school events. To maintain a safe and secure environment, all parents and visitors are required to check in and sign in at the school office upon arrival, obtain and wear a visitor's badge, and then return to the school office upon departure to sign out.

**Sample Communications Forms and Postings:**

**A. Serious injury or other unplanned and unprecedented event:**

**CEO or CEO Designee's Responsibilities:**

1. Contact the School Board, as appropriate.
2. Contact Educational Services or Special Education to assign psychologists and counselors to the site, including determining if bilingual assistance is needed.
3. Receive permission from the affected family regarding information to be shared.
4. If appropriate, contact families before school resumes. May invite parents to accompany their child(ren) to school the next day and provide counseling for parents. Assign a Parent Liaison.
5. If necessary, contact AMPS elementary and middle schools because AMPS Richmond is a tight-knit community.
6. Designate one voice for the press (usually the CEO) and ensure other staff know to funnel requests for information through the designated speaker.

**Site Director's Responsibilities:**

1. Identify three rooms/areas for student counseling with available paper, pencils, construction paper, etc.; if age appropriate; and 1 room for staff counseling.

2. Update staff.
3. Develop a fact sheet for the office manager/secretary/clerk to use when responding to inquiries (see attached example).
4. Update students regarding what happened (offer students journaling, poetry, art, sharing of stories, etc. to express their thoughts).
5. Prepare a letter to go home to parents in English and Spanish (see attached example)
6. Make arrangements for staff to be relieved of duties to participate in counseling.
7. Debrief staff at end of school day (share stories)
8. Plan support for the next school day (counseling, food, etc.).
9. If any staff were involved in emergency procedures to save a life, have the CEO's Office contact Richmond Police or Richmond Fire Dept. to access their Critical Incident Stress Teams for debriefing of the school staff members involved.
10. Debrief support staff who helped at the school.
11. Take care of witnesses.
12. Inform staff that all press/news inquiries go to Home Office and CEO.

## **B. Responding to Inquiries – Site Director's Template:**

### **Sample Script of JHHS Office manager/Administrative Assistant**

#### **What has happened?**

Share the information honestly but ensure all privacy requirements:

e.g. "This morning one of our students, (NAME), was hit by a car outside of his home. According to the family (he/she) ran out into the street and was seriously injured. "

#### **What actions are being taken?**

Security measures, emotional issues, correspondence:

e.g. "The Standardized Emergency Management System was activated. School support staff including school wellness, counselor, and counseling staff have been and will continue to be available to students, teachers, and parents. A written correspondence will be sent home sharing pertinent and resource information."

#### **When to retrieve students?**

Explain that safety and welfare of students is of the foremost concern.

Be prepared for an influx of students wanting to go home or parents trying to retrieve. e.g. "Your son or daughter is not in immediate danger and therefore will be dismissed as usual."

#### **What can the parent/community member do to help?**

Immediate and long term:

e.g. "As per the request of the family, monetary donations can be sent to defray the cost of the hospitalization. If you wish for your son/daughter to visit parents/guardians are expected to visit with their child. Respect hospital visitation hours and respect the privacy of the family

Be observant of your child's feelings and listen to them. If you have concerns about how your child is coping, seek support from family members, clergy, doctor, or contact the school site support staff."

## **C. Lockdown – Sample School Messenger Connect Message – English**

### **Initial message:**

Hello JHHS families.

This is \_\_\_\_\_, the Site Director of \_\_\_\_\_ School. This message is to inform/update you on an existing situation at our school this morning/afternoon. We are currently in a lockdown mode due to a suspect pursued by the Richmond Police Department near our school. All the children are safe in their classrooms with their teachers at this time. The Richmond Police have secured the perimeter of our school to ensure that our campus is safe. It is best for your children to remain in the safe surroundings of their locked classroom at this time. The Richmond Police Department has requested that no one approach the school at this time. Please do not come to \_\_\_\_\_ School. As soon as the Police give us the go ahead to open the school, we will contact you immediately. We appreciate your support and cooperation as we ensure the safety of your children as our number one priority.

### **All clear message:**

This is \_\_\_\_\_, the Site Director of \_\_\_\_\_ School and I am happy to report that the situation with the intruder on campus has been resolved safely and the school is no longer in lockdown. (Add any pertinent details.) Students will be released from school at the usual time. We appreciate your support and cooperation as we ensure the safety of your children as our number one priority.

### **Lockdown – Sample School Messenger Connect Message – Spanish**

#### **Initial message:**

(Estimados padres de familia) Habla el/la directora/directora, \_\_\_\_\_ de la Escuela \_\_\_\_\_. Este mensaje es para informarle de un incidente en nuestra escuela esta mañana/tarde. En el momento nos encontramos en una situación de confinamiento debido a que el departamento de policía de Richmond está tras un sospechoso alrededor de nuestra escuela. Actualmente todos los niños se encuentran a salvo con sus maestros en sus salones de clases. El departamento de policía de Richmond ha asegurado el perímetro de nuestra escuela para cerciorarse que el campo escolar esté seguro. Actualmente lo mejor es que sus niños se mantengan protegidos en el salón de clases que está cerrado con llave. El departamento de policía de Richmond nos ha solicitado que nadie se acerque a la escuela por el momento. Por favor no venga a la Escuela \_\_\_\_\_. Tan pronto que la policía no dé el visto de bueno para abrir la escuela, no podremos en contacto con ustedes inmediatamente. Le agradecemos su apoyo y cooperación para garantizar la seguridad de sus niños, que son nuestra mayor prioridad.

#### **All clear message:**

(Buenas padres de familia) Habla el/la director/directora, \_\_\_\_\_ de la Escuela \_\_\_\_\_.; tengo el placer de reportarles que se ha resuelto el incidente con el intruso en el campo escolar y, ya la escuela no se encuentra en situación de confinamiento. (Add any pertinente details.) La salida de los estudiantes será a la hora de costumbre. Le agradecemos su apoyo y cooperación para garantizar la seguridad de sus niños, que son nuestra mayor prioridad.

## **Emergency Response Plan:**

### **Disaster Procedures**

In the instance of emergencies, John Henry High School staff and students will follow protocol as dictated in this school Safety Plan. Annually, before the first day of school, the John Henry High School Safety Coordinator, in tandem with guidance from AMPS Home Office staff will train staff on disaster procedures and the protocol to follow at their particular site. Evacuation routes, off-site evacuation locations, and detailed disaster response procedures are described in the AMPS Emergency Handbook. On the first day of school, during every period, classroom staff will review safety procedures, evacuation routes, and gathering locations with their students. Every semester, 3 emergency drills are practiced- fire, earthquake, and lockdown. Staff will have opportunities to discuss the outcomes of drills after the fact with fellow staff members and also with students. Classroom evacuation maps are included in this School Safety Plan.

## **A. Emergency Contact Datasheet:**

**School/Site:** John Henry High School

**IC (Incident Commander):** Jennifer Crocker, Site Director

**Command Center Location:** Marina Bay Yacht Parking Lot at Hall Ave and Marina Way South

**Release of Students Location:** Marina Bay Yacht Parking Lot

### **Emergency Phone Numbers:**

Emergency – 911

Fire/Paramedic Emergency – 911

Non-Emergency RPD - (510) 233-1214

### **Public Utilities:**

Electricity: Call 9-1-1 first, then call PG&E at 1-800-743-5000

Gas: Call 9-1-1 first, then call PG&E at 1-800-743-5000

Water: EBMUD 866-403-2683

### **AMPS Home Office Phone Numbers:**

Chief Executive Officer: Evelia Villa - 1-510- 452-7854

Director of Operations and Compliance: Maria Arechiga - 1-510-367-0514

### **Hospitals:**

Richmond Kaiser - (510) 307-1500

### **Staff with WalkieTalkies:**

Site Directors

School Office

Dean of Students

Office Staff

Athletic Staff

Counseling Staff

## **B. Communication Signals:**

**Evacuate:** announce “This is not a drill. Please exit the building. Teachers, please have your

students leave all items in the classroom. Teachers in classrooms with exterior emergency exit doors will have students exit the building through these doors. Teachers in all other spaces will have students exit through the exterior doors on the water side of the first quad. All teachers will lead their classes to line up in the harbor master's parking lot. Teachers will stay away from the building, leading students by the wooden dock, rather than through the school parking lot, when possible.

**Lockdown:** announce "lockdown, this is not a drill, repeat, lockdown" All teachers turn off the lights and lock your doors immediately, make sure your windows are covered. Repeat this is not a drill, remain in the classroom until you hear the all clear.

**Duck, Cover, and Hold:** teacher signals "Duck, cover, and hold"

**All-Clear:** Site Director to announce all clear and dismiss students to the next class as appropriate.

**Persons responsible:**

<b>Parent Pick up:</b>	Mr. Padilla, Ms. Johnson, Ms. Melera
<b>Student supervision:</b>	All teachers, counselors, school staff and other staff overseen by administration
<b>Persons responsible for rooms/all clear:</b>	Ms. Crocker

**C. Action Evacuate:**

- Warning: The warning signal at the school for Action "Evacuate" or Evacuate shall be the ringing of the usual fire alarm and/or announcement to evacuate. Front Desk Call 911 or staff member closest to incidence.
- **Action "Evacuate" consists of:**
  - Students and staff shall move in an orderly fashion from inside of the school building(s) to the designated assembly area. Close and lock doors.
  - Removal of student/staff Emergency Data Cards from office to an outside area of safety
  - Teachers ensure an emergency backpack is carried to the assembly site on the blacktop.
- **Action Evacuate is considered appropriate but not limited to:**
  - Fire
  - Bomb threat
  - Chemical accident
  - Gas leak
  - Explosion or threat of explosion
  - Post-earthquake
  - Other occurrences which make the school building(s) uninhabitable

**D. Action "Drop – Take Cover":**

- **Warning:** The warning for this type of emergency is the beginning of the disaster itself.
- **Action "Drop – Take Cover" consists of:**
  - Command "Drop – Take Cover" is given
  - Move away from buildings, trees, fences and power lines
  - Drop to your knees
  - Clasp both hands behind your neck

- Bury your face in your arms
- Make your body as small as possible
- Follow instructions and stay away from buildings, trees, and fences. Should a power line fall on a fence, it will be electrified and very dangerous.
- **Action “Drop – Take Cover” is effective for students and staff who are outdoors, and is considered appropriate for, but not limited to, the following:**
  - Earthquake: shaking of the earth
  - Explosion

#### **E. Action Duck Cover and Hold:**

- **Warning:** The warning for this type of emergency is the beginning of the disaster itself
- **Action “Duck, Cover, and Hold” consists of:**
  - Command “Duck, Cover, and Hold” is given.
  - Each student and staff member takes cover under a table or desk, dropping to his or her knees, with the head protected by the arms, and the back to the windows.
  - Students and staff immediately duck under a desk or table and, with both hands, hold onto the desk leg or table leg.
  - Hang on with both hands and be prepared to move with the desk or table and keep your head and body under the top of the desk or table at all times. Try to stay on your knees when the furniture is moving to keep your face off the floor.
  - After all movement and noise stops, stay under the desk or table until a teacher gives you instructions. Listen carefully and follow instructions.
- **Action “Duck, Cover, and Hold” is effective for students and staff who are indoors, and is considered appropriate for, but not limited to, the following:**
  - Earthquake: shaking of the earth
  - Explosion
  - Surprise nuclear attack: a) Intense light b) Tremendous sound

#### **F. Action “Lockdown”**

- **Types of Crisis:** Dangerous Intruder, Drive-by Shooting, Riot, Unauthorized Weapons on Site, Assault, Battery, or Kidnapping on or near the school site or Crimes or Emergencies in the neighborhood off site.
- **Action:**
  - Signal “Lockdown” – Staff members closest to crisis announce “Lockdown”, then use bells as appropriate. Move away from danger, help students
  - Staff member closest to the crisis call 911 (used landline). Specify if “Intruder” or “Active Assailant.”
  - Site Director Contact AMPS Home Office to Initiate Phone Tree. If grounds or maintenance staff is on campus, use the following as a “universal signal” for those who are far away or have earplugs: put wrists together and fists clenched.
  - Set up and man the Command Center.
  - Site Director will contact CEO’s Office to update status as soon as the situation is under control.
  - Front Office Administrative Assistant post sign on office door notifying public of lockdown.
  - Activate SEMS (Standardized Emergency Management System) as needed.
- **If students are in classrooms (Office staff should lockdown in a safe area of office area with computer):**
  - Classroom teachers should quickly scan the hallway for students walking by. Close and lock classroom doors, close and lock windows and close window treatments, if available.
  - Once the Lockdown has started, teachers should not, under any circumstance, open their

doors until the end of the lockdown.

- Teaching activities are to be stopped.
- Silence all mobile telephones; keep the classroom computer turned on.
- Continue to check email for updates.
- Assemble students in one area on the floor. Keep students quiet and away from doors and windows. Maintain a calm environment.
- Lights should only be left on if it would help the police search, without compromising the safety of the students.
- If gunshot(s) or an explosion is heard, begin action “Duck, Cover, and Hold.”
- Take roll and prepare a list of missing students.
- Call or email attendance information to the office, after the threat is contained.
- If there are no problems, place a green sheet of paper on the front window of the classroom.
- If there are problems, place a red sheet of paper on the window.
- If evacuated, bring roll sheets. Office staff takes emergency cards to the designated evacuation area.
- **If students are not in classrooms:**
  - Go to the safest and closest area or room.
  - DO NOT try to go to your classroom. Instead enter any available room.
  - Physical Education students should be taken to the nearest room, and held there until the end of the lockdown.
  - Follow steps “for students in classrooms” above
- **If lockdown is due to Active Assailant:**
  - Do not use placards until the situation is resolved.
  - If Assailant enters an occupied Room: Have a Plan of Action (Run, Hide, Fight).

#### **G. Action “Soft Lockdown” consists of:**

- **Warning:** All procedures above from “Lockdown”
- **Action:**
  - Lights can remain on, teachers may continue teaching, and students may remain in their seats.
  - Transition from a lockdown to a soft lock down must be authorized by the police.
  - During a soft lockdown if students need to leave, only for an urgent need, they must be escorted by staff.

#### **H. Action “Directed Transportation”**

- **Warning:** Under certain conditions, public safety officials may attempt to move people from an area of danger to an area of safety. Instructions from the authorities could come to the school via telephone, regular radio broadcast, or on the Emergency Alert System. The method of disseminating this warning at the school will, if at all possible, be by telephone message from the home office.
- **Action “Directed Transportation” consists of:**
  - Transporting students to a safe area.
- **Action “Directed Transportation” is considered appropriate only when directed by a competent public safety authority.**
  - It may be appropriate for, but not limited to, movement away from:
    - Flood or tsunami,
    - Fire

- Hazardous materials incident
- Or Blast Area

## I. Action “Student Release”:

May be appropriate for active assailant, earthquake, fire, flood, severe windstorm.

- **Warning:** Verbal communication by the Site Director or designee.
- **Action:**
  - “Student Release” will be considered by the Site Director or designee if directed by the CEO. Students will be held at school until released to an authorized adult.
- **Action “Student Release” consists of:**
  - Dismissal of all classes.
  - Release of students to their parents or guardian or other authorized adult at Site Director or designee’s judgment.
  - Names on emergency contact cards should be compared to an identification card with a photograph of the person to whom the student is released.
- **Student Release Procedures:**
  - Use signs to designate “Student pick-up area.”
  - Use signs to direct parents to line up (e.g., alpha, grade levels or room #'s).
  - Release younger students first.
  - Provide escort to parent/guardian if necessary

## J. Action “Civil Disturbance”:

A public or student demonstration or riot on or near school grounds that has the potential to disrupt school activities, cause injury to staff and students, and/or cause property damage.

- **Warning:** The Site Director or designee will signal for a “Lockdown”.
- **Action:**
  - Follow Site Director’s or designee’s direction for possible “Lockdown”
  - Account for all students and staff
  - Remain in classroom or designated areas until contacted
  - Remain calm and reassuring

## K. Action “Hazardous Material Incident”

A hazardous material spill may include one or more of the following:

Natural gas leak

Science lab spill

Chemical release from a nearby facility

A collision or accident involving a tank truck or railroad car

An unknown powder or substance received in a letter or package

- **Warning:** Location, quantity, concentration, and other factors affect how a spill will be handled. Unless you are familiar with the material, risks and specific clean-up procedures, do not try to clean up the spill.
- First priority is students and staff safety, then the environment, and then property
- **Actions:**
  - Supervising staff notify the office immediately.
  - Evacuate all students from the classrooms.
  - All students and teacher leave room where incident occurred
  - If possible, close all doors and windows. Ensure that the heating, ventilation and air

- conditioning system is off.
- Office will notify the fire/law enforcement agency and AMPS Home office.
- Determine the need to implement Action “Evacuate” (fire alarm).
- Check for adverse medical symptoms (loss of breath, fainting, etc.) and request immediate medical attention.
- Isolate, identify and get names of students and staff that could have been exposed or contaminated.
- Account for all students and staff.
- Site Director will direct other actions as required.
- Remain in designated area until contacted

## **L. Action “Medical Emergency”**

### **Medical emergencies including the following:**

Heart attack

Stopped breathing

Severe bleeding

Poisoning

Diabetic emergencies

Heat Stroke

- **Warning: Medical emergencies usually occur without warning.**
- **If a medical emergency occurs during school hours, the following emergency actions will be accomplished:**
  - Supervising staff member evaluates the scene of the injury or illness. isolate and secure the area.
  - Notify the school office.
  - Call 9-1-1, as appropriate.
  - If indoors, determine the need to implement Action “Evacuate” (affected classroom only) so that students are not unnecessarily exposed to trauma or danger.
  - Stabilize the victim and administer first aid.
  - Use standard precautions as outlined in the AMPS “Blood-borne Pathogens Exposure Control Plan.”
  - Rejoin students as soon as possible.
  - Account for all students and remain with them.
  - Remain calm and reassure students that all possible actions are being taken to care for the injured or ill person and to protect others.

## **M. Action “Fire”:**

- **Actions:**
  - Supervising staff member signal “Evacuation” fire bell. Close, but do not lock doors. Office staff takes student emergency cards to the evacuation area. Call 911. (Use landline if possible, as cell phone contacts CHP).
  - Site Director notifies (or assigns designee to notify) dean of students, counselors, support staff
  - Site Director activates SEMS Plan (Standardized Emergency Management System) as needed.
  - If students are in classrooms:
  - Evacuate. Close but do not lock doors.

- Teacher takes roll sheets and office staff takes student emergency cards to the evacuation area.
- Teacher takes roll and alerts command center of any student not accounted for (telephone, intercom, walkie talkie, runner or email).
- If students are not in classrooms, reunite with students in evacuation area
- Follow the instructions of Law Enforcement and/or other competent authorities upon their arrival. Have extra school maps available for authorities.
- All Clear will be signaled by the Site Director or his/her designee.
- Site Director debriefs staff, parents/community (School Messenger, etc.) and students.
- Follow Student Release Procedures (if directed by CEO)

## **N. Action “Active Assailant on Campus”:**

**A dangerous person could be someone with a legitimate purpose on campus (student, staff, or authorized visitor) or an unauthorized person:**

Active assailant/armed suspect

Trespasser

Thief or vandal

Registered sex offender

- **Warning:** The Site Director or designee will signal for a “Lockdown”
- **Action: In the event of a dangerous person on campus, do the following:**
  - Inside school building
    - Implement “Lockdown”, however do not post red or green placards
    - Construct barriers using furniture, desks, etc. to barricade entryway
  - Instruct students to lie down behind the barriers
  - Do not open doors until after the lockdown is canceled or you are absolutely sure of the identity of the person asking to open the door
  - Ask for identification, it can be slid under the door.
  - If the assailant enters an occupied room be ready with a Plan of Action:
    - If possible, **run away** from the threat to a safe location
    - An open room or behind a block wall or building, or off campus
    - It is OK to leave campus if it leads to safety
  - Outside
    - When law enforcement arrives, be quiet and compliant, do not look like a threat:
    - Keep hands empty and hold them up when law enforcement approaches
    - If known, tell where the assailant is located
    - Report status to command center and post placards as instructed

## **O. Action “Earthquake:**

Hazards of ground movement in an earthquake include: items falling from shelves, breaking glass, moving furniture, and building damage and/or collapse

**Warning:** Earthquakes usually strike without warning.

- **Actions: The following actions, as time permits, will be accomplished:**
  - Inside school building:
    - The teacher, or staff member in authority, will implement Action “Duck, Cover, and Hold”.
    - Try to avoid glass and falling objects, areas where there are large panels of glass and/or heavy suspended light fixtures.

- Implement Action “Evacuate” when, in the judgment of the staff member, the earthquake is over and tremors have subsided.
- Special consideration should be given to exit routes as some exits have heavy roof structures over the doorways.
- Follow the approved route to the assembly area, keep away from trees, power poles, etc.
- Maintain control of students.
- Avoid touching electrical wires and metal objects such as chain link fences.
- Render first aid if necessary.
- Once outside of school in designated evacuation location, take roll, issue student name tags, alert command center of any injured or missing student(s).
- If possible, school office will immediately notify appropriate agencies/offices (Call 911) and Home Office as per fire drill.
- Do not return to building for any reason until they have been declared safe by authorized official(s).
- The Site Director or designee will determine the advisability or necessity of Action “Student Release.” Prior approval must be obtained by the CEO.
- On school grounds:
  - The staff member in authority implements Action “Drop – Take Cover”.
- The safest place is in the open. Stay there until the earthquake is over.
- Move away from buildings, playground equipment, utility poles, signs, trees, metal fences, exposed wires, and wet areas. Do not run!
- Activate School Emergency System as/if necessary.

#### **P. Action “Bomb Threat – Bomb or Suspicious Device”:**

Bomb threats are usually received by telephone. Bomb threats are serious until proven otherwise. *Refer to References for Dept of Homeland Security Bomb Threat checklist.*

- **Warning:** Bomb threats are usually received as an anonymous telephone call
- Bomb threats may arrive as a letter or handwritten note, email message, or suspicious package.
- **Action:**
  - Recipient of the threatening telephone call
  - Remain calm.
  - Keep the caller on the line as long as possible.
  - Do Not Hang Up, even if the caller does.
  - Listen carefully. Be polite and show interest.
  - Notify a coworker via note or hand signals or if in a classroom, contact the office immediately.
  - Write down as much detail as can be remembered. Try to use exact words.
  - If the telephone has a display, copy the number and/or letters on the display window.
  - Attempt to get information on location of bomb, and any identification characteristics of caller.
  - Have them repeat the message.
  - Immediately upon termination of the call, do not hang up, but from a different telephone, call 911.
  - If a bomb threat is received by letter or handwritten note:
    - Handle the letter or note as minimally as possible.
    - Notify the office and call 911.
  - If a bomb threat is received by email:
    - Do not delete the email message.

- Notify the office and call 911.
- Bomb or Suspicious Device
- Do not touch or approach the device.
- Notify the office immediately.
- Get students out of the immediate areas and wait for directions from the office.
- Follow Site Director's or designee's instructions for appropriate emergency procedures.

## **Q. Pandemic Influenza:**

### **Q.1. General Overview**

Pandemic flu is a worldwide outbreak of disease that occurs when a new flu virus appears that can spread from person to person. Because people have not been exposed to the new virus they have little or no immunity.

Therefore, serious illness or death is more likely to result. The illness rates for both seasonal and pandemic flu are high among children.

Because schools are the most densely populated environments in society, they are likely to contribute significantly to the containment or to the spread of flu in the community. Therefore, school closures may result as a means of reducing the overall illness rates within communities.

### **GOAL**

Plan and increase preparedness for the possibility of an influenza or other pandemic.

Stages of Preparation include planning for:

- Mitigation and Prevention - anticipating needs
- Preparedness - planning what to do and how to do it
- Response - implementing your plan
- Recovery - what to do to return to normal

Site Director Designee:

- Review instructions for staff and students
- Ensure distance learning plan is in place
- Ensure distribution plan for distribution of chromebooks and student materials
- Ensure support staff are adequately assigned to students who require further support
- Ensure weekly lesson plans are submitted
- Ensure system for tracking student attendance is in place through google classroom

Implement prevention policies and procedures including

- Posting of health education materials more frequently
- Education of staff/students on how to cover coughs and sneezes
- Education of staff/students on frequent hand washing
- Use of waterless hand sanitizers and wipes
- Develop a system for rotation of staff, and identify a priority list for staff release.
- Plan for possible use of the facility by Public Health Officials.

Students will be dismissed according to standard student release procedures as outlined for any

emergency.

“Parent Square” All call systems will be used to communicate with parents as needed. Staff communications will happen through email, google hangouts and Zoom meetings. For more information: <http://www.pandemicflu.gov/plan/>

## **Q.2. COVID-19 Pandemic**

Coronavirus disease 2019 (COVID-19), also known as the coronavirus or COVID, is a contagious disease caused by severe acute respiratory syndrome coronavirus 2 (SARS-CoV-2). As one of the results of this global pandemic, John Henry High School closed to in-person instruction on March 16th 2020. John Henry High School prepared and returned to in-person instruction for the 2021-2022 and 2022-2023 school years.

Following guidance from the Centers for Disease Control and Prevention (CDC), California Department of Health (CDPH), both Alameda County Department of Public Health (ACDPH) and Contra Costa Health Services (CCHS), parent and staff surveys, staff meetings, in consultation with legal counsel and Human Resources consultant, HR Options, Inc, discussion with the AMPS Covid Task Force, a COVID-19 Prevention Plan, COVID-19 Family Handbook (with accompanying PowerPoint slides presented to parents and staff), and Reopening Plans have been crafted with staff and student safety at the forefront.

A brief overview of the mitigation strategies we have put into place are as follows.

- Cleaning, Disinfection
  - Staff are expected to regularly clean high-touch areas
  - The stress is placed on regular cleaning, and thorough disinfection is implemented only in the case of a suspected or confirmed positive COVID-19 case
  - Disinfection produce is based on [EPA's N-list](#) of recommended disinfectants
- Ventilation
  - Air filtration was upgraded through installing new MERV-13 air filters
  - Air purifiers have been purchased for classrooms and offices to sanitize the air, which may include pollutants, allergens, and toxins.
- Entrance, Egress, and Movement Within the School
  - Entrances and Exits are clearly marked so that traffic flows one-way into and out of the school
- Healthy Hygiene Practices
  - Staff and students are reminded to wash hands regularly
  - Additional handwashing stations have been purchased and installed to increase accessibility and ease of handwashing
- Identification and Tracing of Contacts
  - COVID-19 School Safety Lead along with Home Office COVID-19 Liaison conduct tracing of contacts if there is a confirmed case of COVID-19
- Staff and Family Education
  - During Town Hall meetings and Orientations, students invited to join cohorts in-person were trained in understanding COVID-19 guidance highlighted in the COVID-19 Family Handbook
  - Staff were trained in COVID safety and compliance through their Site Directors; training material was provided by HR Options, inc in tandem with the AMPS COVID Task Force
- Triggers for Switching to Distance Learning

- The switch to distance learning, and the temporary closure of a school will be based on recommendation for the local health department.
- **Communication Plans**
  - Our goal is to communicate with our stakeholder groups regularly, reliably, and comprehensively. Since the beginning of the pandemic in March, AMPS has sent out regular updates to staff, students, and parents.
  - Depending on the nature of the communication, the following types of communication are used: AMPS Website, Social Media, and Email.
  - Our goal with these communications is to share timely, accurate, and comprehensive information with our community. In doing so, we are required to adhere to privacy requirements, such as those mandated by FERPA and HIPAA. Accordingly, these types of communications may be targeted to the specific person or people involved. There may be other times when we will be able to share information on a school-wide basis.

### **R. Staff “Buddy” List:**

When necessary, a “buddy” or buddy group will take charge of the students of other classes. Following the incident and a classroom status check; buddy teachers check with each other to determine: the health of each other, the need to assist with injuries, the need to stay with injured students, etc. Remember: the teacher’s responsibility is to do the greatest good for the greatest number. Students should practice exiting to the evacuation site without the teacher leading them. Teacher should stay back to check the classroom and close the door. IMMEDIATELY FOLLOWING STUDENT ACCOUNTING, IF MEMBER OF BUDDY TEAM HAS ACTIVATED Incident Command duty, they are to give their class to the buddy teacher and report for assignment at command. (If buddy is not available, give class to another teacher who is remaining on the field and tell Command and Parent Emergency Pick Up who has your class).

### **S. Use of Facilities**

Education Code section 32282(a)(2)(B)(ii) requires that safety plans establish “a procedure to allow a public agency, including the American Red Cross, to use school buildings, grounds, and equipment for mass care and welfare shelters during disasters or other emergencies affecting the public health and welfare. AMPS shall cooperate with the public agency in furnishing and maintaining the services as AMPS may deem necessary to meet the needs of the community.

## **Evacuation Maps:**

John Henry High School Evacuation Area:  
Marina Bay Yacht Club Parking Lot  
1340 Marina Way S, Richmond, CA 94804



## Evacuation Directions

### Check

- Check that every student has safely exited the classroom.
- Administrators will check the restrooms, and classrooms to make sure all students have safely exited the building.

### What to Take

- Emergency backpacks

### Evacuate to the Designated Area

- Have students evacuate the building in an orderly and calm manner.
- Go to your designated area on the map and line up.

- Once you arrive to your area, take roll (rosters will be in the emergency backpacks).
- An administrator will collect the roll sheets.
- Wait for an all clear announcement. Once instructions are given, calmly walk your students back to class.

## SEMS (Standardized Emergency Management System Plan)

### A. Organization Chart:

Incident Commander:	Jennifer Crocker
Deputy Incident Commander	<a href="#">Omar Padilla</a>
Location of Command Center	Marina Bay Yacht Parking Lot (Hall Ave)
Alternative Location on campus	2nd Open Space
Alternative Location off campus	Craneway Pavilion (Harbor Way South)
Emergency Operations Coordinator (Coordinates with Command Staff):	<a href="#">Tomika Johnson</a>
Liaison to outside agencies:	Jennifer Crocker
Training	Jennifer Crocker
PIO (Public Information Officer)	Jennifer Crocker /Omar Padilla
Crisis Response Leader	Jennifer Crocker, Richmond Police Department
Plans Chief	Jennifer Crocker /Omar Padilla
Documentation	Jennifer Crocker /Omar Padilla
Messages	Omar Padilla
Search/Rescue	Omar Padilla, <a href="#">Tomika Johnson</a>
Procuring food & water	Keona Hill
Staff/student supplies	<a href="#">Yesenia Melara</a>
Medical Supplies	Tomika Johnson
Medical First Aid	Ysenia Melara
Damage Assessment	Jennifer Crocker

Disaster Plan Updates	Jennifer Crocker
Crisis Team	Jennifer Crocker /Omar Padilla
Parent Pick-up	Yesenia Malera, Osiris Polachart, Omar Padilla, Tomika Johnson
Builders/Sanitations	Omar Padilla, Osiris Polachart
Finance Chief	
Claims FEMA/State	Director of Facilities – David Pearson

## B. Roles and Responsibilities:

### 1. Incident Commander (Site Director)

The Incident Commander (Site Director) is the decision maker for the impacted school. He/she is responsible for emergency operations to ensure safety of students, staff and others who are on campus. The Incident Commander (Site Director) shall remain at the Command Center to observe and direct all operations. Below is a checklist of responsibilities (can be delegated).

- \_\_\_ 1. Assume command
- \_\_\_ 2. Communicate a "signal" to the students and staff identifying the type of emergency
- \_\_\_ 3. Call 911
- \_\_\_ 4. Notify Assistant Principals, Campus Supervisors, Support Staff
- \_\_\_ 5. Activate the SEMS Plan components as needed (Command Staff, Plans, Operations, Logistics, and/or Finance) and establish a Command Center
- \_\_\_ 6. Conduct initial briefing with the Command Staff
- \_\_\_ 7. Monitor local emergency radio stations for local news
- \_\_\_ 8. Utilize your Deputy Incident Commander to cover the Command Center, take regular breaks (5 minutes each hour, away from the Command Center)
- \_\_\_ 9. Create an action plan with specific objectives including strategies to review and evaluate
- \_\_\_ 10. Make provisions for language translators
- \_\_\_ 11. Release teachers, as appropriate
- \_\_\_ 12. CEO/Public Information Officer Review all incident information before release to the news media, parents or general public
- \_\_\_ 13. Signal all-clear (Police Only will signal; if present)
- \_\_\_ 14. Begin "Student Release Procedures" when appropriate. Only the CEO can direct that students be sent home before the end of the regular school day.
- \_\_\_ 15. Create an action plan with specific objectives for returning to normal operations
- \_\_\_ 16. Debrief staff, parents/community, and students

### 2. Deputy IC (Deputy Incident Commander)

The Deputy Incident Commander assists the IC (Site Director) and takes over the duties of the IC (Site Director) if the IC (Site Director) is absent, has to leave or is unable to do his/her job. Below is a checklist of responsibilities.

- \_\_\_ 1. Report to, attend briefings, and assist the IC (Site Director)
- \_\_\_ 2. Keep unauthorized people away from the IC (Site Director)

\_\_\_ 3. Responsible for “Plans” in SEMS

### **3. Command Staff - Emergency Operations Coordinator**

The Emergency Operations Coordinator facilitates the overall functioning of the Command Staff. Below is a checklist of responsibilities.

- \_\_\_ 1. With the assistance of the Liaison Officer, coordinate outside agencies and define roles/responsibilities
- \_\_\_ 2. Report to IC (Site Director) and attend briefings
- \_\_\_ 3. Assist unit coordinators (Plans, Operations, Logistics and Finance), as needed
- \_\_\_ 4. Indicate the process for emergency declarations
- \_\_\_ 5. Develop status boards
- \_\_\_ 6. Maintain a “position” log of staff
- \_\_\_ 7. Monitor Command Staff for signs of stress or under-performance
- \_\_\_ 8. Fill any unstaffed positions

### **4. Command Staff - Liaison Officer**

The role of the Liaison Officer is to serve as the point of contact for Agency Representatives from assisting organizations and agencies outside the organization (Fire, Police, County, etc.). Below is a checklist of responsibilities.

- \_\_\_ 1. Assist the Emergency Operations Coordinator and attend briefings
- \_\_\_ 2. Ensure proper flow of communication between assisting organizations and agencies outside AMPS (Fire, Police, County, etc.)
- \_\_\_ 3. Keep records of assisting organizations, agencies and departments

### **5. Command Staff - Safety Officer**

The Safety Officer ensures that all activities are conducted in as safe a manner as possible under the circumstances. The Safety Officer is the only person other than the IC (Site Director) who has the authority to stop an authorized plan from being put into action. Below is a checklist of responsibilities.

- \_\_\_ 1. Attend briefings with IC (Site Director)
- \_\_\_ 2. Monitor, assess, and correct operational activities for dangerous and unsafe conditions
- \_\_\_ 3. Monitor stress levels of personnel involved in the response
- \_\_\_ 4. If directed by IC (Site Director), turn off gas supply, water supply and/or electricity
- \_\_\_ 5. Oversee “Logistics” for equipment and supplies

### **6. Command Staff - Training Coordinator – Site Director/Student Support Services**

The Training Coordinator is responsible for all training prior to the incident. Below is a checklist of responsibilities.

- \_\_\_ 1. Attend briefings with IC (Site Director)
- \_\_\_ 2. Train staff prior to an emergency

### **7. Command Staff - Crisis Response Leader - Wellness Counselor**

The Crisis Response Leader addresses the psychosocial needs of students/staff prior to, during and after an incident. Below is a checklist of responsibilities.

- ☐ 1. Attend briefings with IC (Site Director)
- ☐ 2. Act as referral resource for students, staff and volunteers
- ☐ 3. Obtain West Contra Costa School District's Crisis Response Manual for resources, materials, etc.
- ☐ 4. Develop support systems as needed
- ☐ 5. Conduct group meetings with parents or staff as needed

## **8. Command Staff - PIO (CEO/Public Information Officer)**

The Public Information Officer acts as the official spokesperson for AMPS in an emergency situation. A school site-based PIO should only be used if the media is on campus and the AMPS PIO is not available or forthcoming. Below is a checklist of responsibilities.

- ☐ 1. Contact Board of Directors, Sr Director of Operations, Other Home Office, Directors
- ☐ 2. Contact CEO to assign psychologists and counselors to the site and provide bilingual assistance if needed.
- ☐ 3. Attend briefings with IC (Site Director)
- ☐ 4. Identify yourself as the "PIO" with a vest, visor, sign, etc.
- ☐ 5. Establish a media information center away from the command post and students. Advise arriving media that the site is preparing a press release and approximate time of its issue.
- ☐ 6. Statements to the media should include the following: cause, time, event, current situation, care being given, injuries, evacuation plans, student release location, resources in use, best routes to school, and any other information the school wishes to be released to the public.
- ☐ 7. Ensure announcements and other information are translated into other languages as needed.
- ☐ 8. Assist with rumor control
- ☐ 9. Keep all documentation to support the history of the event
- ☐ 10. Remind staff and volunteers to refer all questions from the media or waiting parents to the CEO/PIO.
- ☐ 11. Monitor new broadcasts about the incident; correct any misinformation heard.

## **9. Plans Chief**

The Plans Chief oversees the function of the action plan by documenting, disseminating information, assessing the seriousness of the incident, demobilization, etc. Staff is assigned to assist with these jobs. Below is a checklist of responsibilities.

- ☐ 1. Attend briefings with IC (Site Director)
- ☐ 2. Documentation Team. Develop, distribute, and document all actions and site maps. Receive and record student/staff attendance rosters. Collect completed student release forms from the Parent Emergency pick-up location. Complete a list of students/staff missing, absent, and medical for Emergency pick-up location
- ☐ 3. Message Team. Maintain a message board
- ☐ 4. Communication Team. Record, collect, and evaluate information (keep all original notes – they are legal documents). Monitor radio for local news § Maintain display boards for shelter status, transportation status, telephone numbers, school status, etc.

\_\_\_5. Damage Assessment Team. Report damage to Plans Chief who will report to IC (Site Director) Use site and area maps to record site and surrounding area damages (i.e. road closures, utility outages, etc.)

\_\_\_6. Demobilization Team. Deploy and supervise personnel as needed to gather and assess intelligence information

\_\_\_7. Disaster Plan Update Team. Provide ongoing analysis of the situation to Plans Chief who will report it to IC (Site Director). Report status of resources. Prepare estimates of incident escalation or de-escalation. Report missing, absent, and medical students/staff to IC (Site Director)

\_\_\_8. Web Page Update Team § Using the school's or AMPS' web page, communicate disaster updates to the community

## **10. Finance Chief (Office Manager/Secretary)**

The Finance Chief is responsible for monitoring costs related to incident, procurements, claims and community helpers. Below is a checklist of responsibilities.

\_\_\_1. Attend briefings with IC (Site Director)

\_\_\_2. Claims/Procurements /Community Helpers Team

- Track financial records, staff hours, purchasing, etc.
- Complete state and federal claim forms for IC (Site Director)
- Make prior agreements with close stores (i.e. Walgreens, etc.) for supplies
- Make prior arrangements with community helpers (i.e. retired doctors, etc.)
- Do a cost analysis of incident/disaster

## **Policies and Regulations Related to Student Safety**

John Henry High School has developed the following administrative regulations to provide guidance and procedures for students, staff, and parents in an effort to provide a safe and orderly environment during regular school hours and during the event of an emergency. Legal citations and references may be found by viewing the original board policies.

### **1. Bomb Threats:**

To maintain a safe and secure environment for students and staff, the CEO or designee shall ensure that JHHS's emergency and disaster preparedness plan and/or the school's comprehensive safety plan includes procedures for dealing with bomb threats. He/she also shall provide training regarding the procedures to site administrators, safety personnel, and staff members who customarily handle mail, telephone calls, or email.

Receiving Threats Any staff member receiving a telephoned bomb threat shall try to keep the caller on the line in order to gather information about the location and timing of the bomb and the person(s) responsible. To the extent possible, the staff member should also take note of the caller's gender, age, any distinctive features of voice or speech, and any background noises such as music, traffic, machinery, or voices. If the bomb threat is received through the mail system or in writing, the staff member who

receives it should handle the letter, note, or package as minimally as possible. If the threat is received through electronic means, such as email or text messaging, the staff member should not delete the message.

### Response Procedure

The following procedure shall be followed when a bomb threat is received:

1. Any employee who receives a bomb threat shall immediately call 911 and also report the threat to the CEO or designee. If the threat is in writing, the employee shall place the message in an envelope and take note of where and by whom it was found.
  2. Any student or employee who sees a suspicious package shall promptly notify the CEO or designee.
  3. The CEO or designee shall immediately use fire drill signals and initiate standard evacuation procedures as specified in the emergency plan.
  4. The CEO or designee shall turn off any two-way radio equipment which is located in a threatened building.
- Law enforcement and/or fire department staff shall conduct the bomb search. No school staff shall search for or handle any explosive or incendiary device.
  - No one shall reenter the threatened building(s) until the CEO or designee declares that reentry is safe based on law enforcement and/or fire department clearance.
  - To the extent possible, the CEO or designee shall maintain communications with staff, parents/guardians, the Board of Directors, other governmental agencies, and the media during the period of the incident.
  - Following the incident, the CEO or designee shall provide crisis counseling for students and/or staff as needed.
  - Any employee or student found to have made a bomb threat shall be subject to disciplinary procedures and/or criminal prosecution.

## **2. Bullying:**

The JHHS Staff recognizes the harmful effects of bullying on student learning and school attendance and desires to provide safe school environments that protect students from physical and emotional harm. JHHS employees shall establish student safety as a high priority and shall not tolerate bullying of any student.

No individual or group shall, through physical, written, verbal, or other means, harass, sexually harass, threaten, intimidate, retaliate, cyberbully, cause bodily injury to, or commit hate violence against any student or school personnel.

Cyberbullying includes the creation or transmission of harassing communications, direct threats, or other harmful texts, sounds, or images on the Internet, social media, or other technologies using a telephone, computer, or any wireless communication device. Cyberbullying also includes breaking into another person's electronic account and assuming that person's identity in order to damage that person's reputation.

Strategies for addressing bullying at JHHS schools shall be developed with involvement of key stakeholders, including students, parents/guardians, and staff, and may be incorporated into the comprehensive safety plan, the local control and accountability plan, and other applicable AMPS and

school plans.

As appropriate, the CEO, Site Director, or designee may collaborate with law enforcement, courts, social services, mental health services, other agencies, and community organizations in the development and implementation of joint strategies to promote safety in schools and the community and to provide services for alleged victims and perpetrators of bullying.

#### Bullying Prevention:

To the extent possible, JHHS shall focus on the prevention of bullying by establishing clear rules for student conduct and implementing strategies to promote a positive, collaborative school climate. Students shall be informed, through student handbooks and other appropriate means, and school rules related to bullying, mechanisms available for reporting incidents or threats, and the consequences for engaging in bullying.

As appropriate, JHHS shall provide students with instruction, in the classroom or other educational settings, that promotes effective communication and conflict resolution skills, social skills, character/values education, respect for cultural and individual differences, self-esteem development, assertiveness skills, and appropriate online behavior.

JHHS staff shall receive related professional development, including information about early warning signs of harassing/intimidating behaviors and effective response. An anti-bullying module created by the California Department of Education ("CDE") will be made available annually to all certificated employees and other employees who regularly interact with students.

Based on an assessment of bullying incidents at school, the CEO, Site Director, or designee may increase supervision and security in areas where bullying most often occurs, such as classrooms, playgrounds, hallways, restrooms, and cafeterias.

#### Intervention:

Students are encouraged to notify school staff when they are being bullied or suspect that another student is being victimized. In addition, the Site Director or CEO or designee shall develop means for students to report threats or incidents confidentially and anonymously.

School staff who witness an act of bullying shall immediately intervene to stop the incident when it is safe to do so. (Education Code 234.1)

When appropriate based on the severity or pervasiveness of the bullying, the Site Director or CEO or designee shall notify the parents/guardians of victims and perpetrators and may contact law enforcement.

The CEO, Site Director, or Site Director's designee may refer a victim, witness, perpetrator, or other student affected by an act of bullying to a school counselor or school wellness counselor, or other school support service personnel for case management, counseling, and/or participation in a restorative justice program as appropriate.

#### Reporting and Filing of Complaints

Any student, parent/guardian, or other individual who believes that a student has been subjected to bullying or who has witnessed bullying may report the incident to a teacher, the Site Director, or any other

available school employee. Within one business day of receiving such a report, a staff member shall notify the Site Director of the report, whether or not a uniform complaint is filed. In addition, any school employee who observes an incident of bullying involving a student shall, within one business day, report his/her observation to the Site Director or assistant principal whether or not the alleged victim files a complaint.

When the circumstances involve cyberbullying, individuals with information about the activity shall be encouraged to save and print any electronic or digital messages that they feel constitute cyberbullying and to notify a teacher, the Site Director, or other employee so that the matter may be investigated. When a student uses a social networking site or service to bully or harass another student, the CEO/Site Director or designee may file a request with the networking site or service to suspend the privileges of the student and to have the material removed.

**Investigation and Resolution of Complaints** Any complaint of bullying shall be investigated and, if determined to be discriminatory, resolved in accordance with law and the AMPS organization uniform complaint procedures.

If, during the investigation, it is determined that a complaint is about nondiscriminatory bullying, the Site Director or designee shall inform the complainant and shall take all necessary actions to resolve the complaint.

**Discipline:**

Corrective actions for a student who commits an act of bullying of any type may include counseling, behavioral intervention and education, and, if the behavior is severe or pervasive as defined in Education Code 48900, may include suspension or expulsion in accordance with AMPS/JHHS policies and regulations.

Any employee who permits or engages in bullying or retaliation related to bullying shall be subject to disciplinary action, up to and including dismissal.

Please refer to Board Policy 5800: Title IX Harassment, Intimidation, Discrimination, and Bullying Policy.

**3. Campus Security:**

John Henry High School is committed to providing a school environment that promotes the safety of students, employees, and visitors to school grounds. JHHS also recognizes the importance of protecting school property, facilities, and equipment from vandalism and theft.

The CEO/Site Director or designee shall develop campus security procedures which are consistent with the goals and objectives of the AMPS organization comprehensive safety plan and site-level safety plans. Such procedures shall be regularly reviewed to reflect changed circumstances and to assess their effectiveness in achieving safe school objectives.

**Surveillance Systems:**

JHHS Administration believes that reasonable use of surveillance cameras will help the school achieve its goals for campus security. In consultation with relevant staff, the Site Director/CEO or designee shall identify appropriate locations for the placement of surveillance cameras. Cameras shall not be placed in areas where students, staff, or community members have a reasonable expectation of privacy. Any audio

capability on the school's surveillance equipment shall be disabled so that sounds are not recorded.

The Site Director/CEO or designee shall ensure that the AMPS campus security plan includes strategies to:

1. Secure the campus perimeter and school facilities in order to prevent criminal activity
2. Secure buildings from outsiders and discourage trespassing
3. Discourage vandalism and graffiti
4. Control access to keys and other school inventory
5. Detect and intervene with school crime

#### **4. Child Abuse and Reporting:**

JHHS is committed to supporting the safety and wellbeing of its students and desires to facilitate the prevention of and response to child abuse and neglect. The Site Director/CEO or designee shall develop and implement strategies for preventing, recognizing, and promptly reporting known or suspected child abuse and neglect. The Site Director/CEO or designee may provide a student who is a victim of abuse with school-based mental health services or other support services and/or may refer the student to resources available within the community as needed.

##### Child Abuse Prevention:

John Henry High School's instructional program shall include age appropriate and culturally sensitive child abuse prevention curriculum. This curriculum shall explain students' right to live free of abuse, include instruction in the skills and techniques needed to identify unsafe situations and react appropriately and promptly, inform students of available support resources, and teach students how to obtain help and disclose incidents of abuse.

The JHHS program also may include age appropriate curriculum in sexual abuse and sexual assault awareness and prevention. Upon written request of a student's parent/guardian, the student shall be excused from taking such instruction. (Education Code 51900.6)

The Site Director/CEO or designee shall, to the extent feasible, seek to incorporate community resources into the child abuse prevention program and may use these resources to provide parents/guardians with instruction in parenting skills and child abuse prevention.

Please refer to Board Policy: 5033 Human Trafficking Prevention Policy

Please refer to Board Policy: 5041 Comprehensive Sexual Health Policy

#### **5. Child Abuse Reporting:**

At JHHS and throughout all of the AMPS school sites it is the policy to report any and all suspected Child abuse. —“When in Doubt, Report it Out!” According to California Penal Code section 11165.7, a mandated reporter is defined as a teacher, an instructional aide, a classified employee of a public school, etc. Pursuant to California Penal Code 11166, a mandated reporter who has knowledge of, or observes, a child in his or her professional capacity or within the scope of his or her employment whom he or she knows or reasonably suspects has been the victim of child abuse, must report the known or suspected instance of child abuse to a child protective agency immediately, or as soon as practically possible, by telephone and to prepare and send a written report thereof within thirty-six (36) hours of receiving the information concerning the incident. The number to call:

Contra Costa County Children and Family Services is: 877-881-1116 or 510-374-3324.

Report must be sent to: [https://oag.ca.gov/sites/all/files/agweb/pdfs/childabuse/ss\\_8572.pdf](https://oag.ca.gov/sites/all/files/agweb/pdfs/childabuse/ss_8572.pdf)

#### Definitions:

Child abuse or neglect includes the following: (Penal Code 11165.5, 11165.6)

1. A physical injury or death inflicted by other than accidental means on a child by another person
2. Sexual abuse of a child, including sexual assault or sexual exploitation, as defined in Penal Code 11165.1
3. Neglect of a child as defined in Penal Code 11165.2
4. Willful harming or injuring of a child or the endangerment of the person or health of a child as defined in Penal Code 11165.3
5. Unlawful corporal punishment or injury as defined in Penal Code 11165.4

Mandated reporters include, but are not limited to, teachers; instructional aides; teacher's aides or assistants; classified employees; certificated pupil personnel employees; administrative officers or supervisors of child attendance; athletic coaches, administrators, and directors; security officers; and presenters, and counselors of a child abuse prevention program. (Penal Code 11165.7)

Reasonable suspicion means that it is objectively reasonable for a person to entertain a suspicion, based upon facts that could cause a reasonable person in a like position, drawing when appropriate on his/her training and experience, to suspect child abuse or neglect. However, reasonable suspicion does not require certainty that child abuse or neglect has occurred nor does it require a specific medical indication of child abuse or neglect. (Penal Code 11166)

#### Reportable Offenses:

A mandated reporter shall make a report using the procedures provided below whenever, in his/her professional capacity or within the scope of his/her employment, he/she has knowledge of or observes a child whom the mandated reporter knows or reasonably suspects has been the victim of child abuse or neglect. (Penal Code 11166)

Any mandated reporter who has knowledge of or who reasonably suspects that a child is suffering serious emotional damage or is at a substantial risk of suffering serious emotional damage, based on evidence of severe anxiety, depression, withdrawal, or untoward aggressive behavior toward self or others, may make a report to the appropriate agency. (Penal Code 11166.05, 11167)

Any JHHS/AMPS employee who reasonably believes that he/she has observed the commission of a murder, rape, or lewd or lascivious act by use of force, violence, duress, menace, or fear of immediate and unlawful bodily injury against a victim who is a child under age 18 shall notify a peace officer. (Penal Code 152.3, 288)

#### Responsibility for Reporting:

The reporting duties of mandated reporters are individual and cannot be delegated to another person. (Penal Code 11166)

When two or more mandated reporters jointly have knowledge of a known or suspected instance of child abuse or neglect, the report may be made by a member of the team selected by mutual agreement and a single report may be made and signed by the selected member of the reporting team. Any member who

has knowledge that the member designated to report has failed to do so shall thereafter make the report. (Penal Code 11166)

No supervisor or administrator shall impede or inhibit a mandated reporter from making a report. (Penal Code 11166)

Any person not identified as a mandated reporter who has knowledge of or observes a child whom he/she knows or reasonably suspects has been a victim of child abuse or neglect may report the known or suspected instance of child abuse or neglect to the appropriate agency. (Penal Code 11166)

#### Reporting Procedures:

##### 1. Initial Telephone Report

Immediately or as soon as practicable after knowing or observing suspected child abuse or neglect, a mandated reporter shall make an initial report by telephone to any police department (excluding a school district police/security department), sheriff's department, county probation department if designated by the county to receive such reports, or county welfare department. (Penal Code 11165.9, 11166)

Contra Costa County Social Services Agency

1305 Macdonald Ave

Richmond, CA 94801

510- 577-3500

When the initial telephone report is made, the mandated reporter shall note the name of the official contacted, the date and time contacted, and any instructions or advice received.

##### 2. Written Report:

Within 24 hours of knowing or observing the information concerning the incident, the mandated reporter shall then prepare and either send, fax, or electronically submit to the appropriate agency a written follow-up report, which includes a completed Suspected Child Abuse Reporting Form (Penal Code 11166, 11168)

Reports of suspected child abuse or neglect shall include, if known: (Penal Code 11167)

- a. The name, business address, and telephone number of the person making the report and the capacity that makes the person a mandated reporter
- b. The child's name and address, present location, and, where applicable, school, grade, and class
- c. The names, addresses, and telephone numbers of the child's parents/guardians
- d. The name, address, telephone number, and other relevant personal information about the person who might have abused or neglected the child
- e. The information that gave rise to the reasonable suspicion of child abuse or neglect and the source(s) of that information

The mandated reporter shall make a report even if some of this information is not known or is uncertain to him/her. (Penal Code 11167)

The mandated reporter may give to an investigator from an agency investigating the case, including a licensing agency, any information relevant to an incident of child abuse or neglect or to a report made for

serious emotional damage pursuant to Penal Code 11166.05. (Penal Code 11167)

### 3. Internal Reporting:

The mandated reporter shall not be required to disclose his/her identity to his/her supervisor, the Site Director or designee. (Penal Code 11166)

However, employees reporting child abuse or neglect to an appropriate agency are encouraged, but not required, to notify the Site Director as soon as possible after the initial telephone report to the appropriate agency. When so notified, the Site Director shall inform the CEO or designee.

The Site Director so notified shall provide the mandated reporter with any assistance necessary to ensure that reporting procedures are carried out in accordance with law, Board policy, and administrative regulation. At the mandated reporter's request, the Site Director may assist in completing and filing the necessary forms.

Reporting the information to an employer, supervisor, Site Director, school counselor, coworker, or other person shall not be a substitute for making a mandated report to the appropriate agency. (Penal Code 11166)

### 4. Training:

Within the first six weeks of each school year, the CEO or designee shall provide training on mandated reporting requirements to JHHS employees and persons working on their behalf who are mandated reporters. Any school personnel hired during the school year shall receive such training within the first six weeks of employment. (Education Code 44691; Penal Code 11165.7)

The training shall include, but not necessarily be limited to, training in identification and reporting of child abuse and neglect. In addition, the training shall include information that failure to report an incident of known or reasonably suspected child abuse or neglect as required by law is a misdemeanor punishable by imprisonment and/or a fine as specified. (Education Code 44691; Penal Code 11165.7)

The AMPS Human Resources department CEO or designee shall obtain and retain proof of each mandated reporter's completion of the training. (Education Code 44691)

In addition, at least once every three years, school personnel may receive training in the prevention of child abuse, including sexual abuse, on school grounds, by school personnel, or in school-sponsored programs. (Education Code 44691)

### 5. Victim Interviews by Social Services:

Whenever the Department of Social Services or another government agency is investigating suspected child abuse or neglect that occurred within the child's home or out-of-home care facility, the student may be interviewed by an agency representative during school hours, on school premises. The Site Director or designee shall give the student the choice of being interviewed in private or in the presence of any adult school employee or volunteer aide selected by the student. (Penal Code 11174.3)

A staff member or volunteer aide selected by a child may decline to be present at the interview. If the selected person accepts, the Site Director or designee shall inform him/her of the following requirements: (Penal Code 11174.3)

1. The purpose of the selected person's presence at the interview is to lend support to the child and enable him/her to be as comfortable as possible.
2. The selected person shall not participate in the interview.

3. The selected person shall not discuss the facts or circumstances of the case with the child.
4. The selected person is subject to the confidentiality requirements of the Child Abuse and Neglect Reporting Act, a violation of which is punishable as specified in Penal Code 11167.5.

If a staff member agrees to be present, the interview shall be held at a time during school hours when it does not involve an expense to the school. (Penal Code 11174.3)

Release of Child to Peace Officer:

When a child is released to a peace officer and taken into custody as a victim of suspected child abuse or neglect, the CEO or designee and/or Site Director shall not notify the parent/guardian, but rather shall provide the peace officer with the address and telephone number of the child's parent/guardian. (Education Code 48906)

Parent/Guardian Complaints:

Upon request, the CEO or designee shall provide parents/guardians with procedures for reporting suspected child abuse occurring at a school site to appropriate agencies. For parents/guardians whose primary language is not English, such procedures shall be in their primary language and, when communicating orally regarding those procedures, an interpreter shall be provided.

To file a complaint against an AMPS employee or other person suspected of child abuse or neglect at a school site, parents/guardians may file a report by telephone, in person, or in writing with any appropriate agency identified above under "Reporting Procedures." If a parent/guardian makes a complaint about an employee to any other employee, the employee receiving the information shall notify the parent/guardian of procedures for filing a complaint with the appropriate agency. The employee also is obligated pursuant to Penal Code 11166 to file a report himself/herself using the procedures described above for mandated reporters.

In addition, if the child is enrolled in special education, a separate complaint may be filed with the California Department of Education pursuant to 5 CCR 4650.

Notifications:

The Human Resource Manager/Site Director or designee shall provide to all new employees who are mandated reporters a statement that informs them of their status as mandated reporters, their reporting obligations under Penal Code 11166, and their confidentiality rights under Penal Code 11167.

The Human Resource Manager also shall provide these new employees with a copy of Penal Code 11165.7, 11166, and 11167. (Penal Code 11165.7, 11166.5) Before beginning employment, any person who will be a mandated reporter by virtue of his/her position shall sign a statement indicating that he/she has knowledge of the reporting obligations under Penal Code 11166 and will comply with those provisions. The signed statement shall be retained by the Human Resources Department. (Penal Code 11166.5)

The CEO/Site Director or designee also shall notify all employees that:

1. A mandated reporter who reports a known or suspected instance of child abuse or neglect shall not be held civilly or criminally liable for making a report and this immunity shall apply even if the mandated reporter acquired the knowledge or reasonable suspicion of child abuse or neglect outside of his/her professional capacity or outside the scope of his/her employment. Any other person making a report shall not incur civil or criminal liability unless it can be proven that he/she knowingly made a false report or made a report with reckless disregard of the truth or falsity of the report. (Penal Code 11172)
2. If a mandated reporter fails to timely report an incident of known or reasonably suspected child abuse or neglect, he/she may be guilty of a crime punishable by a fine and/or imprisonment. (Penal Code 11166)
3. No employee shall be subject to any sanction for making a report unless it can be shown that he/she

knowingly made a false report or made a report with reckless disregard of the truth or falsity of the report. (Penal Code 11166)

For details on AMPS Child Abuse and Mandated Reporter Policies, please refer to AMPS Employee Handbook pp. 23-24.

## **6. Comprehensive School Safety Plan**

JHHS and AMPS recognizes that students and staff have the right to a safe and secure campus where they are free from physical and psychological harm. JHHS and AMPS are fully committed to maximizing school safety and to creating a positive learning environment that includes strategies for violence prevention and high expectations for student conduct, responsible behavior, and respect for others.

The family staff team at JHHS shall develop a comprehensive school safety plan relevant to the needs and resources of JHHS. The school safety plan shall take into account the school's staffing, available resources, and building design, as well as other factors unique to the site.

The AMPS Board shall review the comprehensive safety plan(s) in order to ensure compliance with state law, Board policy, and administrative regulation shall approve the plan(s) at a regularly scheduled meeting.

The CEO or designee shall notify the California Department of Education of any schools that have not complied with the requirements of Education Code 32281. (Education Code 32288)

### The Comprehensive School Safety Plan:

The Comprehensive School Safety Plan is reviewed annually by the Family Staff Team. It is then approved by first responders and the AMPS Board of Governance.

### Tactical Response Plan:

Notwithstanding the process described above, any portion of a comprehensive safety plan that includes tactical responses to criminal incidents that may result in death or serious bodily injury at the school site, including steps to be taken to safeguard students and staff, secure the affected school premises, and apprehend the criminal perpetrator(s), shall be developed by AMPS administrators in accordance with Education Code 32281.

In developing such strategies, AMPS administrators shall consult with law enforcement officials and Site Directors. When reviewing the tactical response plan, the Board may meet in closed session to confer with law enforcement officials, provided that any vote to approve the tactical response plan is announced in open session following the closed session. (Education Code 32281)

### Public Access to Safety Plan(s):

The CEO or designee shall ensure that an updated file of all safety-related plans and materials is readily available for inspection by the public. (Education Code 32282) However, those portions of the comprehensive safety plan that include tactical responses to criminal incidents shall not be publicly disclosed.

### Development and Review of Comprehensive School Safety Plan:

The family staff team shall consult with local law enforcement in the writing and development of the comprehensive school safety plan. When practical, the FST also shall consult with other school site

councils and safety committees. (Education Code 32281, 32282)

The Site Director may delegate the responsibility for developing a comprehensive safety plan to a school safety planning committee composed of the following members: (Education Code 32281)

1. The Site Director or designee
2. One teacher who is a representative of the recognized certificated employee organization
3. One parent/guardian whose child attends the school
4. One classified employee who is a representative of the recognized classified employee organization
5. Other members, if desired

Before adopting the comprehensive safety plan, the FST or school safety planning committee shall hold a public meeting at the school in order to allow members of the public the opportunity to express an opinion about the plan. (Education Code 32288)

The Site Director and FST or safety planning committee shall notify, in writing, the following persons and entities of the public meeting: (Education Code 32288)

1. A representative of the local school employee organization
2. A representative of each parent organization at the school, including the parent teacher association and parent teacher clubs
3. A representative of each teacher organization at the school
4. A representative of the school's student body government
5. All persons who have indicated that they want to be notified

In addition, the Site Director or safety planning committee may notify, in writing, the following entities of the public meeting: (Education Code 32288)

1. Representatives of local religious organizations
2. Local civic leaders
3. Local business organizations

#### Content of the Safety Plan:

Each comprehensive safety plan shall include an assessment of the current status of any crime committed on campus and at school-related functions. (Education Code 32282)

The assessment may include, but not be limited to, reports of crime, suspension and expulsion rates, and surveys of students, parents/guardians, and staff regarding their perceptions of school safety. The plan also shall identify appropriate strategies and programs that will provide or maintain a high level of school safety and address the school's procedures for complying with existing laws related to school safety, including all of the following: (Education Code 32282)

1. Child abuse reporting procedures consistent with Penal Code 11164
2. Routine and emergency disaster procedures.
3. Policies pursuant to Education Code 48915(d) for students who commit an act listed in Education Code 48915(c) and other school-designated serious acts which would lead to suspension, expulsion, or mandatory expulsion recommendations
4. A policy consistent with the prohibition against discrimination, harassment, intimidation, and bullying pursuant to Education Code 200-262.4
5. If the school has adopted a dress code prohibiting students from wearing "gang-related apparel" pursuant to Education Code 35183, the provisions of that dress code and the definition of "gang-related apparel"

## 6. A safe and orderly school environment conducive to learning

Among the strategies for providing a safe environment, the school safety plan may also include:

1. Development of a positive school climate that promotes respect for diversity, personal and social responsibility, effective interpersonal and communication skills, self-esteem, anger management, and conflict resolution
2. Disciplinary policies and procedures that contain prevention strategies, such as strategies to prevent bullying, hazing, and cyberbullying, as well as behavioral expectations and consequences for violations
3. Curriculum that emphasizes prevention and alternatives to violence, such as multicultural education, character/values education, media analysis skills, conflict resolution, community service learning, and education related to the prevention of dating violence
4. Parent involvement strategies, including strategies to help ensure parent/guardian support and reinforcement of the school's rules and increase the number of adults on campus
5. Prevention and intervention strategies related to the sale or use of drugs and alcohol which shall reflect expectations for drug-free schools and support for recovering students
6. CMO policy related to possession of firearms and ammunition on school grounds
7. Measures to prevent or minimize the influence of gangs on campus
8. Procedures for receiving verification from law enforcement when a violent crime has occurred on school grounds and for promptly notifying parents/guardians and employees of that crime
9. Assessment of the school's physical environment, including a risk management analysis and development of ground security measures such as procedures for closing campuses to outsiders, installing surveillance systems, securing the campus perimeter, protecting buildings against vandalism.
10. Guidelines for the roles and responsibilities of mental health professionals, community intervention professionals, school counselors, and school personnel. Guidelines may include, but are not limited to, the following:
  - a. Strategies to create and maintain a positive school climate, promote school safety, and increase student achievement.
  - b. Strategies to prioritize mental health and intervention services, restorative and transformative justice programs, and positive behavior interventions and support.
  - c. Protocols to address the mental health care of students who have witnessed a violent act at any time, including, but not limited to, while on school grounds, while coming or going from school, during a lunch period whether on or off campus, or during or while going to or coming from a school-sponsored activity.
11. Strategies for suicide prevention and intervention.
12. Procedures to implement when a person interferes with or disrupts a school activity, remains on campus after having been asked to leave, or creates a disruption with the intent to threaten the immediate physical safety of students or staff.
13. Staff development in violence prevention and intervention techniques, including preparation to implement the elements of the safety plan.
14. Environmental safety strategies, including, but not limited to, procedures for preventing and mitigating exposure to toxic pesticides, lead, asbestos, vehicle emissions, and other hazardous substances and contaminants.

## 7. Conduct:

The staff at John Henry High School believes that all students have the right to be educated in a positive learning environment free from disruptions. Students shall be expected to exhibit appropriate conduct that does not infringe upon the rights of others or interfere with the school program while on school grounds, going to or coming from school, at school activities, or on transportation during field trips.

The Site Director or designee shall ensure that JHHS develops standards of conduct and discipline consistent with AMPS Board policies and administrative regulations. Students and parents/guardians shall be notified of AMPS and school rules related to conduct.

Prohibited student conduct includes, but is not limited to:

1. Conduct that endangers students, staff, or others, including, but not limited to, physical violence, possession of a firearm or other weapon, and terrorist threats
2. Discrimination, harassment, intimidation, or bullying of students or staff, including sexual harassment, hate motivated behavior, cyberbullying, hazing or initiation activity, extortion, or any other verbal, written, or physical conduct that causes or threatens to cause violence, bodily harm, or substantial disruption
3. Conduct that disrupts the orderly classroom or school environment
4. Willful defiance of staff's authority
5. Damage to or theft of property belonging to students, staff, or AMPS
6. Obscene acts or use of profane, vulgar, or abusive language
7. Possession, use, or being under the influence of tobacco, alcohol, or other prohibited drugs
8. Possession or use of a laser pointer, unless for a valid instructional or other school related purpose (Penal Code 417.27)

Prior to bringing a laser pointer on school premises for a valid instructional or school related purpose, a student shall obtain permission from the Site Director or designee.

9. Use of a cellular/digital telephone, pager, or other mobile communications device during instructional time

Such devices shall be turned off in class, except when being used for a valid instructional or other school related purpose as determined by the teacher or other staff, and at any other time directed by an employee. Any device with camera, video, or voice recording function shall not be used in any manner which infringes on the privacy rights of any other person. No student shall be prohibited from possessing or using an electronic signaling device that is determined by a licensed physician or surgeon to be essential for the student's health and the use of which is limited to purposes related to the student's health. (Education Code 48901.5)

10. Plagiarism or dishonesty on school work or tests
11. Inappropriate attire
12. Tardiness or unexcused absence from school
13. Failure to remain on school premises in accordance with school rules

Neither AMPS nor JHHS shall be responsible for students' personal belongings which are brought on campus or to a school activity and are lost, stolen, or damaged.

Employees are expected to provide appropriate supervision to enforce standards of conduct and, if they observe or receive a report of a violation of these standards, to immediately intervene or call for assistance. If an employee believes a matter has not been resolved, he/she shall refer the matter to his/her supervisor or an administrator for further investigation.

When a school official suspects that a search of a student or his/her belongings will turn up evidence of the student's violation of the law or school rules, such a search shall be conducted in accordance with AMPS Board Policy 5039 Campus Search & Seizure Policy.

When a student uses any prohibited device, or uses a permitted device in any unethical or illegal activity, an employee may confiscate the device. The employee shall store the item in a secure manner until an appropriate time. Students who violate AMPS or school rules and regulations may be subject to discipline including, but not limited to, suspension, expulsion, transfer to alternative programs, referral to a student success team or counseling services, or denial of participation in extracurricular or co-curricular activities or other privileges in accordance with AMPS Board policy and administrative regulation.

The Site Director or designee shall notify local law enforcement as appropriate. Students also may be subject to discipline, in accordance with law, AMPS Board policy, or administrative regulation, for any off-campus conduct during non-school hours which poses a threat or danger to the safety of students, staff, or AMPS property, or substantially disrupts school activities.

## **8. Discipline**

JHHS and the AMPS Board of Directors is committed to providing a safe, supportive, and positive school environment which is conducive to student learning and to preparing students for responsible citizenship by fostering self-discipline and personal responsibility. JHHS believes that high expectations for student behavior, use of effective school and classroom management strategies, provision of appropriate intervention and support, and parent involvement can minimize the need for disciplinary measures that exclude students from instruction as a means for correcting student misbehavior.

In addition, the Site Director/CEO or designee's strategies shall reflect the AMPS Board's preference for the use of positive interventions and alternative disciplinary measures over exclusionary discipline measures as a means for correcting student misbehavior.

Disciplinary measures that may result in loss of instructional time or cause students to be disengaged from school, such as detention, suspension, and expulsion, shall be imposed only when required by law or when other means of correction have been documented to have failed. (Education Code 48900.5)

The CEO or designee shall create a model discipline matrix that lists violations and the consequences for each as allowed by law.

The administrative staff at John Henry High School may develop disciplinary rules to meet the school's particular needs consistent with law, AMPS Board policy, and AMPS regulations. The AMPS Board, at an open meeting, shall review the approved school discipline rules for consistency with AMPS Board policy and state law.

At all times, the safety of students and staff and the maintenance of an orderly school environment shall be priorities in determining appropriate discipline. When misconduct occurs, staff shall attempt to identify the causes of the student's behavior and implement appropriate discipline. When choosing between different disciplinary strategies, staff shall consider the effect of each option on the student's health, wellbeing, and opportunity to learn.

Staff shall enforce disciplinary rules fairly, consistently, and in accordance with the AMPS' nondiscrimination policies.

The Site Director or designee shall provide professional development as necessary to assist staff in developing the skills needed to effectively implement the disciplinary strategies adopted for all AMPS schools, including, but not limited to, consistent school and classroom management skills, effective accountability and positive intervention techniques, and development of strong, cooperative relationships with parents/guardians.

AMPS' goals for improving school climate, based on suspension and expulsion rates, surveys of students, staff, and parents/guardians regarding their sense of school safety, and other local measures, shall be included in the AMPS' local control and accountability plan, as required by law.

At the beginning of each school year, the CEO or designee shall report to the Board regarding disciplinary strategies used in AMPS schools in the immediately preceding school year and their effect on student learning.

#### Site Level Rules:

Site level rules shall be consistent with AMPS policies and administrative regulations. In developing site level disciplinary rules, the Site Director or designee shall solicit the participation, views, and advice of one representative selected by each of the following groups: (Education Code 35291.5)

1. Parents/guardians
2. Teachers
3. School administrators
4. School security personnel, if any
- 5 Students enrolled in the school

Annually, site level discipline rules shall be reviewed and, if necessary, updated to align with any changes in district discipline policies or goals for school safety and climate as specified in the AMPS' local control and accountability plan.

School rules shall be communicated to students clearly and in an age appropriate manner. It shall be the duty of each employee of the school to enforce the school rules on student discipline.

#### Disciplinary Strategies:

To the extent possible, staff shall use disciplinary strategies that keep students in school and participating in the instructional program. Except when a student's presence causes a danger to himself/herself or others or he/she commits a single act of a grave nature or an offense for which suspension or expulsion is required by law, suspension or expulsion shall be used only when other means of correction have failed to bring about proper conduct. Disciplinary strategies may include, but are not limited to:

1. Discussion or conference between school staff and the student and his/her parents/guardians
2. Referral of the student to the school counselor or other school support service personnel for case management and counseling
3. Convening of a study team, guidance team, resource panel, or other intervention related team to assess the behavior and develop and implement an individual plan to address the behavior in partnership with the student and his/her parents/guardians
4. When applicable, referral for a comprehensive psychosocial or psychoeducational assessment, including for purposes of creating an individualized education program or a Section 504 plan
5. Enrollment in a program for teaching prosocial behavior or anger management
6. A positive behavior support approach with tiered interventions that occur during the school day on campus
- 7.. Participation in a social and emotional learning program that teaches students the ability to understand and manage emotions, develop caring and concern for others, make responsible decisions, establish

positive relationships, and handle challenging situations capably

8. Participation in a program that is sensitive to the traumas experienced by students, focuses on students' behavioral health needs, and addresses those needs in a proactive manner

9. Afterschool programs that address specific behavioral issues or expose students to positive activities and behaviors, including, but not limited to, those operated in collaboration with local parent and community groups

10. Character Reflection Time after school hours as provided in the section below entitled "Character Reflection Time"

11. Community service as provided in the section below entitled "Community Service"

12. In accordance with AMPS Board policy and administrative regulation, restriction or disqualification from participation in extracurricular activities

13. Reassignment to an alternative educational environment

14. Suspension and expulsion in accordance with law and AMPS Board policy.

When, by law or AMPS policy, other means of correction are required to be implemented before a student could be suspended or expelled, any other means of correction implemented shall be documented and retained in the student's records.

#### Character Reflection Time After School:

Students may be detained for restorative practices reflection or disciplinary reasons up to one hour after the close of the maximum school day.

The Site Director or designee shall notify parents/guardians of the detention at least one day in advance. The student shall not be detained unless the Site Director or designee notifies the parent/guardian.

Students shall remain under the supervision of a certificated employee during the period of restorative character time hour.

#### Community Service:

As part of or instead of disciplinary action, the Site Director or Site Director's designee may, at his/her discretion, require a student to perform community service during non-school hours on school grounds or, with written permission of the student's parent/guardian, off school grounds.

Such service may include, but is not limited to, community or school outdoor beautification, campus betterment, and teacher, peer, or youth assistance programs.

This community service option is not available for a student who has been suspended, pending expulsion, pursuant to Education Code 48915. However, if the recommended expulsion is not implemented or the expulsion itself is suspended, then the student may be required to perform community service for the resulting suspension.

#### Notice to Parents/Guardians and Students:

At the beginning of the school year, the Site Director or designee shall notify parents/guardians, in writing, about the availability of AMPS rules related to discipline.

The Site Director or designee shall also provide written notice of disciplinary rules to transfer students at the time of their enrollment at JHHS.

#### Suspension & Expulsion Policies and Procedures:

The procedures by which Amethod Public School pupils can be suspended or expelled (California Education Code 47605(c)(5)(J)) are followed for every instance of suspension and expulsion. The purpose of suspension and expulsion procedures are to ensure a safe and effective learning environment for every John Henry High School student. Those who present an immediate threat to the health and safety of others will be suspended. A student may be subject to suspension when it is determined that he/she:

- Caused, attempted to cause, or threatened to cause physical injury to another person or willfully used force or violence upon the person of another, except in self-defense. (Education Code 48900(a)).
- A student who aids or abets the infliction or attempted infliction of physical injury on another person, as defined in Penal Code 31, may be suspended, but not expelled. However, a student may be suspended or expelled pursuant to Education Code 48900(a) once he/she has been adjudged by a juvenile court to have committed, as an aider or abettor, a crime of physical violence in which the victim suffered great or serious bodily injury. (Education Code 48900(q))
- Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object unless, in the case of possession of an object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Site Director or designee concurrence. (Education Code 48900(b))
- Unlawfully possessed, used, sold, or otherwise furnished, or was under the influence of, any controlled substance as defined in Health and Safety Code 11053-11058, alcoholic beverage, or intoxicant of any kind. (Education Code 48900(c))
- Caused or attempted to deface or destruction of school property including facilities interior and exterior
- Defiance of specific school, or classroom rules
- Stole, or attempted to steal school or private property
- Committed, or attempted to commit robbery or extortion
- Possessed or used tobacco or any product containing nicotine, or tobacco products
- Committed an obscene act or engaged in habitual vulgarity.
- Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties. Such acts include, but are not limited to hazing, cheating, forgery, gambling, and willful disobedience to school personnel
- Possessed an imitation firearm (any replica substantially similar to an existing firearm as determined by school personnel) as to lead a reasonable person to conclude the replica is indeed a firearm
- Committed or attempted to commit a sexual assault or committed sexual battery
- Harassed, threatened, or intimidated a student who is a complaining witness in school disciplinary proceedings
- Harassment because of sex, race, ancestry, physical or mental disability, age or any other protected basis
- Caused, attempted to cause, threatened to cause or participated in an act of hate violence as defined in Education Code 33032.5

A student may be suspended for any of the acts listed above if the activity is related to school attendance and occurs at any time, including but not limited to:

1. While on school grounds
2. While coming or going from school
3. Whether on or off the school campus
4. During or while going or coming from a school sponsored activity.

Expulsion is an action taken by the AMPS Board of Directors for severe or prolonged breaches of discipline by a student. Except for single acts of a grave nature, expulsion is used only when there is a history of misconduct, when other forms of discipline, including suspension, have failed to bring about

proper conduct, or when the student's presence causes a continuing danger to him/herself or others. (Education Code 48915) Expulsion is a drastic step that may affect a child's future, and as such, every effort will be made to develop an educational program that encourages mutual respect among students, staff, and community. John Henry High School's policy provides all students with the opportunity to due process in accordance with Ed Code 49073-49079. These policies are reviewed annually.

For more details on AMPS Suspension and Expulsion policy, including discipline of students with special needs, please consult the John Henry High School Family Handbook 2021-2022 revised annually, with the most recent revision in June 2021.

## 9. Dress and Grooming

The Administration team at JHHS in alignment with the AMPS Board believes that appropriate dress and grooming contribute to a productive learning environment. JHHS expects students to give proper attention to personal cleanliness and to wear the school uniform daily. Students' clothing must not present a health or safety hazard or a distraction which would interfere with the educational process.

Students and parents/guardians are to be informed about dress and grooming standards at the beginning of the school year and whenever these standards are revised. A student who violates these standards shall be subject to appropriate disciplinary action.

### Uniforms:

In order to promote student safety and discourage theft, peer rivalry and/or gang activity, the Site Director, staff and parents/guardians at John Henry High School have established a reasonable dress code requiring students to wear uniforms. Such a dress code is included as part of the school safety plan and has been approved by the AMPS Board. More information regarding the JHHS Uniform Guidelines may be found in the John Henry High School Family Handbook 2022-2023. Please also refer to Board Policy 5044: Dress Code and Uniform Policy

In addition, the following guidelines shall apply to all regular school activities:

1. Shoes must be worn at all times. Sandals are not allowed.
2. Clothing and personal items (backpacks, fanny packs, gym bags, water bottles etc.) shall be free of writing, pictures or any other insignia which are crude, vulgar, profane or sexually suggestive, which bear drug, alcohol or tobacco company advertising, promotions and likenesses, or which advocate racial, ethnic or religious prejudice.
3. Hats, caps and other head coverings shall not be worn at school except for religious exceptions.
4. In accordance with the JHHS uniform policy, clothes shall be sufficient to conceal undergarments at all times. See-through or fish-net fabrics, halter tops, off-the-shoulder or low-cut tops, bare midriffs and skirts or shorts shorter than mid-thigh are prohibited.
5. Hair shall be clean and neatly groomed.

## 10. Earthquake Emergency Procedures System

### Earthquake Preparedness:

Earthquake emergency procedures shall be established in every school building having an occupant capacity of 50 or more students, or more than one classroom, and shall be incorporated into the comprehensive safety plan. (Education Code 32282)

Earthquake emergency procedures shall be aligned with the Standardized Emergency Management System and the National Incident Management System. (Government Code 8607; 19 CCR 2400-2450)

Earthquake emergency procedures shall outline the roles and responsibilities of students and staff during

and after an earthquake. Earthquake emergency procedures shall include, but not be limited to, all of the following: (Education Code 32282)

1. A school building disaster plan, ready for implementation at any time, for maintaining the safety and care of students and staff
2. A drop procedure whereby each student and staff member takes cover under a table or desk, dropping to his/her knees, with the head protected by the arms and the back to the windows Drop procedures shall be practiced at least once each school quarter in elementary schools and at least once each semester in secondary schools.
3. Protective measures to be taken before, during, and following an earthquake
- 4 A program to ensure that students and staff are aware of and properly trained in the earthquake emergency procedure system

Staff and students shall be informed of the dangers to expect in an earthquake and procedures to be followed. Students shall be instructed to remain silent and follow directions given by staff in such an emergency. Staff and students also shall be taught safety precautions to take if they are in the open or on the way to or from school when an earthquake occurs.

Earthquake emergency procedures shall designate primary and alternative locations outside of buildings, which may include areas off campus if necessary, where individuals on a school site will assemble following evacuation. In designating such areas, the Site Director or designee shall consider potential post-earthquake hazards outside school buildings including, but not limited to, power lines, trees, covered walkways, chain link fences that may be an electric shock hazard, and areas near buildings that may have debris.

Earthquake emergency procedures also shall outline primary and alternative evacuation routes that avoid areas with potential hazards to the extent possible. The needs of students with disabilities shall be considered when planning evacuation routes.

The Site Director or designee shall identify at least one individual within each building to determine if an evacuation is necessary, the best evacuation location, and the best route to that location when an earthquake occurs.

The Site Director or designee shall identify potential earthquake hazards in classrooms and other AMPS facilities, including, but not limited to, areas where the main gas supply or electric current enters the building, suspended ceilings, pendant light fixtures, large windows, stairwells, science laboratories, storage areas for hazardous materials, shop areas, and unsecured furniture and equipment. To the extent possible, dangers presented by such potential hazards shall be minimized by securing equipment and furnishings and removing heavy objects from high shelves.

#### Earthquake While Indoors at School:

When an earthquake occurs, the following actions shall be taken inside buildings and classrooms:

1. Staff shall have students perform the drop procedure. Students should stay in the drop position until the emergency is over or until further instructions are given.
2. In the lab, burners should be extinguished, if possible, before taking cover.
3. As soon as possible, staff shall move students away from windows, shelves, and heavy objects or furniture that may fall.
4. After the earthquake, the Site Director or designee shall determine whether planned evacuation routes and assembly locations are safe and shall communicate with teachers and other staff.

5. When directed by the Site Director or designee to evacuate, or if classrooms or other facilities present dangerous hazards that require immediate evacuation, staff shall account for all students under their supervision and shall evacuate the building in an orderly manner.

#### Earthquake While Outdoors on School Grounds

When an earthquake occurs, the following actions shall be taken by staff or other persons in authority who are outdoors on school grounds:

1. Staff shall direct students to walk away from buildings, trees, overhead power lines, power poles, or exposed wires.
2. Staff shall have students perform the drop procedure.
- 3.. Staff shall have students stay in the open until the earthquake is over or until further directions are given.

#### Subsequent Emergency Procedures:

After an earthquake episode has subsided, the following actions shall be taken:

1. Staff shall extinguish small fires if safe.
2. Staff shall provide first aid to any injured students, take roll, and report missing students to the Site Director or designee.
3. Staff and students shall refrain from lighting any stoves or burners or operating any electrical switches until the area is declared safe.
- 4 All buildings shall be inspected for water and gas leaks, electrical breakages, and large cracks or earth slippage affecting buildings.
5. The Site Director or designee shall post staff at safe distances from all building entrances and instruct staff and students to remain outside the buildings until they are declared safe.
6. The Site Director or designee shall request assistance as needed from the county or city civil defense office, fire and police departments, city and county building inspectors, and utility companies and shall confer with them regarding the advisability of closing the school.
7. The Site Director or designee shall contact the CEO or designee and request further instructions after assessing the earthquake damage.
8. The Site Director/Public Communications Officer or designee shall provide updates to parents/guardians of AMPS students and members of the community about the incident, any safety issues, and follow-up directions.

## **11. Fire Drills and Fires**

#### Fire Drills:

The Site Director shall hold fire drills not less than twice every school year at the secondary level. (Education Code 32001)

1. The Site Director shall notify staff as to the schedule for fire drills.
2. Whenever a fire drill is held, all students, teachers and other employees shall be directed to leave the building.
3. Teachers shall ascertain that no student remains in the building.
4. Teachers shall be prepared to select alternate exits and shall direct their classes to these exits whenever the designated escape route is blocked.
5. The Site Director or designee shall keep a record of each fire drill conducted

#### Fires:

When a fire is discovered in any part of the school, the following actions shall be taken:

1. The Site Director or designee shall sound fire signals unless the school and/or building is equipped with an automatic fire detection and alarm system. (Education Code 32001)
2. The Site Director or designee shall call 911.
3. All persons shall be directed to leave the building and shall proceed outside to designated assembly areas.
4. Staff shall give students clear direction and supervision and help maintain a calm and orderly response.
5. In outside assembly areas, teachers shall take roll, report missing students, and provide assistance to any injured students.
6. In outside assembly areas, the Site Director, designee and/or each department head shall account for their staff, report missing staff, and provide assistance to any injured staff.
7. If the fire is extensive, students shall be taken to an alternate location for protective custody until parents/guardians can pick them up or until they can be safely transported to their homes.

## **12. Hate Motivated Behavior**

In order to create a safe learning environment for all students, the AMPS Board desires to protect the right of every student to be free from hate-motivated behavior and will promote harmonious relationships among students so as to enable them to gain a true understanding of the civil rights and social responsibilities of people in society.

AMPS prohibits discriminatory behavior or statements that degrade an individual on the basis of his/her actual or perceived race, ethnicity, culture, heritage, gender, sex, sexual orientation, physical/mental attributes, or religious beliefs or practices.

The CEO or designee shall collaborate with regional programs and community organizations to promote safe environments for youth. These efforts shall be focused on providing an efficient use of AMPS and community resources.

AMPS shall provide age-appropriate instruction to help promote an understanding of and respect for human rights, diversity, and tolerance in a multicultural society and to provide strategies to manage conflicts constructively.

The Site Director/CEO or designee shall ensure that staff receive training on recognizing hate-motivated behavior and on strategies to help respond appropriately to such behavior.

### Grievance Procedures:

Any student who believes he/she is a victim of hate-motivated behavior shall immediately contact the Site Director. Upon receiving such a complaint, the Site Director or designee shall immediately investigate the complaint in accordance with school-level complaint process/grievance procedures as described in AMPS Uniform and Complaint Policy.

### Sexual Harassment:

A student who has been found to have demonstrated hate motivated behavior shall be subject to discipline in accordance with law, AMPS Board policy, and administrative regulation. Staff who receive notice of hate-motivated behavior or personally observe such behavior shall notify the Site Director/CEO or designee, and/or law enforcement, as appropriate. As necessary, AMPS shall provide counseling, guidance, and support to students who are victims of hate motivated behavior and to students who exhibit such behavior.

### **13. Nondiscrimination/Harassment**

The AMPS Board and Administrative team at JHHS desires to provide a safe school environment that allows all students equal access and opportunities in the AMPS' academic, extracurricular, and other educational support programs, services, and activities.

The AMPS Board prohibits, at any AMPS school or school activity, unlawful discrimination, including discriminatory harassment, intimidation, and bullying, targeted at any student by anyone, based on the actual or perceived characteristics of mental or physical disability, sex (including pregnancy and related conditions, and parental status), sexual orientation, gender, gender identity, gender expression, immigration status, nationality (including national origin, country of origin, and citizenship), race or ethnicity (including ancestry, color, ethnic group identification, ethnic background, and traits historically associated with race, including, but not limited to, hair texture and protective hairstyles such as braids, locks, and twist), religion (including agnosticism and atheism), religious affiliation, medical condition, genetic information, marital status, age or association with a person or group with one or more of these actual or perceived characteristics or based on any other characteristic protected under applicable state or federal law or local ordinance.

This policy shall apply to all acts related to school activity or to school attendance occurring within an AMPS school, and to acts which occur off campus or outside of school-related or school-sponsored activities but which may have an impact or create a hostile environment at school.

Unlawful discrimination, including discriminatory harassment, intimidation, or bullying, may result from physical, verbal, nonverbal, or written conduct based on any of the categories listed above. Unlawful discrimination also includes the creation of a hostile environment through prohibited conduct that is so severe, persistent, or pervasive that it affects a student's ability to participate in or benefit from an educational program or activity; creates an intimidating, threatening, hostile, or offensive educational environment; has the effect of substantially or unreasonably interfering with a student's academic performance; or otherwise adversely affects a student's educational opportunities.

Unlawful discrimination also includes disparate treatment of students based on one of the categories above with respect to the provision of opportunities to participate in school programs or activities or the provision or receipt of educational benefits or services.

The Board also prohibits any form of retaliation against any individual who reports or participates in the reporting of unlawful discrimination, files or participates in the filing of a complaint, or investigates or participates in the investigation of a complaint or report alleging unlawful discrimination. Retaliation complaints shall be investigated and resolved in the same manner as a discrimination complaint.

The CEO or designee shall facilitate students' access to the educational program by publicizing AMPS' nondiscrimination policy and related complaint procedures to students, parents/guardians, and employees. He/she shall provide training and information on the scope and use of the policy and complaint procedures and take other measures designed to increase the school community's understanding of the requirements of law related to discrimination.

The CEO or designee shall regularly review the implementation of AMPS' nondiscrimination policies and practices and, as necessary, shall take action to remove any identified barrier to student access to or

participation in AMPS' educational program. He/she shall report his/her findings and recommendations to the Board after each review. Regardless of whether a complainant complies with the writing, timeline, and/or other formal filing requirements, all complaints alleging unlawful discrimination, including discriminatory harassment, intimidation, or bullying, shall be investigated and prompt action taken to stop the discrimination, prevent recurrence, and address any continuing effect on students.

Students who engage in unlawful discrimination, including discriminatory harassment, intimidation, retaliation, or bullying, in violation of law, Board policy, or administrative regulation shall be subject to appropriate consequence or discipline, which may include suspension or expulsion when the behavior is severe or pervasive as defined in Education Code 48900.4.

Any employee who permits or engages in prohibited discrimination, including discriminatory harassment, intimidation, retaliation, or bullying, shall be subject to disciplinary action, up to and including dismissal.

#### Record-Keeping:

The CEO or designee shall maintain a record of all reported cases of unlawful discrimination, including discriminatory harassment, intimidation, or bullying, to enable AMPS to monitor, address, and prevent repetitive prohibited behavior in AMPS schools.

#### Measures to Prevent Discrimination:

To prevent unlawful discrimination, including discriminatory harassment, intimidation, retaliation, and bullying, of students at AMPS schools or in school activities and to ensure equal access of all students to the educational program, the CEO or designee shall implement the following measures:

1. Publicize AMPS' nondiscrimination policy and related complaint procedures, including the coordinator/compliance officer's contact information, to students, parents/guardians, employees, volunteers, and the general public, posting them on the AMPS' web site and other prominent locations and providing easy access to them through AMPS-supported social media, when available.
2. Provide to students a handbook that contains age-appropriate information that clearly describes the AMPS' nondiscrimination policy, procedures for filing a complaint, and resources available to students who feel that they have been the victim of any such behavior. (Education Code 234.1)
3. Annually notify all students and parents/guardians of AMPS' nondiscrimination policy, including its responsibility to provide a safe, nondiscriminatory school environment for all students, including transgender and gender-nonconforming students. The notice shall inform students and parents/guardians that they may request to meet with the CEO to determine how best to accommodate or resolve concerns that may arise from AMPS implementation of its nondiscrimination policies. The notice shall also inform all students and parents/guardians that, to the extent possible, AMPS will address any individual student's interests and concerns in private.
4. The CEO or designee shall ensure that students and parents/guardians, including those with limited English proficiency, are notified of how to access the relevant information provided in the AMPS nondiscrimination policy and related complaint procedures, notices, and forms in a language they can understand. If 15 percent or more of students enrolled in a particular AMPS school speak a single primary language other than English, the AMPS policy, regulation, forms, and notices concerning nondiscrimination shall be translated into that language in accordance with Education Code 234.1 and 48985. In all other instances, AMPS shall ensure meaningful access to all relevant information for parents/guardians with limited English proficiency.
5. Provide to students, employees, volunteers, and parents/guardians age-appropriate training and information regarding AMPS nondiscrimination policy; what constitutes prohibited discrimination, including discriminatory harassment, intimidation, retaliation, or bullying; how and to whom a report of an incident should be made; and how to guard against segregating or stereotyping students when providing instruction, guidance, supervision, or other services to them. Such training and information shall include details of guidelines the CMO may use to provide a discrimination-free environment for all AMPS

students, including transgender and gender nonconforming students.

6. At the beginning of each school year, inform school employees that any employee who witnesses any act of unlawful discrimination, including discriminatory harassment, intimidation, or bullying, against a student is required to intervene if it is safe to do so. (Education Code 234.1)

7. At the beginning of each school year, inform each Site Director or designee of AMPS' responsibility to provide appropriate assistance or resources to protect students' privacy rights and ensure their safety from threatened or potentially discriminatory behavior.

#### Enforcement of AMPS Policy:

The CEO or designee shall take appropriate actions to reinforce AMPS Nondiscrimination/Harassment Policies as needed, these actions may include any of the following:

1. Removing vulgar or offending graffiti
2. Providing training to students, staff, and parents/guardians about how to recognize unlawful discrimination, how to report it or file a complaint, and how to respond
3. Disseminating and/or summarizing AMPS policy and regulation regarding unlawful discrimination
4. Consistent with the laws regarding the confidentiality of student and personnel records, communicating the school's response to students, parents/guardians, and the community
5. Taking appropriate disciplinary action against students, employees, and anyone determined to have engaged in wrongdoing in violation of AMPS policy, including any student who is found to have filed a complaint of discrimination that he/she knew was not true.

#### Process for Initiating and Responding to Complaints:

Any student who feels that he/she has been subjected to unlawful discrimination described above or in AMPS policy is strongly encouraged to immediately contact the Site Director/CEO or any other staff member. In addition, any student who observes any such incident is strongly encouraged to report the incident to the Site Director, whether or not the alleged victim files a complaint.

Any school employee who observes an incident of unlawful discrimination, including discriminatory harassment, intimidation, retaliation, or bullying, or to whom such an incident is reported shall report the incident to the Site Director within a school day, whether or not the alleged victim files a complaint.

Any school employee who witnesses an incident of unlawful discrimination, including discriminatory harassment, intimidation, retaliation, or bullying, shall immediately intervene to stop the incident when it is safe to do so.

When a verbal report of unlawful discrimination, including discriminatory harassment, intimidation, retaliation, or bullying, is made to or received by the Site Director, he/she shall make a note of the report and encourage the student or parent/guardian to file the complaint in writing, pursuant to the provisions in the AMPS Uniform Complaint Procedures. Once notified verbally or in writing, the Site Director or designee shall begin the investigation and shall implement immediate measures necessary to stop the discrimination and ensure that all students have access to the educational program and a safe school environment.

Any interim measures adopted to address unlawful discrimination shall, to the extent possible, not disadvantage the complainant or a student who is the victim of the alleged unlawful discrimination. Any report or complaint alleging unlawful discrimination by the Site Director or any other person to whom a report would ordinarily be made or complaint filed shall instead be made to or filed with the CEO or designee who shall determine how the complaint will be investigated.

Please refer to AMPS Board Policy 5800: Title IX: Harassment, Intimidation, Discrimination, Bullying Policy

#### **14. Notification of Dangerous Pupils**

The AMPS Board desires to provide a safe, orderly working environment for all employees.

In accordance with the AMPS Personnel Policy "Notice to Employees of Potentially Dangerous Persons," the Amethod Public Schools Governing Board will ensure a safe and orderly work environment for all employees. This includes the following procedures:

- Any employee against whom violence or any threat of violence has been directed in the workplace shall notify the CEO or designee immediately and the CEO or designee shall initiate legal and security measures to protect the employee and others in the workplace
- According to Ed Code 48904 and 48905, the CEO or designee may pursue legal action on behalf of an employee against a student or his/her parent/guardian to recover damages to the employee or his/her property caused by the student's willful misconduct that occurred on AMPS or school property or during AMPS or school activity.
- CEO or designee shall ensure employees receive adequate training in crisis prevention, classroom management, effective communication techniques, procedures for responding to active shooter situation, etc.
- CEO or designee shall inform teachers of crimes and offenses committed by students who may pose a danger in the classroom, as well as when the CEO or designee reasonably suspects that students have committed crimes and offenses that may pose a danger in the classroom (Ed Code 48201, 49079)
- CEO or designee will make available 2-way communication with law enforcement and within the school so that emergencies that occur will be communicated effectively and efficiently

This Policy was approved by the AMPS Board of Governance on October 23, 2019.

The CEO or designee shall ensure that employees are informed, in accordance with law, regarding crimes and offenses by students who may pose a danger in the classroom.

Employees may not carry or possess pepper spray on school property or at school activities. On a case-by-case basis, however, the CEO or designee may allow the possession of a pepper spray weapon that meets the requirements of Penal Code 12403.7 when justified by unusual dangerous circumstances. Any employee who is negligent or careless in the possession or handling of pepper spray shall be subject to appropriate disciplinary measures.

##### Reporting of Injurious Objects:

The Board requires school employees to take immediate action upon being made aware that any person is in possession of an injurious object on school grounds or at a school-related or school-sponsored activity. The employee shall use his/her own judgment as to the dangerousness of the situation and, based upon this analysis, shall do one of the following:

1. Confiscate the object and deliver it to the Site Director immediately.
2. Immediately notify the Site Director, who shall take appropriate action.
3. Immediately notify the local law enforcement agency and the Site Director. When informing the Site Director about the possession or seizure of a weapon or dangerous device, the employee shall report the name(s) of persons involved, witnesses, location, and the circumstances of any seizure.

#### **15. Student Disturbances**

The AMPS Board desires to provide orderly campuses that create a positive school environment and are conducive to learning. When students initiate or are involved in a campus disturbance that has the potential to threaten the safety of students or staff, the CEO/Site Director or designee may request law enforcement assistance.

Staff are encouraged to be alert to conditions at school that may lead to a disturbance, such as racial or cultural conflict, student protests, or gang intimidation and confrontations. Staff who believe that a disturbance is imminent, or who see a disturbance occurring, shall immediately contact the Site Director. Students who participate in a campus disturbance shall be subject to disciplinary action in accordance with administrative regulations.

#### Prohibited Activities:

A student involved or attempting to be involved in any of the following prohibited activities shall be subject to discipline:

1. Disturbing the peace, including, but not limited to, causing or attempting to cause a riot, burning or destroying property, fighting, challenging another to fight, or using offensive words likely to provoke a fight.
2. Disrupting school operations, including, but not limited to, exercising free expression which is obscene, libelous, or slanderous or so incites students as to create a clear and present danger of the commission of unlawful acts on school premises or the violation of lawful school regulations, or substantially disrupting the orderly operation of the school (Education Code 48907)

Other examples of activities that may be considered disrupting school operations include, but are not limited to:

- a. Organizing or participating in unauthorized assemblies on school premises
  - b. Participating in sit ins or stand-ins which deny students or employees normal access to school premises
  - c. Interfering with or unauthorized use of the AMPS' computer system
3. Refusing to disperse, including, but not limited to, assembling for the purpose of causing a disruption to school operations and refusing to disperse upon the direction of school personnel
  4. Boycotting school, including, but not limited to, participating in any protest that involves nonattendance where attendance is required at school, class, or at a school activity Any student who participates in a boycott shall be given an unexcused absence and may be classified as truant, regardless of any parent/guardian approval of the absence.

#### Extension of Class Period

During any disturbance in which additional students might become involved while changing classes, the Site Director or designee may notify all staff that any class currently in session will be extended until further notice. Upon receiving this notification, staff shall ensure that all students in their charge remain in one location under their supervision and shall ask all students who are in the halls to return to their classes immediately.

## **16. Safe Ingress and Egress**

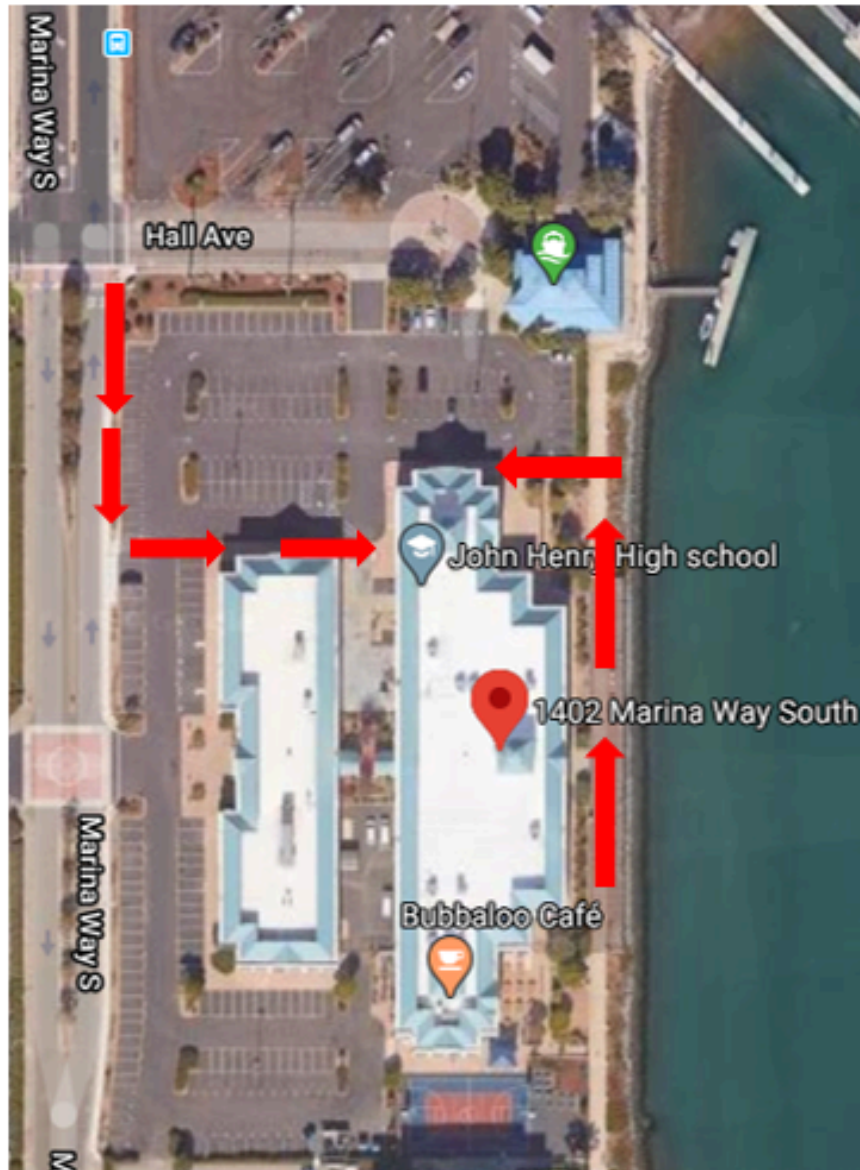
#### Traffic, drop-off and pick-up zone:

The drop-off and pick-up zone will have cones to help direct traffic. A staff member is present to help students cross the street and direct traffic accordingly. Parents are not permitted to park in the drop-off and pick up zones for an extended period of time as this can cause traffic flow problems for the entire

street. Staff supervising traffic control work to prevent parents from idling and move promptly through the dropoff and pickup zone.

Security personnel and the JHHS Administration team man and monitor crosswalks before and after school.

The school goal is to encourage 60% of the student body to carpool, walk, ride, or take public transit to school.



## 17. Sexual Harassment

The AMPS Board is committed to maintaining a safe school environment that is free from harassment and discrimination. The Board prohibits, at school or at school-sponsored or school-related activities, sexual harassment targeted at any student by anyone. The Board also prohibits retaliatory behavior or action against any person who reports, files a complaint or testifies about, or otherwise supports a complainant in alleging sexual harassment.

AMPS strongly encourages any student who feels that he/she is being or has been sexually harassed on school grounds or at a school-sponsored or school-related activity by another student or an adult who has experienced off-campus sexual harassment that has a continuing effect on campus to immediately contact his/her teacher, the Site Director, or any other available school employee. Any employee who receives a report or observes an incident of sexual harassment shall notify the Site Director. Once notified, the Site Director or designee shall take the steps to investigate and address the allegation.

#### Complaint Process and Disciplinary Actions:

Sexual harassment complaints by and against students shall be investigated and resolved in accordance with law and the AMPS Uniform Complaint Procedures or Title IX policy, as appropriate. Site Directors are responsible for notifying students and parents/guardians that complaints of sexual harassment can be filed and where to obtain a copy of the procedures.

Upon investigation of a sexual harassment complaint, any student found to have engaged in sexual harassment or sexual violence in violation of this policy shall be subject to disciplinary action. For students in grades 9-12, disciplinary action may include suspension and/or expulsion, provided that, in imposing such discipline, the entire circumstances of the incident(s) shall be taken into account.

Upon investigation of a sexual harassment complaint, any employee found to have engaged in sexual harassment or sexual violence toward any student shall have his/her employment terminated in accordance with law.

#### Record Keeping:

The CEO or designee shall maintain a record of all reported cases of sexual harassment to enable the CMO to monitor, address, and prevent repetitive harassing behavior in AMPS schools.

## **18. Visitors/Outsiders**

The Site Director or designee shall post at every entrance to each school and school grounds a notice describing registration requirements, school hours or hours during which registration is required, the registration location, the route to take to that location, and the penalties for violation of registration requirements.

Unless otherwise directed by the Site Director or designee, a staff member shall accompany visitors while they are on school grounds.

#### Registration Procedure

In order to register, a visitor shall, upon request, furnish the Site Director or designee with the following information:

1. His/her name, address, and occupation
2. His/her age, if less than 21
3. His/her purpose for entering school grounds
4. Proof of identity
5. Other information consistent with the provisions of law

#### Site Director's Registration Authority:

The Site Director or designee may refuse to register any visitor if he/she reasonably concludes that the individual's presence or acts would disrupt the school, students, or employees; would result in damage to property; or would result in the distribution or use of a controlled substance.

The Site Director or designee or school security officer may revoke any visitor's registration if he/she has a reasonable basis for concluding that the individual's presence on school grounds would interfere or is interfering with the peaceful conduct of school activities or would disrupt or is disrupting the school, students, or staff.

When a visitor fails to register, or when the Site Director or designee denies or revokes a visitor's registration privileges, the Site Director or designee may request that the individual promptly leave school grounds. When a visitor is directed to leave, the Site Director or designee shall inform him/her that if he/she reenters the school within seven days he/she may be guilty of a misdemeanor subject to a fine and/or imprisonment.

### **19. Weapons and Dangerous Instruments**

The AMS Board recognizes that students and staff have the right to a safe and secure campus free from physical and psychological harm and desires to protect them from the dangers presented by firearms and other weapons.

#### Possession of Weapons:

The Board prohibits any student from possessing weapons, imitation firearms, or other dangerous instruments, as defined in law and administrative regulation, in school buildings, on school grounds or buses, at school related or school-sponsored activities away from school, or while going to or coming from school. Under the power granted to the Board to protect the safety of students, staff, and others on AMPS property and to maintain order and discipline in the schools, any school employee is authorized to confiscate any prohibited weapon, imitation firearm, or dangerous instrument from any student on school grounds.

A student possessing or threatening others with any weapon, dangerous instrument, or imitation firearm shall be subject to suspension and/or expulsion in accordance with law, Board policy, and administrative regulations. The Site Director or designee shall notify law enforcement authorities when any student possesses a firearm, explosive, or other prohibited weapon or dangerous instrument, sells or furnishes a firearm, or commits any act of assault with a firearm or other weapon. (Education Code 48902; Penal Code 245, 626.9, 626.10; 20 USC 7151)

#### Reporting of Dangerous Objects

The Board encourages students to promptly report the presence of weapons, injurious objects, or other suspicious activity to school authorities. The identity of a student who reports such activity shall remain confidential to the extent permitted by law.

The CEO or designee shall develop strategies designed to facilitate student reporting of the presence of injurious objects on school grounds, such as tip hotlines, electronic transmissions, or other methods that preserve the student's anonymity. Incident reports and records shall not identify the student who reported the possession.

The CEO or designee also shall inform staff, students, and parents/guardians that students who report the presence of injurious objects on school campuses are to be protected and their identity shielded.

Prohibited weapons and dangerous instruments include, but are not limited to: (Education Code 48915, 49330; Penal Code 626.10, 1610017350, 30310)

1. Firearms: pistols, revolvers, shotguns, rifles, "zip guns," "stun guns," tasers, and any other device capable of propelling a projectile by the force of an explosion or other form of combustion
2. Ammunition or reloaded ammunition
3. Knives, razor blades, and box cutters: any dirks, daggers, ice picks, or other weapons with a fixed, sharpened blade fitted primarily for stabbing, weapons with a blade fitted primarily for stabbing, weapons with a blade longer than 2 1/2 inches, folding knives with a blade that locks into place, and razors with an unguarded blade
4. Explosive and/or incendiary devices: pipe bombs, time bombs, cap guns, containers of inflammable fluids, and other hazardous devices
5. Any instrument that expels a metallic projectile, such as a BB or a pellet, through the force of air pressure, carbon dioxide pressure, or spring action, or any spot marker gun
6. Any other dangerous device, instrument, or weapon, including those defined in Penal Code 12020, including a blackjack, slingshot, billy, nunchaku, sandclub, sandbag, metal knuckles, or any metal plate with three or more radiating points with one or more sharp edges designed for use as a weapon
7. Any imitation firearm, defined as a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.

Any employee may take any weapon or dangerous instrument from the personal possession of a student while the student is on school premises or under the authority of AMPS.

In determining whether to take possession of the weapon or dangerous instrument, the employee shall use his/her own judgment as to the dangerousness of the situation and, based upon this analysis, shall take one of the following actions:

1. Confiscate the object and deliver it to the Site Director immediately
2. Immediately notify the Site Director, who shall take appropriate action
3. Immediately notify the local law enforcement agency and the Site Director

When informing the Site Director about the possession of a weapon or dangerous instrument, the employee shall report the name(s) of persons involved, witnesses, location, and the circumstances of the possession.

The Site Director shall report any possession of a weapon or dangerous instrument to the student's parents/guardians by telephone or in person, and shall follow this notification with a letter.

The employee shall retain possession of the instrument until the risk of its use as a weapon has dissipated or, if the Richmond Police determine it is not a dangerous weapon upon the request of the student's parent/guardian, until the parent/guardian appears and personally takes possession. (Education Code 49331, 49332)

## **20. Adaptations for Students with Disabilities During Disaster Procedures (SB 323)**

In recognition of the need for inclusive safety measures, the AMPS Board commits to ensuring that all disaster preparedness and response procedures are fully accessible and accommodate the needs of students with disabilities. The aim is to foster a safe and supportive environment where every student's wellbeing is safeguarded during emergencies.

#### Policy Statement:

AMPS acknowledges the heightened vulnerability of students with disabilities during disasters and emergencies. Therefore, the Board mandates the incorporation of specific adaptations and accommodations in all disaster procedures to meet the unique needs of these students. This policy is aligned with our commitment to inclusivity, equity, and the rights of students with disabilities to safety and protection.

#### Responsibilities:

- **The CEO or Designee's Role:** The CEO or their designee is tasked with ensuring that all disaster preparedness plans include specific provisions for students with disabilities. This includes collaborating with local emergency services, disability advocacy groups, and other relevant organizations to develop effective and inclusive disaster response strategies.
- **Staff Training:** All staff members, including educators, administrators, and support personnel, shall receive training on the unique needs of students with disabilities in disaster situations. This training will cover identification of specific needs, emergency communication methods, evacuation procedures, and the use of specialized equipment.
- **Individualized Disaster Response Plans:** For students with identified disabilities, individualized disaster response plans (IDRPs) shall be developed in collaboration with the student, their parents or guardians, and relevant healthcare professionals. These plans will detail specific accommodations, medical needs, and evacuation procedures tailored to the student's unique needs.

#### Grievance Procedures:

Should a student with a disability or their guardian feel that the accommodations provided during a disaster were inadequate or not in accordance with their IDRPs, they are encouraged to contact the Site Director immediately. The Site Director, or their designee, will investigate the complaint following the AMPS Uniform Complaint Policy and take appropriate action to address and rectify the situation.

#### Training and Awareness:

AMPS shall provide ongoing training for students, staff, and faculty on the adaptations for students with disabilities during disasters. This will include regular drills that accommodate and practice the specific procedures outlined in IDRPs, ensuring that the AMPS community is prepared and responsive to the needs of all students during emergencies.

#### Enforcement and Review:

Compliance with this policy shall be monitored by the Site Director/CEO or designee. Regular reviews of disaster procedures and individual plans shall be conducted to ensure effectiveness and relevance. Staff who fail to adhere to these protocols or to implement IDRPs adequately will be subject to disciplinary action in accordance with AMPS Board policy and administrative regulations.

Through the implementation of this policy, AMPS reaffirms its commitment to creating an inclusive and safe educational environment for all students, particularly those with disabilities, during times of disaster and emergency.

## 21. Procedures to Assess and Respond to Reports of Dangerous, Violent, or Unlawful Activity (SB 671)

In alignment with its commitment to maintaining a secure and supportive educational environment, the AMPS Board adopts a comprehensive approach to promptly and effectively address reports of dangerous, violent, or unlawful activities within the school community. This policy underscores the importance of safeguarding the welfare of students, staff, and faculty, while also upholding the principles of fairness and due process.

### Policy Overview:

AMPS is dedicated to fostering a safe learning environment free from threats, violence, and unlawful activities. To this end, the Board mandates the establishment of clear procedures for the assessment and response to any such reports, ensuring the safety and security of the school community while respecting the rights of all individuals involved.

### Reporting Mechanism:

- **Immediate Reporting:** Students, staff, and faculty are encouraged to report any observation or knowledge of dangerous, violent, or unlawful activities to the Site Director or designated safety officer immediately.
- **Anonymity and Protection:** AMPS shall provide avenues for anonymous reporting and shall take measures to protect the identity of reporters from potential retaliation.

### Assessment Procedures:

- **Initial Assessment:** Upon receiving a report, the Site Director or designee shall conduct a preliminary assessment to ascertain the immediacy and severity of the threat. This may involve consulting with relevant personnel, including security staff and mental health professionals.
- **Threat Assessment Team (TAT):** For cases deemed to pose a significant threat, a multidisciplinary Threat Assessment Team shall be convened. This team will include representatives from the school administration, mental health professionals, law enforcement (if necessary), and other relevant stakeholders. The TAT will be responsible for conducting a thorough assessment of the situation, including the context, the individuals involved, and the nature of the reported activity.

### Response Strategies:

- **Immediate Action:** If the assessment indicates an imminent threat, immediate measures will be taken to ensure the safety of the school community, which may include lockdowns, evacuations, or involving law enforcement agencies.
- **Intervention and Support:** For situations that require intervention rather than immediate emergency response, AMPS shall implement appropriate support measures. This may include counseling, conflict resolution, behavioral agreements, or disciplinary action in accordance with AMPS Board policy and administrative regulations.
- **Communication:** Clear and timely communication with the school community and, when necessary, with parents or guardians will be maintained, respecting confidentiality and legal obligations.

#### Training and Awareness:

- **Regular Training:** All staff and faculty will receive regular training on recognizing signs of potential violence or unlawful activity, reporting procedures, and response protocols.
- **Student Awareness:** Students will be educated on the importance of reporting dangerous activities, the mechanisms in place for reporting, and the school's commitment to their safety.

#### Review and Improvement:

The effectiveness of these procedures will be regularly reviewed and evaluated by the Site Director/CEO or designee, with input from the Threat Assessment Team and the school community. Adjustments and improvements will be made as necessary to ensure the ongoing safety and security of the AMPS community.

Through the enactment of this policy, AMPS reaffirms its dedication to maintaining a safe and secure educational environment, where all members of the school community are empowered to contribute to the safety and well-being of one another.

## 22. Protocol for Responding to Opioid Overdoses (SB 10)

Recognizing the growing opioid crisis and its potential impact on the secondary school community, the AMPS Board is committed to implementing a proactive and comprehensive approach to manage and respond to opioid overdoses. This protocol is aimed at safeguarding the health and well-being of students, staff, and visitors by ensuring timely and effective responses to overdoses.

#### Policy Statement:

AMPS acknowledges the critical importance of being prepared for opioid overdose incidents within the school premises. The Board mandates the adoption of a set of clear, actionable steps to address such emergencies, ensuring that all school personnel are equipped with the necessary training and resources to respond effectively.

#### Preparedness and Prevention:

- **Education and Awareness:** AMPS shall initiate awareness programs for students, staff, and parents about the dangers of opioid use, the signs of an overdose, and the importance of immediate action in such situations.
- **Staff Training:** Designated staff members, including school nurse Interns, health educators, and security personnel, will receive specialized training in identifying opioid overdose symptoms and administering naloxone (an opioid overdose reversal medication), in compliance with state laws and medical guidelines.
- **Naloxone Availability:** Naloxone kits shall be made readily available in easily accessible locations throughout the school premises, and trained personnel will be informed of these locations.

#### Response Protocol:

- **Immediate Action:** In the event of a suspected opioid overdose, trained personnel shall immediately assess the situation and administer naloxone if an overdose is suspected.

- **Emergency Services:** Simultaneously, 911 or the local emergency number shall be called to ensure that professional medical assistance is on the way.
- **Support and Safety Measures:** The affected individual will be monitored continuously until emergency medical services arrive. Efforts will be made to ensure the safety and privacy of the individual while minimizing exposure or alarm to other students and staff.
- **Post-Incident Support:** Following an overdose incident, AMPS shall provide support to the affected individual, peers, and school staff. This may include counseling services, referrals to substance abuse treatment programs, and education on drug abuse prevention.

Reporting and Documentation:

- **Incident Reporting:** All opioid overdose incidents shall be documented and reported in accordance with school policies and state regulations, respecting confidentiality and privacy laws.
- **Review and Learning:** Each incident will be reviewed to assess the response and to identify any improvements or adjustments needed in the protocol.

Community Collaboration:

- **Partnerships:** AMPS will collaborate with local health departments, emergency responders, and substance abuse prevention organizations to enhance the school's preparedness and response to opioid overdoses.
- **Family and Community Engagement:** The school will engage with families and the wider community to raise awareness about opioid risks and prevention strategies, fostering a supportive network for substance abuse education and prevention.

By adopting this protocol, AMPS demonstrates its dedication to the health and safety of its community, taking a proactive stance in addressing the challenges posed by the opioid crisis. This policy reflects the Board's commitment to creating a safe and supportive environment where students and staff are empowered to act decisively and compassionately in the face of opioid overdose emergencies.

## References

A. John Henry High School Student and Family Handbook

A copy of the John Henry High School Student & Family Handbook is located in the school office, 1402 Marina Way South, Richmond CA 94804

B. Amethod Public Schools Employee Handbook

A copy of the AMPS Employee Handbook is located at the Human Resources Department, 1450 Marina Way South, Richmond, CA 94804

C. Amethod Public Schools Board Policies referenced:

Title IX, Harassment, Intimidation, Discrimination and Bullying Policy

Board Policy: 5033 Human Trafficking Prevention Policy

Board Policy: 5041 Comprehensive Sexual Health Policy

Mandated Reporter Policy- AMPS Employee Handbook pp. 23-24

Board Policy 5039 Campus Search & Seizure Policy

Board Policy 5044 Dress Code and Uniform Policy

Personnel Policy- Employee Safety – Notice to Employees of Potentially Dangerous Persons

- D. Department of Homeland Security Bomb Threat and Checklist is printed and posted in the front office.

## **CSSP Program Risk Assessment Report for JHHS 2023-2024 Goals/Outcomes**

### **Goal #1: Assure a Safe Physical Environment**

#### **1. Objective 1.1: Improve External and Internal Security**

- **Outcomes:**
  - Positive: Enhanced sense of security among students and staff.
  - Effective: Reduction in security incidents reported.
  - Measurable: 100% functional security equipment by the end of 2023.
- **Timeline & Monitoring:**
  - Q2 2023: Installation of automatic gate and additional cameras.
  - Q3 2023: Implementation of emergency directory and phone relay sequence.
  - Q4 2023: Completion of staff introductions and window coverings.
  - **Monitoring Tools:** Security incident logs, equipment functionality reports.
- **Gantt Chart Elements:**
  - Installation phases, training sessions, review meetings.

#### **2. Objective 1.2: Increase Students' Collaborative Skills**

- **Outcomes:**
  - Positive: Improved student interactions and reduced conflict.
  - Effective: Increased participation in peer mentoring and restorative justice programs.
  - Measurable: 25% increase in student participation in these programs by end of 2024.
- **Timeline & Monitoring:**
  - Q2 2023: Strengthening of Advisory Curriculum.
  - Q3 2023: Development of peer mentoring program.
  - Q4 2023: Implementation of character education curriculum.
  - **Monitoring Tools:** Program participation rates, student surveys.

- **Gantt Chart Elements:**

- Curriculum development, training sessions, progress assessments.

### Next Steps

1. **Create a Detailed Gantt Chart:** A visual representation of the timelines for each activity, including start and end dates, overlapped with monitoring phases.
2. **Develop Monitoring Tools:** These could include digital logs, surveys, and progress tracking systems.
3. **Review and Adjust Plan Annually:** To ensure the goals are being met and adjust strategies as necessary.

Would you like me to proceed with the detailed Gantt chart creation and the development of monitoring tools, or is there another aspect of the plan you would like to focus on first?

2 / 2

### Gantt Chart Creation

1. **Objective 1.1: Improve External and Internal Security**

- **Q2 2023:**

- Week 1-4: Planning and procurement of automatic gates and cameras.
- Week 5-8: Installation of gates and cameras.

- **Q3 2023:**

- Week 1-2: Development of the site emergency directory & directory by department.
- Week 3-4: Setup of phone relay sequence.
- Week 5-6: Training for gate and camera operations.

- **Q4 2023:**

- Week 1-2: Providing rooms with materials for window covering.
- Week 3-4: Introduction of security staff to students.
- Week 5-6: Introduction of students to custodial staff.

2. **Objective 1.2: Increase Students' Collaborative Skills**

- **Q2 2023:**

- Week 1-4: Advisory Curriculum enhancement planning.

- Week 5-8: Development of the peer mentoring program.
- **Q3 2023:**
  - Week 1-4: Implementation of schoolwide character education curriculum.
  - Week 5-8: Expansion of Restorative Justice and CRT modules.
- **Q4 2023:**
  - Week 1-4: Training for RJ, peer mentors, and character education implementation.
  - Week 5-8: Initial assessment and feedback collection.

## **Monitoring Tools**

### **1. Security Incident Logs:**

- Digital log system for recording all security-related incidents.
- Features: Date, time, location, nature of the incident, resolution, and preventive measures taken.

### **2. Equipment Functionality Reports:**

- Monthly checks on security equipment (gates, cameras) to ensure 100% functionality.
- Report includes equipment status, any issues, and maintenance performed.

### **3. Program Participation Rates:**

- Digital tracking system for student enrollment and active participation in peer mentoring, Restorative Justice, and character education programs.

### **4. Student Surveys:**

- Surveys conducted bi-annually to gauge student perceptions of safety, program effectiveness, and areas for improvement.

## **Annual Review and Adjustment**

- **Annual Review Meetings:** Held at the end of each academic year to review progress against the Gantt chart, analyze monitoring tool data, and make necessary adjustments for the following year.
- **Feedback Loops:** Establish channels for continuous feedback from students, staff, and security personnel to inform adjustments in real-time.

With this structure, you'll have a clear roadmap for implementing and monitoring the objectives

for creating a caring and connected school climate. Would you like to delve into any specific tool or phase in more detail, or discuss another aspect of the project?

For Goal #2, which focuses on assuring ongoing professional development to ensure supportive, nurturing teacher-student relationships in the classroom, we will outline measurable outcomes, detailed timelines, monitoring tools, and a Gantt chart similar to Goal #1.

## Outline for Goal #2

Increase Teachers and Staff Members' Ability to Communicate and Have Positive Interactions

- **Positive Outcome:** Enhanced teacher-student relationships, leading to a more supportive and nurturing classroom environment.
- **Effective Outcome:** Demonstrable increase in conflict resolution and decrease in classroom disruptions.
- **Measurable Outcome:** 100% of teachers and staff trained in Restorative Justice practices and de-escalation techniques by the end of 2024.

## Detailed Timelines and Monitoring Tools

### 1. Timeline for Implementation

- **Q2 2023:**
  - Week 1-2: Selection and engagement of outside facilitator.
  - Week 3-4: Initial training sessions for teachers and staff by the outside facilitator.
- **Q3 2023:**
  - Week 1-6: Continuation of tiered professional development opportunities, focusing on Restorative Justice practices.
  - Week 7-8: Observation and debrief cycles commence.
- **Q4 2023 and Onwards:**
  - Ongoing: Regular refreshment courses and advanced training sessions. Introduction of new practices as they develop in the field.

### 2. Monitoring Tools

- **Training Attendance Records:** To ensure all teachers and staff participate in the professional development opportunities.
- **Observation Reports:** Post-training classroom observations to assess the application of learned techniques.

- **Feedback Surveys:** From both teachers and students to gauge the effectiveness of the training in improving classroom interactions.
- **Conflict Resolution Metrics:** Tracking of incidents before and after the training to quantify improvements.

### **Gantt Chart Elements**

- **Preparation Phase (Q2 2023):** Selection of facilitators, scheduling of initial training sessions.
- **Implementation Phase (Q2-Q3 2023):** Conducting training sessions, starting observation and debrief cycles.
- **Ongoing Development (Q4 2023 onwards):** Regular professional development opportunities, advanced training sessions, and refreshment courses.

### **Annual Review and Adjustment**

- **Annual Professional Development Review:** Evaluate the effectiveness of the training programs, incorporating feedback from observation reports and surveys.
- **Adjust Training Programs:** Based on the annual review outcomes, adjust the training content, focus areas, and methodologies to better meet the needs of teachers and students.

This structured approach will ensure that the professional development of teachers and staff is continuous and evolves to meet the changing dynamics of teacher-student relationships. Would you like to explore any part of this plan in more detail, or would you like assistance with another aspect of your project?

### **Year 2 Detailed Analysis**

#### **Continued Professional Development Focus**

- **Advanced Training Sessions:** Building on the foundational training from Year 1, Year 2 will introduce more advanced sessions that delve deeper into Restorative Justice practices, conflict resolution, and cultural competency. These sessions will be designed to address more complex scenarios and provide staff with a broader toolkit for managing classroom dynamics.
- **Peer-Led Workshops:** Leverage the expertise developed by staff members who have shown exceptional aptitude and success in implementing learned techniques. These peer-led workshops encourage knowledge sharing and foster a supportive community of practice.

#### **Implementation of Observation and Debrief Cycles**

- **Structured Observations:** Regularly scheduled classroom observations will be more targeted in Year 2, focusing on specific areas of improvement identified in Year 1. These observations will be conducted by a mix of peers, administrators, and outside experts to provide a well-rounded perspective.
- **Debrief Sessions:** Following observations, debrief sessions will provide a forum for constructive feedback and personal reflection. These sessions aim to reinforce positive changes, address any shortcomings, and discuss strategies for continuous improvement.

#### Refinement of Professional Development Content

- **Feedback-Driven Adjustments:** Utilize the comprehensive feedback collected from teachers, staff, and students throughout Year 1 to refine the professional development programs. This may involve adjusting the training modules to better suit the needs of the staff or introducing new topics that have emerged as relevant.
- **Integration of New Educational Research:** Stay abreast of the latest developments in educational psychology, conflict resolution, and restorative practices to ensure the professional development content remains current and evidence-based.

#### Challenges and Solutions

- **Maintaining Engagement:** Sustaining staff interest and engagement in ongoing training can be challenging. To address this, incorporate more interactive and hands-on learning experiences, such as role-playing, simulations, and case studies.
- **Measuring Impact:** Quantifying the impact of professional development on classroom dynamics and student outcomes requires a nuanced approach. Expand the use of mixed-methods evaluations, combining quantitative metrics (e.g., incident reports, academic performance) with qualitative insights (e.g., surveys, interviews).

#### Monitoring and Evaluation

- **Enhanced Monitoring Tools:** Develop more sophisticated tools for monitoring progress, such as digital platforms for real-time feedback, video recordings of classroom interactions for review, and analytics dashboards to track key metrics.
- **Annual Review Summit:** At the end of Year 2, host a summit to review the year's progress, showcase successes, discuss challenges, and set priorities for the following year. This event will serve as a key milestone in the ongoing cycle of professional development and improvement.

#### Conclusion

Year 2's focus on deepening professional development, refining training content based on feedback, and addressing implementation challenges is crucial for sustaining momentum and

ensuring that the initiatives have a lasting impact on the school climate. Through a combination of advanced training, peer-led initiatives, and a robust monitoring framework, Year 2 aims to solidify the foundation laid in the first year and drive further improvements in teacher-student relationships and classroom environments.

To establish an overall budget for meeting the goals related to ensuring a safe physical environment and ongoing professional development for supportive, nurturing teacher-student relationships, we need to consider various cost factors associated with each component. These include initial setup costs, ongoing operational expenses, personnel, training, and administrative costs. Below is a breakdown of potential budget categories and considerations for each goal.

### **Goal #1: Assure a Safe Physical Environment**

#### **1. Initial Setup Costs:**

- **Automatic Gate:** Depending on the type and size, costs can range from \$5,000 to \$10,000 for purchase and installation.
- **Additional Cameras:** Assuming high-quality security cameras, each can cost between \$100 to \$300, with system integration and installation potentially adding \$500 to \$2,000 per camera, depending on complexity.

#### **2. Personnel Costs:**

- **Security Personnel:** Costs vary by region but expect to pay \$35 to \$45 per hour for each security officer.
- **Training for Security Equipment:** Costs can range from \$500 to \$2,000 for group training sessions, depending on the provider and the depth of training.

#### **3. Maintenance and Operational Expenses:**

- Regular maintenance of security equipment and systems may account for 10-20% of the initial setup cost annually.

### **Goal #2: Ongoing Professional Development**

#### **1. Professional Development Programs:**

- **Outside Facilitator Fees:** A professional facilitator might charge \$1,450 to \$5,000 per day, depending on expertise and reputation.
- **Materials and Resources:** Costs for training materials, online platforms, and resources can range from \$500 to \$2,000 per training session.

#### **2. Personnel Costs:**

- **Staff Time:** Accounting for staff time during training, which might otherwise be allocated to teaching or administrative duties, is essential. This indirect cost includes potential substitute teachers if training occurs during school hours.

### 3. Operational Expenses:

- **Ongoing Training and Development:** Annual budget allocation for refreshment courses, advanced training, and new program development. Expect to allocate \$10,000 to \$30,000 annually, depending on the scope and scale of the training programs.

### Administrative and Miscellaneous Expenses

- **Program Coordination and Management:** This includes administrative support, coordination efforts, and program evaluation. Allocate 10-15% of the total program costs for these activities.
- **Contingency Fund:** It's prudent to allocate a contingency fund of 10-20% of the total budget to cover unforeseen expenses or adjustments in program scope.

### Overall Budget Summary

- **Goal #1 (Safe Physical Environment):** An initial setup budget of approximately \$20,000 to \$50,000, with an ongoing annual operational and maintenance budget of \$5,000 to \$15,000.
- **Goal #2 (Professional Development):** An initial year budget of \$20,000 to \$60,000, depending on the number of sessions and participants, with an ongoing annual budget of \$10,000 to \$30,000 for continued development and training initiatives.

### Total Estimated Budget

Combining both goals, the total estimated budget for the initial setup and first year of operation could range from \$40,000 to \$110,000, with subsequent years requiring an annual budget of \$15,000 to \$45,000 for maintenance, ongoing training, and program enhancements.

It's important to note that these estimates are generalized and should be refined based on specific quotes, local cost factors, and the scope of each initiative. Additionally, securing funding sources, whether through grants, school district budgets, or fundraising efforts, will be crucial to sustain these programs over time.

In Oakland, CA, there are several entrepreneurship programs focused on community enrichment that might be interested in participating in or supporting your event:

1. **Centro Community Partners:** Centro Community Partners offers various entrepreneurship programs, including bootcamps and individualized business coaching. They focus on supporting small business entrepreneurs, particularly in underserved

communities, by providing access to capital and business coaching. Their programs are designed to help entrepreneurs start and grow their businesses effectively.

2. **Uptima Entrepreneur Cooperative:** Uptima offers education, advising, and funding programs specifically designed to support creative and social entrepreneurs. They emphasize ownership and provide resources for entrepreneurs of color, including business advising and access to a network of business support providers. Their approach is community-oriented, aiming to support diverse entrepreneurs in creating thriving businesses.
3. **Renaissance Entrepreneurship Center:** Renaissance has a long history of supporting entrepreneurs facing systemic barriers to economic mobility. They offer a wide range of services, including training, one-on-one consulting, and access to capital and networks. Their programs are designed to launch and grow small businesses, contributing to the economic health of communities in the Bay Area.

These organizations have a strong track record of fostering entrepreneurship and community development in Oakland and might be valuable partners or participants for your event.

Completing the outlined outcomes within one year involves several risk factors that could impact the success of the initiatives related to school safety and professional development programs:

1. **Resource Availability:** The success of these programs heavily depends on the availability of resources, including funding, personnel, and materials. Limited resources can hinder the implementation of necessary security measures and professional development activities.
2. **Stakeholder Engagement:** Effective implementation requires the active involvement of all stakeholders, including school administrators, teachers, parents, and the community. Lack of engagement or resistance from any stakeholder group can impede progress.
3. **Training and Professional Development:** Ensuring that staff receive proper training to utilize new security equipment or adopt new teaching strategies is crucial. Inadequate training can lead to underutilization of resources and diminished program effectiveness.
4. **Program Selection and Adaptation:** Choosing the right programmatic interventions that align with the school's specific needs is vital. There's a risk of selecting interventions that do not adequately address the identified needs or that are not a good fit for the school's environment, leading to ineffective outcomes.
5. **Implementation Fidelity:** Consistency in implementing the chosen interventions as designed is critical. Deviations from the intended implementation can dilute the effectiveness of the interventions.

6. **Monitoring and Evaluation:** Continuous monitoring and evaluation are necessary to assess the effectiveness of the interventions and make timely adjustments. Failure to effectively monitor progress can result in the continuation of ineffective practices.
7. **External Factors:** External factors such as changes in policy, community conditions, or unforeseen events (e.g., public health crises) can impact the ability to implement and sustain programs.

To mitigate these risks, it's important to conduct thorough planning, engage all stakeholders from the outset, ensure adequate training, and establish robust monitoring and evaluation processes. Regularly reviewing and adjusting the implementation strategy based on data and feedback will also be crucial for achieving the desired outcomes within the set timeframe.

For Component 2: Places – Creating a Physical Environment That Communicates Respect for Learning and for Individuals, the goal of assuring a safe, respectful, accepting, and emotionally nurturing environment is pivotal. The activities planned, such as expanding the Kickboard program, enhancing the Matador Store offerings, organizing continued recognition assemblies, and celebrating academic successes at both classroom and schoolwide levels, are designed to foster student participation and engagement in academic activities.

#### **Risk Factors and Mitigation Strategies:**

1. **Funding Constraints:** Sufficient funds are necessary to support incentives and other program elements. A potential risk is the lack of adequate funding or unexpected budget cuts.
  - **Mitigation:** Explore multiple funding sources, including grants, partnerships with local businesses, and fundraising initiatives. Regular budget reviews and adjustments can help ensure that funds are allocated efficiently.
2. **Personnel Engagement:** The success of these initiatives heavily relies on the active involvement of administration, staff, and teachers. A lack of buy-in or resistance from any of these groups could hinder implementation.
  - **Mitigation:** Engage personnel early in the planning process, incorporating their input and addressing concerns to ensure buy-in. Professional development focused on student engagement could also bolster staff commitment and provide them with necessary skills.
3. **Training Effectiveness:** Training programs for student engagement need to be effective for staff to properly implement the planned activities. Inadequate training could lead to suboptimal execution and outcomes.

- **Mitigation:** Ensure training programs are high-quality, evidence-based, and delivered by competent trainers. Post-training support and resources should also be available to staff.
- 4. **Sustainability of Initiatives:** Initiatives need to be sustainable over time to have a lasting impact. There's a risk that programs might start strong but dwindle due to waning enthusiasm or other priorities.
  - **Mitigation:** Develop a long-term plan for each initiative, including strategies for maintaining interest and participation. Regularly review and refresh program elements to keep them engaging and relevant.
- 5. **Measuring Impact:** Without effective tools and strategies for measuring the impact of these initiatives, it might be challenging to assess their success and make informed adjustments.
  - **Mitigation:** Implement a robust system for tracking participation, engagement, and academic outcomes related to the initiatives. Use this data to continually assess and refine the programs.
- 6. **Cultural and Individual Respect:** Ensuring that the physical environment and activities truly communicate respect for learning and for each individual requires a deep understanding of the diverse student body. There's a risk that initiatives might not resonate with or even alienate some students.
  - **Mitigation:** Involve students in the planning and refinement of initiatives to ensure they are culturally sensitive and inclusive. Regular feedback sessions with students can provide insights into their perceptions and experiences, allowing for necessary adjustments.

By proactively identifying and addressing these risk factors, the school can enhance its chances of successfully creating a nurturing and respectful environment that promotes academic engagement and success.

For Components 1 and 2, focusing on creating a caring and connected school climate and a physical environment that respects learning and individuals, the overarching goal is to ensure a safe, respectful, accepting, and emotionally nurturing environment. The expansion of student participation in academic activities through the Kickboard program, Matador Store, recognition assemblies, and school-wide celebrations of academic success are critical strategies towards this goal. Here's how these goals can be continued and measured through 2025:

#### **Positive Outcomes:**

1. **Increased Student Engagement:** Measurable through participation rates in the Kickboard program and other academic activities, aiming for a yearly increase of 10%.

2. **Enhanced School Climate:** Surveys to measure improvements in students' perceptions of safety, respect, and emotional support, targeting a 15% improvement by 2025.
3. **Higher Academic Achievement:** Tracking the number of academic successes celebrated, with the goal of increasing the number of recognitions by 20% each year.

#### **Effective Outcomes:**

1. **Reduced Behavioral Issues:** A decrease in disciplinary actions by 15% annually as a result of the nurturing environment and positive reinforcement strategies.
2. **Increased Teacher and Staff Satisfaction:** Annual surveys to assess satisfaction with the school climate, aiming for a 10% improvement each year.
3. **Enhanced Community Involvement:** A 20% increase in community and parental involvement in school activities and programs by 2025.

#### **Measurable Timelines and Monitoring Tools:**

- **Quarterly Reviews:** Assess progress on engagement, school climate, and academic achievements every quarter.
- **Annual Surveys:** Conduct comprehensive surveys among students, staff, and parents at the end of each academic year to gauge the overall school climate and satisfaction levels.
- **Behavioral Incident Reports:** Review and analyze monthly to monitor trends and the effectiveness of the interventions.

#### **Gantt Chart for Implementation (2023-2025):**

- **Q2 2023:** Launch or expand the Kickboard program and Matador Store; Plan the first series of recognition assemblies.
- **Q3 2023:** First recognition assembly; Gather initial feedback and make adjustments.
- **Q4 2023:** Evaluate the first semester's activities; Plan for expanded offerings and assemblies in the next semester.
- **2024-2025:** Continue with planned activities; Introduce new initiatives based on feedback; Quarterly and annual reviews to measure progress and make necessary adjustments.

This structured approach, with clearly defined outcomes, measurable timelines, and dedicated monitoring tools, will ensure the continuous improvement of the school climate and the physical environment, contributing to the overall goal of fostering a safe, respectful, accepting, and emotionally nurturing atmosphere for all students and staff. Regular adjustments based on feedback and data will be crucial to address any emerging challenges and to enhance the effectiveness of the initiatives.

Not achieving the outlined outcomes for creating a caring and connected school climate and a respectful physical environment over the next three years can lead to several significant risk factors:

1. **Decline in Student Engagement and Participation:** Failure to expand student participation in academic activities may lead to increased disengagement, affecting students' academic performance and their overall school experience. Research indicates that engaged students are more likely to perform well academically and less likely to drop out.
2. **Increased Behavioral Problems:** Without a nurturing environment that promotes respect and acceptance, schools may see a rise in disciplinary issues. A lack of positive reinforcement and recognition can contribute to negative behaviors, impacting the school's learning environment and student well-being.
3. **Lower Academic Achievement:** The absence of a supportive environment and recognition of academic successes can demotivate students, potentially leading to lower academic achievements. Celebrating academic success is crucial in motivating students and fostering a culture of excellence.
4. **Decreased Teacher and Staff Morale:** Teachers and staff play a critical role in creating a positive school climate. Failure to establish a supportive environment can lead to decreased morale and job satisfaction among teachers and staff, which can, in turn, affect their performance and the quality of education provided.
5. **Weakened School Community:** A school that lacks a caring and connected climate may struggle to foster a strong sense of community among students, staff, and parents. This can lead to a lack of cooperation and involvement from the broader school community, further diminishing the school's support system.
6. **Long-term Impact on Students:** The school environment plays a crucial role in students' social and emotional development. A lack of a respectful and emotionally nurturing environment can have long-term impacts on students' mental health, social skills, and future educational and career prospects.

Mitigating these risks involves proactive measures, including regular assessment of school climate, targeted interventions to improve student engagement, and fostering a supportive community involving teachers, staff, parents, and students. Continuous effort and commitment to these goals are essential for creating a positive and inclusive school environment.

Creating a monitoring tool to assess risk factors and outcomes involves developing a structured approach to gather, analyze, and act on relevant data. This tool can be designed as a comprehensive dashboard or a scorecard that tracks key performance indicators (KPIs) aligned with the goals of creating a caring and connected school climate and a respectful physical

environment. Here's an outline of how such a tool could be structured:

### Monitoring Tool Structure:

#### 1. Dashboard Overview:

- **Purpose:** To monitor progress towards achieving a safe, respectful, accepting, and emotionally nurturing environment and expanding student participation in academic activities.
- **Audience:** Administrators, teachers, school counselors, and stakeholders.
- **Update Frequency:** Monthly reviews with quarterly in-depth analyses.

#### 2. Key Performance Indicators (KPIs):

KPIs should be SMART (Specific, Measurable, Achievable, Relevant, Time-bound) and aligned with the goals and activities outlined.

Creating a comprehensive dashboard or scorecard as a monitoring tool involves a structured design that clearly outlines the Key Performance Indicators (KPIs), data collection methods, and analysis strategies. Below is a well-formatted outline for such a tool, designed to track progress towards creating a caring and connected school climate and a respectful physical environment:

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### School Climate and Environment Monitoring Dashboard

#### Dashboard Overview

- **Purpose:** To continuously monitor and assess the effectiveness of initiatives aimed at creating a positive school climate and physical environment.
- **Target Audience:** School administrators, teachers, counselors, and other key stakeholders.
- **Update Frequency:** Data updated monthly, with a comprehensive review conducted quarterly.

#### Key Performance Indicators (KPIs)

##### Goal 1: Enhance School Climate

- **Student Engagement Index:** Measures the level of student involvement in academic and extracurricular activities.
  - **Target:** 10% increase year-over-year.
- **Behavioral Incident Rate:** Tracks the frequency of disciplinary issues.

- **Target:** 15% reduction year-over-year.
- **Climate Survey Satisfaction Score:** Aggregated satisfaction scores from school climate surveys conducted among students, staff, and parents.
  - **Target:** Annual improvement of 5%.

## **Goal 2: Improve Physical Environment**

- **Facility Utilization Rate:** Percentage of school facilities used for intended educational purposes.
  - **Target:** Maintain 90% utilization.
- **Environment Satisfaction Score:** Scores from surveys assessing satisfaction with the school's physical environment.
  - **Target:** Annual improvement of 5%.

## **Data Collection Methods**

- **Surveys:** Online and paper-based surveys distributed to collect perceptions on school climate and physical environment.
- **Participation Logs:** Digital logs recording student participation in programs like Kickboard and Matador Store.
- **Incident Reports:** Digital system for reporting and tracking behavioral incidents.

## **Analysis and Reporting**

- **Data Trends:** Visual graphs showing trends over time for each KPI.
- **Risk Alerts:** Automated alerts for KPIs not meeting targets, indicating potential risk areas.
- **Insightful Recommendations:** Data-driven recommendations for addressing identified risks and enhancing outcomes.

## **Response Plan**

- **Action Items:** Specific steps to address areas of concern identified through the dashboard.
- **Responsible Parties:** Designation of staff responsible for implementing action items.
- **Timeline for Implementation:** Deadlines for completing action items.

## **Review and Adjustment**

- **Quarterly Review Meetings:** Scheduled meetings to discuss dashboard findings and progress on action plans.
- **Feedback Mechanism:** System for collecting feedback on the dashboard's effectiveness and areas for improvement.

### Tool Accessibility

- **Platform:** Web-based dashboard accessible to authorized users through secure login.
- **User Training:** Scheduled training sessions for stakeholders on navigating and utilizing the dashboard effectively.

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This structured approach ensures that the monitoring tool is comprehensive, user-friendly, and effective in tracking the progress and outcomes of initiatives aimed at improving the school's climate and physical environment. Regular updates and reviews will facilitate timely interventions and continuous improvement.

To develop a comprehensive monitoring tool for the outlined components and goals, we'll create a structured dashboard that integrates all the activities, resources, personnel involved, and timelines. This tool will be pivotal in tracking progress, identifying potential risk factors, and ensuring the effective implementation of each initiative. Below is a detailed outline of the monitoring tool structured around the specific components, goals, and objectives provided:

### School Improvement Monitoring Dashboard

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Component 1: People and Programs – Caring and Connected School Climate

#### Goal #1: Assure a Safe Physical Environment

##### Objective 1.1: Improve External and Internal Security

- **KPIs:**
  - Number of security enhancements implemented (e.g., automatic gates, additional cameras).
  - Reduction in security incidents reported.
- **Data Source:** Security incident logs, installation completion reports.
- **Timeline:** May 2023 - Ongoing
- **Responsible Parties:** Sr Director of Operations, Security Officers

##### Objective 1.2: Increase Collaborative Skills and Positive Interactions

- **KPIs:**
  - Participation rates in Advisory Curriculum and peer mentoring programs.
  - Survey results on student perceptions of conflict and acceptance.
- **Data Source:** Program participation logs, student surveys.
- **Timeline:** May 2023 - Ongoing
- **Responsible Parties:** School Administration, Teachers, Counselors

## **Goal #2: Supportive, Nurturing Teacher-Student Relationships**

### **Activities:**

- Training by outside facilitator, peer mentoring expansion, regular professional development in RJ practices.
  - **KPIs:**
    - Number of professional development sessions conducted.
    - Teacher and staff satisfaction scores from post-training surveys.
  - **Data Source:** Training attendance records, survey results.
  - **Timeline:** May 2023 - Ongoing
  - **Responsible Parties:** Administrators, Outside Facilitator, Wellness Counselor
- 

## **Component 2: Places – Respectful Physical Environment**

### **Goal #1: Safe, Respectful, and Emotionally Nurturing Environment**

#### **Activities:**

- Expansion of the Kickboard program, Matador Store, recognition assemblies, and celebration of academic successes.
- **KPIs:**
  - Increase in student participation in the Kickboard program and Matador Store.
  - Number of recognition assemblies and celebrations conducted.
- **Data Source:** Participation logs, event records.
- **Timeline:** May 2023 - Ongoing
- **Responsible Parties:** Administrators, Teachers, School Counselors

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### Monitoring and Evaluation Features:

- **Dashboard Interface:** Visual representation of each KPI with progress bars, charts, and graphs for easy comprehension.
- **Alert System:** Automated alerts for KPIs not meeting predefined targets, signaling the need for intervention.
- **Reporting Tool:** Capability to generate detailed reports summarizing progress, challenges, and areas for improvement.
- **Feedback Loop:** Mechanism for stakeholders to provide input on tool effectiveness and suggestions for improvement.

### Implementation Steps:

1. **Dashboard Development:** Collaborate with a software development team to create the digital dashboard based on the outlined specifications.
2. **Data Integration:** Set up processes for regular data collection and integration into the dashboard.
3. **Stakeholder Training:** Conduct training sessions for all relevant parties on how to use the dashboard effectively.
4. **Trial Run:** Implement a pilot phase to test the dashboard, gather feedback, and make necessary adjustments.
5. **Full Rollout:** Launch the dashboard for school-wide use, with ongoing support and updates based on user feedback and evolving needs.

This monitoring tool is designed to provide a holistic view of the school's progress toward creating a caring, connected climate and a respectful physical environment, ensuring that all initiatives are on track and effectively contributing to the overarching goals.

To maintain the goals of creating a caring and connected school climate and a respectful physical environment over the next two years, with measurable outcomes for positive successes, consider the following strategies informed by research and expert recommendations:

### Strategies for a Positive School Climate:

1. **Conduct School Climate Surveys:** Regularly assess the school climate to identify areas of strength and areas needing improvement. Surveys should involve all stakeholders, including students, staff, and parents, to get a comprehensive view of the school's climate. This approach helps in understanding the current state and planning for necessary interventions (SchoolSafety.gov).

2. **Implement Social, Emotional, and Behavioral Support Systems:** Develop and strengthen support systems that foster engagement, safety, and a conducive environment. This includes building strong relationships among students, teachers, families, and the broader community, ensuring safety from violence and bullying, and maintaining well-managed classrooms and clear disciplinary policies (SchoolSafety.gov).
3. **Promote Engagement and Respect:** Foster strong relationships within the school community and ensure that everyone feels engaged and respected. This can be achieved by working collaboratively to develop a shared school vision and by educators modeling and nurturing attitudes that emphasize the benefits of learning (NCSSLE).
4. **Focus on Personal and Shared Visions:** Encourage all school community members to develop personal visions that contribute to a collective vision for the school. This process helps in building commitment and ensures that the shared vision is reflective of the entire community's values and aspirations. Facilitating a safe space for sharing these visions can enhance trust and collaboration among stakeholders (Greater Good Science Center).
5. **Cultivate Trust:** Building a positive school climate starts with trust. School leaders should never miss an opportunity to prove themselves trustworthy and facilitate trust-building among all school stakeholders. This foundational trust is crucial for the effective implementation of shared visions and initiatives (Greater Good Science Center).
6. **Engage in Continuous Improvement:** View the creation of a positive school climate as an ongoing process. Regular feedback, adjustments, and the incorporation of fun and engaging activities can sustain momentum and keep the school community invested in maintaining a positive climate.
7. **Measure and Celebrate Successes:** Establish clear metrics for success based on the outlined strategies and regularly measure progress against these metrics. Celebrate achievements to reinforce positive behaviors and outcomes, contributing to an ongoing cycle of improvement.

By focusing on these strategies, your school can work towards sustaining and enhancing a positive climate and physical environment over the next two years. Regularly revisiting these strategies, adapting to new insights, and involving the entire school community in these efforts are key to achieving lasting positive outcomes.

For more detailed strategies and insights, visit [SchoolSafety.gov](https://www.schoolsafety.gov) and the [National Center on Safe Supportive Learning Environments \(NCSSLE\)](https://www.ncssle.org), as well as exploring practical suggestions from the [Greater Good Science Center](https://www.greatgood.org).

To ensure the success of initiatives aimed at creating a positive school climate and environment, securing appropriate funding is crucial. The U.S. Department of Education offers competitive grants through programs like the School Climate Transformation Grant for both State

Educational Agencies (SEAs) and Local Educational Agencies (LEAs). These grants are designed to support the development, enhancement, or expansion of systems that improve behavioral outcomes and learning conditions for all students.

For SEAs, the School Climate Transformation Grant focuses on developing statewide systems of support and technical assistance for LEAs and schools implementing evidence-based, multi-tiered behavioral frameworks. Similarly, the grant for LEAs aims to build capacity for implementing a sustained, school-wide multi-tiered behavioral framework, enhance capacity by providing training and technical assistance to schools, and ensure technical assistance related to program activities is provided.

Moreover, the U.S. Department of Education has announced significant funding through the Bipartisan Safer Communities Act to support mental health services and student wellness, with more than \$188 million allocated across numerous grantees in over 30 states. This funding aims to increase access to school-based mental health services and strengthen the mental health professional pipeline in high-needs districts.

To effectively meet the needs outlined by the Department of Education and ensure the successful implementation of your initiatives, it would be beneficial to explore these grant opportunities. Applying for these grants could provide the necessary financial support to develop and sustain programs that contribute to a positive school climate and environment. Establishing a detailed plan that outlines your specific needs, objectives, and how the funds will be utilized to meet these goals will be critical when applying for such funding.

For more detailed information and to explore the application process for these grants, you can visit the [Office of Elementary and Secondary Education's School Climate Transformation Grant page](#) and the [Local Educational Agency Grants Program page](#). Additionally, staying informed about new funding opportunities announced by the Department of Education, such as those supported by the Bipartisan Safer Communities Act, will be valuable.



# Behavior Discipline Flowchart



## Observe Problem Behavior

### Classroom-Managed (Minor) Behaviors:

- Violation of Cell Phone Policy
- Classroom Disruptions (Ex. Attitude/Tone)
- Talking during Class
- Refusals
- Student not prepared for class (Ex. Not having Chromebook Charged)
- Uniform Violation
- Inappropriate Language
- Chewing Gum
- Food/Drink



**1st Warning** → Redirection

**2nd Warning** → Change Seat, Change Proximity, Meet with Student/Call Home

**Final Warning** → Call Home/ Assign Detention/Ask for Conference



**THINK**  
Is the behavior  
office-managed?

Minor Behaviors are  
expected to be handled  
in class AND  
Documented in Power  
School Observations  
**PARENT CONTACT IS  
KEY**

### Office-Managed (Major) Behaviors:

- Fighting or Aggressive Physical Contact
- Skipping/Truancy
- Stealing
- Bullying/Harassment/Threats
- Repeated Violation of the Uniform Policy
- Cheating
- Vandalism
- Alcohol/Drug Use
- Chronic Minor Infractions (Previously handled in the Classroom)



**1st Step** → Student Statement is Taken  
Administrator Actions:

- Conference with the Student
  - Investigation
  - Parent Phone Call
- Appropriate Consequences are Assigned  
Ex. Saturday School/ISS/OSS

**Note:** If the behavior continues then write an OBSERVATION in Power School and send the student to the office.



**School Culture Vision**

Students at JHHS feel a sense of belonging within and a sense of responsibility to their community as a whole. Students build community by taking ownership of their actions, repairing relationships, and advocating for their needs and the needs of others.

Staff maximize opportunities to celebrate students for their achievement, growth, and effort both inside and outside the classroom. Staff build trust with students, and one another, by communicating expectations clearly and presenting a united front on school policies and procedures. We aim to provide a joyful, inclusive environment by gathering student input and empowering student leaders.

**Table of Contents**

1. Ladder of Consequences
2. Classroom Behaviors
3. Schoolwide Responses



## Responding to Behavior

We believe that teacher-student relationships are at the core of student learning. Our teachers should feel ownership of their classroom. The following responses have been designed to **maintain the teacher-student relationship, connect behavior to learning whenever possible, preserve the students' dignity, and use logical over punitive thinking.** This is a tool to offer examples of how to respond to student behaviors. While it is not an exhaustive list or something that needs to be followed lock-step, it is meant to offer guidance on how to address various levels of behavior.

## Ladder of Consequences

Reminder #	Teacher Response
1	Nonverbal redirection <ul style="list-style-type: none"> <li>- Proximity, gesture, eye contact, signal etc.</li> </ul>
2	Verbal redirection (Name + restate expectation) <ul style="list-style-type: none"> <li>- <i>Simone, eyes up here please.</i></li> <li>- <i>Jim, we are working on #1 and #2 with just our partner.</i></li> </ul>
3	Private conversation when quick redirection doesn't work <ul style="list-style-type: none"> <li>• When possible, set the class up with a task.</li> <li>• Get on eye level and restate expectations or ask students to talk at the door.</li> <li>• Check if the student is confused or has another need.</li> <li>• Provide two acceptable options to fix the behavior.</li> <li>• Give clear follow up to conversation.</li> <li>- <i>"Michelle, you have been talking repeatedly despite my redirections. Do you need help with the assignment? Do you need a minute to recenter yourself? Since this has been a repeated challenge, we need to make a change. You can either move your seat to be closer to me (point to chair) or you can sit on the side of the room by yourself. Make your choice and re-enter class in the next minute."</i></li> </ul>
4	Log Behavior in Powerschool/Admin Created Log and issue consequence: <ul style="list-style-type: none"> <li>- <i>"Megan, you have not been able to get on task after multiple reminders including our private conversation. At this point, your behavior has interrupted your learning as well as other students. You will receive a phone call home and need to serve detention."</i></li> </ul>
When behavior improves	Move down the ladder. <ul style="list-style-type: none"> <li>• Praise student for fixing behavior and provide a clean slate. (positive narration)</li> <li>- <i>"Diego, thank you for getting back on task, you're doing really well on the analytical paragraph."</i></li> </ul>
If behavior doesn't improve (or student refuses to fill out reflection)	<ul style="list-style-type: none"> <li>• Contact Admin ask them to escort the student to the appropriate grade level office</li> <li>• Student completes reflection in the first open space</li> <li>• Schedule restorative conversation with student and teacher</li> <li>• Admin will determine whether or not student is able to return to class</li> </ul>



Classroom Behaviors		
Behaviors	In-the-Moment Response	Consequence & Owner
<b>Tier 1 Classroom Behaviors</b> <ul style="list-style-type: none"> <li>Talking when not appropriate</li> <li>Not following directions</li> <li>Misuse of technology</li> <li>Out of seat without permission</li> <li>Uniform Violation</li> <li>Eating in class without permission</li> <li>Minor disruptions (1-2 interruptions while the teacher or teammate is talking)</li> <li>Inappropriate language (not racist or homophobic)</li> </ul>	Ladder of Consequences	<b>Teacher</b> If behavior doesn't improve (or student refuses to comply): <ul style="list-style-type: none"> <li>If behavior doesn't improve (or student refuses to respond to in the moment teacher moves), schedule restorative conversation with student and teacher during office hours or lunch/ recess time</li> <li>Document conversation and follow-up plan via powerschool/admin created log</li> </ul>
<b>Tier 2 Classroom Behaviors</b> <ul style="list-style-type: none"> <li>Throwing an object (could potentially cause harm)</li> <li>Destruction of school property</li> <li>Elopement (Left designated area without permission)</li> </ul> <b>Culture Team Determined:</b> <ul style="list-style-type: none"> <li>Repeated Tier 1 classroom behaviors</li> </ul>	Issue automatic referral to admin	<b>Teacher</b> <ol style="list-style-type: none"> <li>Text/chat Admin directly "Need Support" with a brief description of the incident and student name.</li> <li>Admin will determine if scholar needs to be escorted to the front of the office. Document on powerschool/admin created a log with detailed description of incident and next steps.</li> <li>If student is removed, Admin will determine whether student is able to go back to class</li> </ol> <p>Additional possible consequences teacher can assign in addition:</p> <ul style="list-style-type: none"> <li>Change of seating and restorative conversation during office hours or lunch/recess(same day)</li> <li>Parent meeting with clear next steps</li> <li>Friday school until 3pm</li> <li>After school detention 1 hour</li> <li>Teacher created restorative</li> </ul>



		<ul style="list-style-type: none"> <li>project</li> <li>Loss of weekly incentive</li> </ul>
Classroom Behaviors		
Behaviors	In-the-Moment Response	Consequence & Owner
<b>Tier 2 - Acute Concerns</b> <ul style="list-style-type: none"> <li>Skipping class</li> <li>Racist, sexual or homophobic language</li> <li>Cursing at a teacher</li> </ul>	<b>Skipping Class:</b> <ul style="list-style-type: none"> <li>Text the chat with students name and class period students should be with at the moment.</li> </ul> <b>Racist, sexual or homophobic language:</b> <ul style="list-style-type: none"> <li>(If Hate Speech) Address it in the moment <i>"That language is not appropriate and does not reflect our school's values"</i></li> <li>Contact Admin Include location, student name (if you don't know name, include description)</li> </ul> <b>Cursing at a teacher:</b> <ul style="list-style-type: none"> <li>Do not engage</li> <li>Whole class reset of expectations</li> <li>1:1 restorative conversation with consequences and parent contact</li> </ul>	<b>Teacher / Adult Witness</b> <ol style="list-style-type: none"> <li>By EOD, complete powerschool/admin created a log with detailed description of incident and next steps.</li> </ol>
<b>Tier 2 - Acute Concerns (Multiple Students)</b> <ul style="list-style-type: none"> <li>Observed bullying</li> <li>Verbal Altercation</li> <li>Exchange of money</li> </ul>	<ul style="list-style-type: none"> <li>(If Hate Speech) Address it in the moment <i>"That language is not appropriate and does not reflect our school's values"</i></li> <li>Contact Admin and Include location, student name (if you don't know name, include description)</li> </ul>	<b>Teacher / Adult Witness</b> <ol style="list-style-type: none"> <li>By EOD, complete powerschool/admin created a log with detailed description of incident and next steps.e</li> <li>Include as many details as possible about the incident</li> </ol> <b>Admin Response:</b> <ol style="list-style-type: none"> <li>Complete investigation</li> <li>Gather witness statements as necessary</li> <li>Contact families regarding consequences</li> <li>Loop back with teacher</li> </ol>
<b>Tier 3 - Suspension</b> <ul style="list-style-type: none"> <li>Physical fighting / assault</li> </ul>	<b>Physical fighting/assault (1st time)</b> <ul style="list-style-type: none"> <li>Contact Admin immediately</li> </ul>	<b>Teacher</b> <ol style="list-style-type: none"> <li>By EOD, complete</li> </ol>



<ul style="list-style-type: none"> <li>(1st time in a year)</li> <li>Consuming or distributing controlled substances on campus (1st or 2nd time in a year)</li> <li>Possession of a weapon without intent to harm</li> <li>Instigating a Physical Fight/serious threat</li> </ul>	<ul style="list-style-type: none"> <li>Separate Students</li> <li>Allow them space &amp; time to calm down</li> </ul> <p><b>Consuming or distributing controlled substances on campus (1st or 2nd time)</b></p> <ul style="list-style-type: none"> <li>Contact Admin immediately</li> <li>Assess student for safety risk</li> <li>Allow them space &amp; time to calm down</li> <li>Ensure all belongings are visible</li> </ul>	<p>powerschool/admin created a log with detailed description of incident and next steps.</p> <p><b>Admin</b></p> <ol style="list-style-type: none"> <li>1. Notify family and ask them to pick up student OR give permission for them to walk home</li> <li>2. Log incident on Powerschool</li> <li>3. Re-entry meeting w/family once returning</li> </ol> <p><b>Principal</b></p> <ol style="list-style-type: none"> <li>1. Issue a lockdown if necessary</li> </ol>
<b>Classroom Behaviors</b>		
<b>Behaviors</b>	<b>In-the-Moment Response</b>	<b>Consequence &amp; Owner</b>
<p><b>Tier 3 - Potential Expulsion</b></p> <ul style="list-style-type: none"> <li>Selling controlled substances on campus</li> <li>Physical fighting / assault (2nd time in a year)</li> <li>Consuming or distributing controlled substances on campus (3rd time in a year)</li> <li>Possession of a weapon with intent to harm</li> <li>Brandishing a weapon</li> </ul>	<ul style="list-style-type: none"> <li>Contact Admin immediately</li> <li>Separate Students</li> <li>Allow them space &amp; time to calm down</li> </ul>	<p><b>Teacher</b></p> <ol style="list-style-type: none"> <li>1. By EOD, complete powerschool/admin created a log with detailed description of incident and next steps.</li> </ol> <p><b>Admin</b></p> <ol style="list-style-type: none"> <li>1. Issue a lockdown if necessary</li> <li>2. Notify family and ask them to pick up student OR give permission for them to walk home</li> <li>3. Loss of year privileges</li> <li>4. Log incident on Powerschool</li> <li>5. Re-entry meeting w/family once returning w/plan.</li> </ol>

### Responding to Student-to-Student Conflict

We believe that positive peer relationships are also an integral part in supporting the holistic child as well as maintaining a supportive environment. By giving students the tools and the space to mediate conflict without the use of violence and aggression we lay the foundation to create a community rooted in problem solving and solutions. When students find themselves in conflict with other students we have parameters in place to make sure conflicts are quelled. Our teachers should feel ownership of their classroom. The following responses have been designed to **maintain the student-student relationship, connect behavior to learning whenever possible, respect the students' dignity and feelings, and use restorative practices to repair harm**. This is a tool to offer examples of how to respond to peer



conflicts. While it is not an exhaustive list or something that needs to be followed lock-step, it is meant to offer guidance on how to address various levels of behavior.

Student Conflict		
Method	Rationale	Owner
Peace Agreement	Peace agreements are made when a student has a conflict or dilemma with another student. Students sign peace agreements to intervene with disagreements where both students have been involved in behaviors that do not follow our Handbook in concordance with one another..	<b>Administrative Team</b> <ul style="list-style-type: none"> <li>• Dean of Students</li> <li>• Site Director</li> </ul>
Student Mediation	Student mediations occur when harm has been caused between one or more two students in an attempt to repair it. Mediations are not a space for each party to discredit the other story but as a way to acknowledge how the other person felt in the moment. By expressing and acknowledging feelings and moving past the incident in a positive way.	<b>Administrative Team</b>

Responding to Behavior
<p>We believe that teacher-student relationships are at the core of student learning. Our teachers should feel ownership of their classroom. The following responses have been designed to <b><u>maintain the teacher-student relationship, connect behavior to learning whenever possible, preserve the students' dignity, and use logical over punitive thinking.</u></b> This is a tool to offer examples of how to respond to student behaviors. While it is not an exhaustive list or something that needs to be followed lock-step, it is meant to offer guidance on how to address various levels of behavior.</p>

Student Conflict		
Method	Rationale	Owner
Peace Agreement	Peace agreements are made when a student has a conflict or dilemma with another student. Students sign	<b>Administrative Team</b> <ul style="list-style-type: none"> <li>• Dean of Students</li> <li>• Site Director</li> </ul>

Scholars First

Responsibility

Perseverance

Adaptability

Commitment to Distinctions



	peace agreements to intervene with disagreements where both students have been involved in behaviors that do not follow our Handbook in concordance with one another..	
Student Mediation	Student mediations occur when harm has been caused between one or more two students in an attempt to repair it. Mediations are not a space for each party to discredit the other story but as a way to acknowledge how the other person felt in the moment. By expressing and acknowledging feelings and moving past the incident in a positive way.	<b>Administrative Team</b>

Student Number	Grade Level	Incident date	Referred by	Action	Action plan begin date	Action plan end date	School
10504	10	03-Sep-24 12:20	Padilla	(100) Out of School Suspension^	04-Sep-24	06-Sep-24	John Henry High School
73262	10	23-Aug-24 12:10	Padilla	(100) Out of School Suspension^	26-Aug-24	28-Aug-24	John Henry High School
73386	10	21-Aug-24 3:39 P	Padilla	(100) Out of School Suspension^	22-Aug-24	23-Aug-24	John Henry High School
10335	11	16-Oct-24 8:53 A	-	(100) Out of School Suspension^	09-Oct-24	11-Oct-24	John Henry High School
74423	11	03-Sep-24 12:10	padilla	(100) Out of School Suspension^	04-Sep-24	05-Sep-24	John Henry High School

# AMPS



AMETHOD PUBLIC SCHOOLS

## Family Handbook 2024-2025

*Family Handbook (Rev. 06/2024)*

# Amethod Public School (AMPS) Campuses

[www.amethodschools.org](http://www.amethodschools.org)

## Oakland Charter Academy Middle School (OCA)

4215 Foothill Blvd. Oakland, CA. 94601  
(510) 532-6751 Fax (510) 532-6753

## Downtown Charter Academy Middle School (DCA)

2000 Dennison Street, Oakland CA 94606  
(510) 535-1580 Fax (510) 535-1597

## Richmond Charter Academy Middle School (RCA)

1450 Marina Way South Richmond, CA 94804  
(510) 235-2465 Fax (510) 235-2487

## Oakland Charter High School (OCHS)

2433 Coolidge Ave Oakland, CA 94601

## Benito Juarez Elementary School (BJE)

1450 Marina Way South Richmond, CA 94804  
(510) 215-7009 Fax: (510) 215- 7016

## John Henry High School

1402 Marina Way South Richmond, CA 94804  
510-235-2439 Fax:510-235-2487

# AMPS: Who We Are



## OUR BEGINNING

### What Does "Amethod" mean?

Amethod describes the value that not all communities or schools have the same need. We took the wording and created our unique name.

There is a method unique to every campus, respectively.



The Amethod Public Schools (AMPS) organization operates the oldest charter school in the East Bay Area, and one of the oldest in the state. The original "Jingletown" Charter School, later to be named Oakland Charter Academy, opened in 1994 as the 8<sup>th</sup> charter school established in California. Since then, Oakland Charter Academy has grown from a single middle school site, to the present five campus, multi-city and multi-county charter school system. The AMPS network has continued to deliver

a top-notch free public-school education that has produced a National Blue Ribbon Award school, a California Distinguished School, and some of the highest performing middle and high school programs in the state and country.

Every Amethod Public School campus is characterized by a culture that is structured, supportive, and focused on academic work. The ethos of the AMPS community is rooted in offering a vibrant and rigorous school program that intends to prepare students for life beyond the K-12 system. The staff and faculty strive to ensure that the policies, core values, objectives and goals are consistently reinforced throughout the year.

It is our organizational intent to make student achievement our highest priority; and through our different programs, we will offer the needed support for success. It is with the same consideration that we expect that families make the same commitment to their child and school to reach the goal of academic success. Our staff is often available beyond the traditional school calendar and daily hours to assure student academic success, and we therefore ask families to also support the extra efforts of this school system by committing to a different type of public-school program.

## AMPS Mission Statement

Amethod Public Schools (AMPS) seeks to prepare students to be driven individuals that take calculated risks for the good of their academic progress, families, and their community. In turn creating young men and women who persevere as they seek knowledge through college, community, and beyond. AMPS seeks to strengthen the character and academic skills needed for underserved students to excel competitively in schools, and colleges in preparation to take up positions of responsibility and distinction in society. Central to the network's mission is the belief that all students can succeed in rigorous college-prep environments when provided with high expectations, capable educators and leaders, a disciplined commitment to academics, extended time for learning, and access to a wide range of enriching learning experiences. It is now a truism that an excellent college education is necessary for expanded opportunities in an increasingly competitive and global 21<sup>st</sup> century job market, and together as a school community we will persist to meet that challenge.

## AMPS Vision

Amethod Public Schools foster students' motivation and belief in academic achievement and goals. We are a free and public charter school that believes in the promise of hard-working students from all perspectives, backgrounds, and talents. We challenge every student to strive towards a purpose larger than themselves, and challenge all families to expect more from their schools, themselves, and their children for a prospective future for the next generation.

## AMPS Core Values

The Core Values of the organization are those values we hold which form the foundation on which we perform work and conduct ourselves. In an ever-changing world and business, core values are constant. Core values are not descriptions of the work we do or the strategies we employ to accomplish our mission. The values underlie our work, how we interact with each other, and which strategies we employ to fulfill our mission. The core values are the basic elements of how we go about our work. They are the practices we use (or should be using) every day in everything we do.

**Students First  
Perseverance  
Responsibility  
Adaptability  
Commitment to Distinction**

## Attendance Policies

Our policy states that if a student has more than five (5) unexcused absence days, they may be retained. Perfect or excellent attendance should be a goal for every student.

### Absences Procedure

If a student will be absent, parents/guardians are responsible for calling the school on the day of the absence before the school day begins. Our sites use an automated system that will record your message before and after regular office hours, thus parents need to leave a message with the following information:

- Child Name
- Grade level
- Parent name
- Date of Absence
- Reason for Absence
- Date of return
- Phone number where you can be reached

*Children between six and eighteen  
years of age must attend school.  
Parents will be held responsible;  
(Ed. Code 48293)*

When the student returns, the student must bring a proof of absence such as a doctor's note, explaining the absence/s. Parents are encouraged to pick-up student's homework when they are

absent any time before 4pm. Parents will be called in the morning to ask about their child's absence. Students who are absent may be required to attend Ed Center after school to make up missing work. Students with more than three (3) absences are considered truant.

### Sample Non-Excused Absences

- Rain (weather)
- Being tired
- Vacations
- Lack of Transportation
- Child or Parents overslept
- Hates school
- No alarm clocks

### Schedule Appointments for After School Hours

Families are encouraged to schedule doctor and dentist appointments outside of school time. The best times are on Friday afternoons after 12:30 p.m., or days when school is not in session. In the rare case when a student has a medical appointment during school hours, it is expected that the student will come to school before the appointment and return to school after the appointment to finish the remainder of the school day.

### Skippping Class

Any student caught skipping class will receive an unexcused absence, which may lead to being truant. Consequences for skipping also include detention and may result in an involuntary removal from the Charter School. Any student that leaves school without permission may forfeit their field trip and/ or activity participation.

### Suspensions Are Considered Absences

If students are absent from school due to suspension, these days will be treated as absences.

### Dismissal

Students are expected to stay in school until the very end of the school day. All students will be dismissed by their teachers at the time specific to their school site. Early pickups are disruptive to the learning environment. Our learning environment is extremely important to the success of your student and we strongly discourage any disruption of a class to prepare a student's homework if they need to leave early. Please make sure your child alerts their teachers in the morning of an early leave.

### How the School Tracks and Follows Up on Student Absences

The Charter School will keep records of all student absences. If a student misses school repeatedly, Charter School staff will make reasonable efforts to contact the student's parent/guardian and/ or emergency contacts by telephone, writing, or in person.

## Absences and Missed Work

When a student is absent, the student must contact the teacher to get the homework assignments for that day. Homework assigned the day of a student's absence is expected to be turned in on the day the student returns unless the student has contacted their teacher prior to returning and the teacher has agreed that the student has an extra day to complete the assignment. Homework due the day of absence is to be turned in the day that student returns.

Students are responsible for informing teachers of any expected missed class time and are responsible for completing all homework when absent. Since missing class affects academic achievement, repeated absences may be reflected in the student's grades. If a student is repeatedly late or absent, the director, teacher(s), student and parent or guardian will meet to address the issue.

## Tardiness

Tardiness is disruptive to the learning process. It has a negative impact on the entire class, not just the child who is tardy. It is the policy of AMPS campuses to have students arrive to class on time.

Each student is expected to be in class each day, on time. Students who arrive after 8:45 AM are considered late, and must adhere to the consequences listed below. If students are tardy, they will receive a Tardy Pass documenting the time of arrival.

The following are excused tardies/absences:

Absence from school shall be excused only for health reasons, family emergencies and justifiable personal reasons, as required by law or permitted under this Attendance Policy.

A student's absence shall be excused for the following reasons:

1. Personal illness, including an absence for the benefit of the pupil's mental or behavioral health
2. Quarantine under the direction of a county or city health officer.
3. Medical, dental, optometric, or chiropractic appointments:
  - a. Students in grades 7-12, inclusive, may be excused from school for the purpose of obtaining confidential medical services without the consent of the student's parent or guardian.
4. For the purpose of attending the funeral services or grieving the death of either a member of the pupil's immediate family, or of a person that is determined by the pupil's parent or guardian to be in such close association with the pupil as to be considered the pupil's immediate family, so long as the absence is not more than five (5) days per incident. "Immediate family" means the parent or guardian, brother or sister, grandparent, or any other relative living in the household of the pupil.
5. For any of the following reasons, if an immediate family member of the pupil, or a person that is

determined by the pupil's parent or guardian to be in such close association with the pupil as to be considered the pupil's immediate family, has died:

- a. To access services from a victim services organization or agency.
- b. To access grief support services.
- c. To participate in safety planning or to take other actions to increase the safety of the pupil or an immediate family member of the pupil, or a person that is determined by the pupil's parent or guardian to be in such close association with the pupil as to be considered the pupil's immediate family, including, but not limited to, temporary or permanent relocation.

Absences under this section shall not be excused for more than three (3) days per incident, unless extended on a case-by-case basis at the discretion of the school administrator. "Immediate family" means the parent or guardian, brother or sister, grandparent, or any other relative living in the household of the pupil.

6. Participation in religious instruction or exercises as follows:

- a. The student shall be excused for this purpose on no more than four (4) school days per month.

7. For the purposes of jury duty in the manner provided for by law.

8. Due to the illness or medical appointment during school hours of a child of whom the student is the custodial parent, including absences to care for a sick child. (The school does not require a note from the doctor for this excuse).

9. To permit the student to spend time with an immediate family member who is an active duty member of the uniformed services, as defined in Education Code section 49701, and has been called to duty for, is on leave from, or has immediately returned from, deployment to a combat zone or combat support position. Absences granted pursuant to this paragraph shall be granted for a period of time to be determined at the discretion of the Charter School.

10. For the purpose of serving as a member of a precinct board for an election pursuant to Election Code section 12302.

11. Attendance at the student's naturalization ceremony to become a United States citizen.

12. Authorized parental leave for a pregnant or parenting student for up to eight (8) weeks, which may be extended if deemed medically necessary by the student's physician.

13. Authorization at the discretion of the Executive Director or designee, based on the facts of the student's circumstances, are deemed to constitute a valid excuse.

14. A student who holds a work permit to work for a period of not more than five (5) consecutive days in the entertainment or allied industries shall be excused from school during the period that

the student is working in the entertainment or allied industry for a maximum of up to five (5) absences per school year subject to the requirements of Education Code section 48225.5.

15. In order to participate with a not-for-profit performing arts organization in a performance for a public-school student audience for a maximum of up to five (5) days per school year provided the student's parent or guardian provides a written note to the school authorities explaining the reason for the student's absence.
16. For the purpose of participating in a cultural ceremony or event. "Cultural" for these purposes means relating to the habits, practices, beliefs, and traditions of a certain group of people.
17. For the purpose of a middle or high school pupil engaging in a civic or political event as indicated below, provided that the pupil notifies the school ahead of the absence. A "civic or political event" includes, but is not limited to, voting, poll working, strikes, public commenting, candidate speeches, political or civic forums, and town halls.
  - a. A middle school or high school pupil who is absent pursuant to this provision is required to be excused for only one school day-long absence per school year.
  - b. A middle school or high school pupil who is absent pursuant to this provision may be permitted additional excused absences in the discretion of a school administrator.
18. For the following justifiable personal reasons for a maximum of five (5) school days per school year (unless otherwise indicated), upon advance written request by the student's parent or guardian and approval by the Executive Director or designee pursuant to uniform standards:
  - a. Appearance in court.
  - b. Observance of a holiday or ceremony of the pupil's religion.
  - c. Attendance at religious retreats (not to exceed one school day per semester).
  - d. Attendance at an employment conference.
  - e. Attendance at an educational conference on the legislative or judicial process offered by a nonprofit organization.

A student who is absent due to an excused absence will be allowed to complete all assignments and tests missed during the excused absence that can be reasonably provided and will receive full credit upon satisfactory completion within a reasonable period of time. The teacher of the class from which a student is absent shall determine which tests and assignments are reasonably equivalent to, but not necessarily identical to, the tests and assignments that the student missed during the excused absence.

Note: All AMPS schools have an "everything earned" culture. Students who are truant may not be allowed to participate in school events, such as field trips and assemblies.

### Truancy

Under state law, a pupil who, without a valid medical excuse, is absent from school for three full days

in one school year or is tardy or absent for more than thirty (30) minutes during the school day on three (3) occasions in one school year, is considered truant. Once a student is designated a truant, state law requires schools, districts, counties, and courts to intervene to ensure that parents and pupils receive certain services to assist them in complying with attendance laws.

### Student Attendance Review Board ("SART")

AMPS has implemented a Student Attendance Review Team ("SART") process to address attendance and tardy issues. These panels are designed to meet with parents/guardians of children who have exceeded the allowable amount of unexcused absences. The purpose of the meeting is to discuss the child's attendance record and develop a plan for the child's regular participation in school drawing from community resources where possible. The team shall include representatives of the school, including teachers and directors, as well as community members, which may include district, county, police, and child welfare representatives. The Chief Academic Officer or designee shall chair all SARB panels.

### Procedures for Excessive Absences/ Tardies

1. Each of the first two (2) unexcused absences or unexcused tardies over 30 minutes will result in a call home to the parent/guardian by the Executive Director or designee. The student's classroom teacher may also call home.
2. Each of the third (3rd) and fourth (4th) unexcused absences or unexcused tardies over 30 minutes will result in a call home to the parent/guardian by the Executive Director or designee. In addition, the student's classroom teacher may also call home and/or the Charter School may send the parent an e-mail notification. In addition, upon reaching three (3) unexcused absences or unexcused tardies over 30 minutes in a school year, the parent/guardian will receive "Truancy Letter #1 – Truancy Classification Notice" from the Charter School notifying the parent/guardian of the student's "Truant" status. This letter must be signed by the parent/guardian and returned to the Charter School. This letter shall also be accompanied by a copy of this Attendance Policy. This letter, and all subsequent letter(s) sent home, shall be sent by Certified Mail, return receipt requested, or some other form of mail that can be tracked. This letter shall be re-sent after a fourth (4<sup>th</sup>) unexcused absence.
3. Upon reaching five (5) unexcused absences or unexcused tardies over 30 minutes, the parent/guardian will receive "Truancy Letter #2 – Habitual Truant Classification Notice and Conference Request," notifying the parent/guardian of the student's "Habitual Truant" status and a parent/guardian conference will be scheduled to review the student's records and develop an intervention plan/contract.
4. Upon reaching six (6) unexcused absences or unexcused tardies over 30 minutes, the parent/guardian will receive a "Truancy Letter #3 – Referral to SART Meeting" and the student will be referred to a Student Success Team (SST) and the SART.
5. If the conditions of the SART contract are not met, the student may incur additional administrative action up to and including disenrollment from the Charter School, consistent with the Involuntary Removal Process described below.
6. If a student is absent ten (10) or more consecutive school days without valid excuse and

the student's parent/guardian cannot be reached at the number or address provided in the registration packet and does not otherwise respond to the Charter School's communication attempts, as set forth above, the student will be in violation of this Policy and the SART contract (if any) and may be subject to disenrollment in compliance with the Involuntary Removal Process described below. If the student is disenrolled after the Involuntary Removal Process has been followed, notification will be sent within thirty (30) days to the student's last known school district of residence.

7. Any documentation received by the Charter School regarding a student's enrollment and attendance at another public or private school (i.e., CALPADS report) shall be deemed evidence of a voluntary disenrollment and shall not trigger the Involuntary Removal Process below.
8. For all communications set forth in this process, the Charter School will use the contact information provided by the parent/guardian in the registration packet. It is the parent's or guardian's responsibility to update the Charter School with any new contact information.

### Involuntary Removal Process

No student shall be involuntarily removed by Amethod Public Schools (AMPS) for any reason unless the parent or guardian of the student has been provided written notice of intent to remove the student no less than five (5) school days before the effective date of the action ("Involuntary Removal Notice"). The written notice shall be in the native language of the student or the student's parent or guardian or if the student is a foster child or youth or a homeless child or youth, the student's educational rights holder. The Involuntary Removal Notice shall include the charges against the pupil and an explanation of the pupil's basic rights including the right to request a hearing before the effective date of the action, and the CDE Enrollment Complaint Notice and Form.

The hearing shall be led by the Amethod Public Schools Board of Directors. If the student's parent, guardian, or educational rights holder requests a hearing, the student shall remain enrolled and shall not be removed until Amethod Public Schools issues a final decision. As used herein, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions or expulsions pursuant to the AMPS suspension and expulsion policy.

Upon parent/guardian request for a hearing, AMPS will provide notice of hearing, through which the pupil has a fair opportunity to present testimony, evidence, and witnesses and confront and cross-examine adverse witnesses, and at which the pupil has the right to bring legal counsel or an advocate. The notice of hearing shall be in the native language of the student or the student's parent or guardian or if the student is a foster child or youth or a homeless child or youth, the student's educational rights holder, and shall include a copy of the AMPS expulsion hearing process.

If the parent/guardian is nonresponsive to the Involuntary Removal Notice, the Student will be disenrolled as of the effective date set forth in the Involuntary Removal Notice. If the

parent/guardian requests a hearing and does not attend on the date scheduled for the hearing the Student will be disenrolled effective the date of the hearing.

If as a result of the hearing the student is disenrolled, notice will be sent to the student's last known district of residence within thirty (30) days.

A hearing decision not to disenroll the student does not prevent AMPS from making a similar recommendation in the future should student truancy continue or reoccur.

#### Referral to County District Attorney

If a child's attendance does not improve after a SARB meeting, or if the parents fail to attend a required SARB meeting, the parents and the child may be referred by AMP Schools to the District Attorney's office for prosecution through the court system. Students 12 years of age and older may be referred to the juvenile court for adjudication. Families need to understand that excessive absences and tardies are counter to a child's well-being.

Please see the Attendance Policy for more information, it can be found as a file attached to our website under the AMPS Family Handbook tab.

#### Arrival and Drop-offs; Dismissal and Pick-ups

##### School Hours

Class begins promptly at the designated start time. If your student is not in an after-school program such as tutorial or detention, then they are not allowed on campus due to a lack of supervision and must be picked up by 4:00 pm. See specific bell schedules for designated start and end times.

Students must decide with their parents in advance to be dropped off and picked up at school at the appropriate time. Students who remain after school must always remain on campus and follow all school rules.

##### Carpooling

To reduce traffic flow and parking issues, we highly recommend carpooling.

##### Morning Drop-Off Procedures:

Please be at school at the designated start time. If arriving after the start time students must go to the main office, sign-in tardy, and get a slip before going to their first period class.

- When dropping off your child at school, please make sure you have pulled up to the curb and that your student can safely exit the vehicle and go immediately into the school.
- If dropping off at any location other than the front of our school, students will be responsible for arriving at school on time.
- As of this school year, our catering organization (Better 4 You) will be providing breakfast before school starts. Please drop your child off early if they wish to partake in this new program.

## Afternoon Pick-Up Procedures

Students are only allowed to stay after school for the following reasons:

- They are participating in ASES or a staff sponsored student activity (sports, clubs, student government, etc.).
- They have been assigned detention or homework center.
- They are receiving tutoring from a staff member.

Students who choose to participate in after school activities, must regularly attend the programs. Students may not leave campus until the program ends or they are released to their parents. Students who cannot abide by this and other school rules, will be removed from their program.

If your child has after school tutoring or detention, they are required to stay for the full duration. You may not pick them up early unless there is an emergency, and you must sign them out at the office in person.

## Early Sign-outs

Please do not take your child out of school earlier than the dismissal time. Only early dismissals for doctor's appointments (that cannot be scheduled for Fridays after 12:30), funerals, and illnesses will count as excused absences. All other early pick-ups are considered unexcused.

We will evaluate the early dismissal log on a quarterly basis. If a child has excessive early dismissals, we will start the SARB (Student Attendance Review Board) process, which involves a meeting with the administration, and local community representatives which may include district, county, police, and child welfare representatives, to draft an attendance improvement plan, and strict consequences for not following through with the plan that is created. Since missing class can negatively impact academic achievement, repeated absences and excessive early pick-ups may be reflected in your student's grades and acquisition of new skills.

- In the rare event that a student needs an early dismissal, the following procedures must be followed: The student must call their legal guardian using the office phone
- The student will remain in class or the main office until an adult arrives to pick them up
- An authorized adult must come in to sign the student out – we will only release students to an adult over the age of 18 who is listed on the emergency contact form
- The student must make up all missed work

## School Visitor Policy

A notice setting forth visitor registration requirements, will be posted at entry points stating hours during which registration is required, the registration location, that location, and the penalties for violation of registration requirements.

In order to register, visitors shall, upon request, furnish the Director or designee with the following information:

1. Their name, address and occupation

2. Their age, if less than 21
3. The purpose for entering school grounds
4. Proof of identity
5. Other information consistent with the provisions of law

Please see the Visitation and Volunteer Policy for more information. It can be as a file attached to our website under the AMPS Family Handbook tab.

## Academic Program

The AMPS mission and values drive all aspects of the academic program including content standards, curriculum, teacher domains, instruction, and assessment. Every aspect of the AMPS culture supports high academic performance, instilling in students the academic and character qualities needed to succeed in school, college, and in life.

Our schools are data driven and as such, every AMPS site will have an assessment calendar and dates that will detail the bimonthly assessment of all students to capture progress and regression in content areas throughout the year. The intent is to restructure needed lessons, tutoring programs, re-teach models, and other programs to assure student progress towards goals.

### Classroom Expectations

1. Students are to come to class prepared with completed homework. While the school will provide supplies, it is recommended that students bring supplies as well. A recommended list of supplies can be provided by your child's school.
2. Students are to demonstrate respect towards all individuals in the classroom by listening and tracking the speaker and refraining from talking when others are speaking.
3. Students are to stay on task throughout each class period and actively participate in all classroom activities.
4. Students are to ask questions when needing clarification.
5. Students will seek to help each teammate rather than criticize during intense moments of learning.

### Grading Policies

Report cards are issued every nine (9) weeks. Parents/guardians may be required to come in for at least one (1) parent-teacher conference during the school year. Report card grades will reflect the effort and work students put forth in these areas. Please note that parents and guardians can access a student's record of attendance and grades at any time through the PowerSchool Portal. If you need assistance with login, please do not hesitate to contact the office.

## Homework

Homework is an essential part of the AMPS educational program. The purpose of homework is to reinforce skills taught in the classroom, to help students develop a deeper understanding of concepts, and to promote good study habits. Students must begin to develop positive work ethic and habits as they prepare their path towards college, and homework is a large part of that preparation. Part of homework is study time for tests and quizzes that make part of your child's grades. If your child is not submitting assigned homework, then expect this to be reflected in low grades. Over school breaks, holiday and summer packets will be assigned, and a parent/guardian signature is required.

Homework will be assigned daily and on weekends. This means that families must help students with their homework in ways that include:

- ☐ Checking and signing HW Planners
- ☐ Manage time with extracurricular activities
- ☐ Monitoring reading time and reading logs
- ☐ Monitor screen time (TV, cell phone, iPad, video games, etc.)
- ☐ Creating routines at home for students to complete their homework
- ☐ Provide a quiet, organized place to work

Family assistance is encouraged; however, the student must complete their homework independently in order to benefit from the additional practice. Please do not do your child's homework for them. Adult writing identified in a child's homework will be considered incomplete.

### Homework Methods:

- ☐ Follow teacher instructions for assignments
- ☐ Homework must be completed in full and in accordance with high standards for neatness, hard work and professional presentation
- ☐ All students are provided with homework folders. Homework folders are designed to teach students essential organizational skills. All assigned homework must be completed and, in the folder,
- ☐ All homework must be neat, clean, and thorough
- ☐ If the homework is late, missing, incomplete, or of poor quality, or is not completed properly, students will receive an Ed Center. If the problem continues to exist then the parent/guardian will have to attend a meeting with the classroom teacher and school administration
- ☐ Students with IEP will work with staff accordingly for their modified plans for success.

## Assessments

At AMPS students will have multiple and varied opportunities to demonstrate what they know and what they can do in all your classes. Since the school's mission is to prepare students for college and beyond, rigorous and comprehensive course examinations are an important part of student assessment. Major quarterly and final exams will be used to evaluate students' mastery of course material at the end of each quarter and semester. Additionally, individual grade levels have specific exam requirements. Information will be sent throughout the year.

## Academic Support

All students need extra help at times in order to be successful. We offer several types of academic support to our students. Teachers respond to our students' needs through their curriculum and instructional strategies.

Targeted academic support is also provided for students throughout the day during the Individualized Learning Block, small group instruction, and English Language Arts ("ELA") and Math Intervention.

If you are not enrolled in ASES, homework assistance can be obtained by reaching out to your subject teachers. At AMPS we understand each student has independent needs, and we are here to help meet those needs.

Teachers and instructional aid staff are also available during school hours and after school to help those who require additional support. Students are explicitly taught and always encouraged to ask questions in class and arrange for tutorials to maximize their understanding.

## Student Planners

All grade levels will be given a school academic planner. The planner is an important tool to assist students with their organization and time management. It is equally important for families as they can see and track all of their child's assignments. It allows students and families to plan proactively for upcoming dates, including due dates for assignments, tests and evaluations, and extracurricular commitments.

## Summer School

One of the core concepts of our program is the belief in increased educational time needed in school and offered through an extended school day and school calendar. If necessary, some students will attend our summer program as a commitment to being an Amethod Public School student.

## Supplies & Daily Checklist

Teachers will provide a supply list at the beginning of the year. It is recommended that students bring these supplies to school. If any student cannot provide them, then the school will provide them for the student.

Students should come to school every day with the following items:

- ☐ Backpack with black and blue pens, pencils, paper, eraser, pencil sharpener
- ☐ School binder
- ☐ Completed homework
- ☐ Class binders, textbooks, and any other required materials
- ☐ Proper uniform

defacing of school property. Students who are caught with Sharpie markers on campus will have the Sharpie markers confiscated and not returned along with the possibility of additional consequences.

### Promotion & Retention Overview

The AMPS school standards for progress are high and considerably more demanding than many of the local school districts and schools. The nature of the high stake's certainty of charter schools and the existing achievement gaps among racial and economic subgroups in public education, merit and justify the need for exceeding academic standards and programs. AMPS expects students to progress through each grade within one school year. To accomplish this, instruction will be made to accommodate the varying interests and needs of individual students and include strategies for addressing academic deficiencies when needed. Students shall progress through grade levels by demonstrating growth and mastery in learning and meeting grade-level standards of expected student achievement.

The following criteria will be reviewed in calculating retention of a student

- ☐ Grade Point Average (Grades below the mark of C-/2 are considered as failing and receive 0 credits). More than 2 semester grades below a C-/2 may constitute retention
- ☐ PE and language are included in grade calculations
- ☐ IEP, 504 and other modifications and plans will be reviewed during the retention decision phase
- ☐ Multiple measures assessments (including Standardized Testing and Reporting Program and Interim assessments) \* these are not used to retain. May be reviewed in conjunction with other areas
- ☐ Attendance record (More than 5 unexcused absences may constitute a retention)
- ☐ Social Emotional learning & growth (Is their maturity level ready for the next grade)

### Parent Notification

When a student is identified as being at risk of retention, the Director or designee shall notify the student's parent/guardian at the earliest time possible. The Director/designee shall also provide a copy of the student's grade and inform the parents of the school's retention policy. Appeal Process for Promoting or Retention Decisions

## School Rules, Expectations, & Policies

Our school is structured to provide a safe and orderly educational experience for our students. A safe and organized setting provides a foundation for effective teaching and learning. Our approach to discipline is two-fold. We believe in practices that are both preventative and restorative.

School rules and policies will apply to ALL students. Rules may be added throughout the year at the discretion of the site administration as needed. Our school's expectations are set high in order for all of our students to be successful.

## Behavior Policies

The following are sample situations that school staff will have zero tolerance for:

- ☐ Drug/alcohol possession
- ☐ Bullying (this includes Cyberbullying)
- ☐ Possessing Weapons
- ☐ Leaving campus without permission
- ☐ Gang paraphernalia or graffiti
- ☐ Fighting
- ☐ Not following schools' rules & procedures

We believe that higher education is the surest path to future success for ALL families, and having high expectations of all students is an absolute necessity.

Drawing the best from every student takes immense effort from the teachers, families, administrators, and students; but the results are well worth it.

The AMPS Method: All is Earned Culture

Families and students need to be aware of the disguised and hidden messages of low expectations widespread in many institutions, including public schools, and the excuses that they spread to inner city families and students of color.

Students will earn and lose the following as appropriate for behavior and work ethic: (A sample list)

1. Time in classrooms
2. Field trips
3. School Events
4. Extracurricular trips
5. Scholarships (CTY, ATDP)

### Bullying

There is zero tolerance for bullying. If a student bullies another student, the student will be warned with a referral and the parents/guardians will receive a phone call and a written notice of the incident. If the student is caught in another bullying incident, then the student may be suspended. In order for the student to return to school, the parent must meet with the Principal, and develop a

plan for the bullying to stop. Students can also self-report bullying using the school's self-reporting form for bullying (found in the Dean's office and each classroom). Please see the Suspension and Expulsion Policy and Procedures, the Uniform Complaint Policy and Procedures, and the Harassment, Discrimination, Intimidation and Bullying Policy which are available [www.amethodschools.org](http://www.amethodschools.org) to file a complaint of bullying.

### Cheating and Plagiarism

Cheating/Plagiarism is a serious offense. If a student copies another student's work/homework or if a student gives another student their work/homework, it is considered cheating. Unless a staff member has given the student permission to complete assignments with a teammate(s), all assignments must be completed independently. Please communicate with your teacher for help when in doubt. Plagiarism involves the stealing of someone else's ideas or words as one's own or the imitation of the language, ideas, and thoughts of another author (or person) and representation of them as one's original work, or the use of artificial intelligence<sup>1</sup> or chatbots without giving credit. Depending on grade level and the degree of the violation, acts of cheating/plagiarism will result in one of the following consequences: detention, community service, in school suspension, out of school suspension, or Saturday schools.

### Classroom Disturbance

The value of "Respect" is of the utmost importance at AMPS, and therefore classroom disturbances will not be tolerated. Any behavior that disrupts the instructional process, distracts students and/or teachers from classroom activities and studies, and/or creates a dangerous or fearful situation for students and/or staff will result in consequences, such as detention. Consistent disruptions will be dealt with every time in order to keep the class environment safe and conducive to all learning.

### Conduct Outside of School Hours

It is imperative that students recognize that they are representatives of their school at all times as they wear their school uniforms or logoed shirt. Therefore, any conduct outside of school hours or away from school which may adversely affect the educational process or endanger the health, safety, morals, reputation, or well-being of other students or staff members may result in a consequence by the school.

### Dress Code

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- <sup>1</sup>• *"Artificial Intelligence"*: Artificial Intelligence ("AI") is a computer, robot, or other programmed mechanical device having the humanlike capacity to perform operations and tasks analogous to learning and decision making in humans, or question answering. Examples of AI include the following:
    - *"Chatbot"*: a computer program in the form of a virtual e-mail correspondent that can reply to messages from computer users.
    - *"ChatGPT"*: ChatGPT is a generative AI chatbot. It is a natural language processing tool driven by AI technology that allows human-like conversations and much more with a chatbot. The language model can answer questions and assist with tasks, such as composing emails, essays, music, images, and code.

This dress code shall be in effect on campus during school and school sponsored activities except where modified by the site administrator for specific extracurricular activities or in special cases. The AMPS staff and administration reserve the right to determine clothing which disrupts or detracts from the educational environment. This dress code is gender neutral. Clothing may be of any fashion, style or design, as determined by the student and the student's parents/guardians.

*The following guidelines shall apply to all regular school activities:*

1. Appropriate shoes must be worn at all times, which include: sandals with a heel strap, tennis shoes, shoes with laces, and slip on shoes. The following shoes are not permitted: high heel or platform shoes, shoes with grind plates, shoes with wheels, slippers, or flip-flop sandals. Black or white shoes only due to gang color associations and student safety.
2. Accessories: The following are not permitted: wallet chains, facial piercings, or spiked bracelets.
3. Hats, caps or other head coverings shall not be worn unless it is necessary for medical or religious reasons.
4. Clothes shall be sufficient to conceal undergarments at all times. See-through or fish-net fabrics, and skirts or shorts shorter than knee-thigh are prohibited. No shirts may be worn that expose bare midriff.
5. Hair shall be clean and neatly groomed. Hair may not be sprayed by any coloring. Neatly groomed hair is essential to avoid specific gang associations by use of hair designs and/or color.
6. Coaches and teachers may impose more stringent dress requirements to accommodate the special needs of certain sports and/or classes.
7. No clothing, jewelry, accessories, or hairstyles which are, or include, a picture, writing, or insignia which is: (1) gang related; (2) presents a safety hazard to the wearer or others; (3) advertises or symbolizes any type of alcohol, drugs, tobacco, or gambling; (4) includes weapons or acts which are illegal, violent, obscene, or hazardous to one's health; (5) sexually suggestive, crude, vulgar, profane; discriminatory, obscene, contain threats, libelous; or (6) offensive or degrading to students or staff on the basis of gender, cultural, religious or ethnic values.

### Dress Code Violations

If a Charter School staff member determines that a student's attire is inappropriate or disruptive to the educational environment as described hearing, the following may occur:

1. The student may be asked to briefly leave class to change clothing to align with this dress code.

2. The Charter School may confiscate items that violate the dress code.
3. The Charter School may notify the student's parents/guardians of the dress code violation(s).
4. The Charter School may schedule a conference with the student's parents/guardians to discuss the dress code violation(s).

Students may not be disciplined, penalized academically, or removed from class as a consequence for wearing "inappropriate" attire.

For more information, please see the Dress Code Policy, it can be found as a file attached to our website under the AMPS Family Handbook tab.

### Closed Campus

Students are not allowed to leave campus under any circumstances once they have arrived on school grounds. All students must be signed out by an adult listed on the emergency card, (who must demonstrate a picture ID) filed at the school prior to leaving the campus at any other time other than the student's designated departure time.

### Field Trips

AMPS recognizes and supports the concept of connecting our students with the broader community, both locally and globally, by providing field trips, cultural and art experiences, community service opportunities, and environmental education to fulfill AMPS's mission and philosophy. These activities help to promote tolerance, understanding, and acceptance of others, and enrich the educational experiences of the students, as well as meet the Charter School's goal of creating passionate life-long learners.

The safety and security of our students is a primary priority when planning or participating in field trips or excursions. These activities will be carried out in an appropriate manner to maximize and ensure student safety and to minimize the Charter School's legal liability and financial cost.

### Disciplinary Rules

Students are under the jurisdiction of the Charter School Board at all times during the field trip or excursion and all AMPS policies continue to be enforced during field trips and excursions. Charter School disciplinary policies are to be adhered to at all times. (e.g. Horseplay, practical jokes, harassment, taunting, rough play, aggressive or violent behavior, profanity, viewing of pornographic material, and use of alcohol and/or controlled substances during the field trip or excursion are strictly prohibited.)

Except as otherwise required by law, a student may be excluded from the trip if their presence poses a safety or disciplinary risk.

For more information, please see the Field trip Policy, which can be found as a file attached to our website under the AMPS Family Handbook tab.

### General Maintenance

Students and staff are expected to make every effort to keep all school property and facilities neat and clean. By taking part in keeping their school clean, students will take more pride in their school. As a courtesy and respect for the school facility, and environment, students must not throw trash on the ground or leave trash on tables. All students, staff, and faculty are expected to, and will be required to, assist in helping keep our campuses clean.

### Personal Belongings and Gadgets

Students are not allowed to have the following items at school, and should they have personal gadgets, it is their responsibility to store them away through the school day.  
(The following is not a complete list)

- Gum
- Toys
- Nail Polish
- Chains
- Any illegal substance
- Sharpie Markers
- Electronics of any kind
- Weapons or any toy weapons
- Video games or any other electronic toys

AMPS will not be held liable for any damage or loss of the above-mentioned items, including electronic items. Items brought to school will be confiscated. A parent must come to school and schedule an appointment with the Site Director to have confiscated items returned at the school leader's discretion.

### Public Displays of Affection

The inappropriate public display of affection at school is unprofessional. Students are expected to exercise self-control and respect for the reputation of others. Specifically, any public display of affection (PDA) and or/ inappropriate sexual physical contact, whether affectionate (i.e., hand holding, kissing) or aggressive (i.e., pushing, grabbing) are not in accordance with policies at AMP Schools and will result in disciplinary action.

### Rude or Disrespectful Behavior

Students are expected to operate with the utmost integrity at all times, and therefore discourteous or inappropriate language and/or behavior or gestures toward a staff member or student will result in penalties ranging from detention to short-term suspension.

### Saturday School

Saturday school is assigned to students who do not finish their break packets, or students who receive three (3) or more referrals in one quarter. There will be one (1) Saturday school per quarter, and if your child is assigned Saturday School, they are required to attend.

### School Disturbance

Any act that may cause disruption of the school environment and/or threaten the safety or well-being of other students is strictly prohibited at all AMPS sites. Such activities may include, but are not limited to; gang-related activities, walk-outs, sit-downs, rioting, picketing, trespassing, inciting disturbances, threats to the school, pranks, etc. Penalties for such disturbances may range from lack of privileges, to suspension.

## Technology Program

At AMPS, we hope to engage our students meaningfully with the use of Technology on campus. We will not only instruct students how to properly use computers, but also concepts around Digital Citizenship and safety.

### Cell Phones

Upon entry to the school campus, cell phones must be turned off (not on vibrate or silent) and put in their backpack, and/or kept out of plain sight. Students may also leave the cell phone with a teacher in the morning and retrieve it at the end of the school day. It is the responsibility of the parent to hold their students accountable to the policies and procedures of cell phone use.

Cell phones will be confiscated if used or visible during school hours without staff permission and will only be returned to the parent at the end of the day.

Please see the Cellphone, Smartphones & Other Electronic Devices Policy, which can be found at [www.amethodschools.org](http://www.amethodschools.org)

### Technology Contract

Each student and family will be required to sign a technology contract before that student is allowed on a school computer. Students must be responsible and only use the websites allowed by their teacher. If caught on a different/inappropriate site, the consequences outlined in the contract will be followed.

Students are responsible for loss or damage to AMPS computers. Please see the Annual Notification Guide for the Lost or Damaged Property notice for more information.

### Overview of Internet Safety

AMPS has an Internet safety policy which includes, but not limited to, the following:

- ☐ Access by minors to inappropriate matters on the Internet is prohibited
- ☐ Procedures have been established to ensure the safety and security of minors when using the Internet. To this end, training and information will be provided to children so that they will refrain from giving out personal details to unknown parties at all times
- ☐ Constant supervision will be maintained to monitor the activities of the vulnerable children and the type of information they access on the computers
- ☐ AMPS will employ the use of technology such as firewalls and filters augment the effort to maintain the integrity of the technology and internet-based programs.

It is the policy of AMPS Schools to:

- ☐ Prevent user access and transmission of inappropriate material via the Internet utilizing technology resources
- ☐ Prevent unauthorized access and other unlawful online activity
- ☐ Prevent unauthorized online disclosure, use, or dissemination of personal identification information of minors, and
- ☐ Comply with the Children's Internet Protection Act [Pub. L. No. 106-554 and 47 USC 254(h)].

The policy applies to all AMPS community members, including students, teachers, staff, and designated contractual or temporary staff.

#### Technology Protection Measures

AMPS shall filter all Internet traffic originating from any AMPS location to ensure it is appropriate for minors and in compliance with all local, state and federal mandates. The AMPS Home Office support shall maintain the necessary licensing annually to ensure all applicable categories of harmful Internet content is blocked and inaccessible by community members.

AMPS shall also provide for the day-to-day administration of this content filter, which includes, but is not limited to:

- ☐ Manual blocking and unblocking of sites based on requests with legitimate educational purpose
- ☐ Application of appropriate licensing information
- ☐ Selection/de-selection of website categories deemed appropriate or inappropriate by the AMPS leadership community

- ❑ Review and analysis of usage and filtering logs
- ❑ Communication with specific Directorship concerning data and reports generated through the content filtering system

Procedures for the disabling or otherwise modifying any technology protection measure shall be the responsibility of the AMPS Technology Support.

### Monitoring and Supervision of Online Activities

It will be the responsibility of all members of AMPS staff responsible for allocating AMPS technology resources for student use to supervise and monitor appropriate usage of AMPS technology resources, especially Internet access, in accordance with the Children's Internet Protection Act.

This includes, but is not limited to:

- ❑ Logging and reporting of AMPS technology resource usage, especially Internet access
- ❑ In-classroom monitoring of student use of technology resources
- ❑ Follow-up meetings with students and/or parents concerning student use of technology resources

For more information, please see the Student Use of Technology and Acceptable Use Agreement, which can be found at [www.amethodschools.org](http://www.amethodschools.org).

### Education of minors

School staff responsible for allocating AMPS technology resources for student use shall be responsible for providing instruction to students concerning appropriate online behavior utilizing AMPS technology resources. Such instruction shall include review of specific inappropriate behavior, the consequences of such behavior, and an indication of how staff will assist students to be successful with the use of AMPS technology resources while avoiding inappropriate content.

### Education of staff

AMPS Support Office staff shall be responsible for training designated staff within individual schools to further train and support school staff on the appropriate use of AMPS technology resources. Said staff will provide guidance and training to other school staff concerning the appropriate use of AMPS technology resources.

## Student Health Programs

## Physical Education

Physical education is mandated by the California Department of Education and should be encouraged by parents and families to keep kids active and healthy. AMPS adheres to the state standards and acknowledges the importance of regular Moderate to Vigorous Physical Activity (MVPA).

If your child plays sports either in or out of school and sustains an injury, please make sure to alert the school office. We require a doctor's note for prolonged absence from PE.

## Peanut Free and Strawberry Free Campus

In order to keep our campus safe for all students, we will have a peanut and strawberry free school. Therefore, students are not allowed to bring snacks on campus that contain peanuts or strawberries. Therefore, if students are seen with snacks that contain peanuts or strawberries it will be confiscated and a peanut and strawberry free snack will be given.

## Healthy Food Campus

We are also a healthy food campus. We do not allow soda, junk food, cookies or candy on campus. Chips are allowed if they are vegetable based or whole grain. If junk food is seen, it will be confiscated.

Please see the Universal Meals Notice in the Annual Notification Guide for more information about the option to have breakfast and lunch.

## Administration of Medicine

Any student requiring medication to be dispensed must provide to the receptionist a note permitting the school to administer the medication and providing explicit instructions. No prescription medication will be dispensed to a student without this documentation present in their file. Any student who is or may be required to take, during the regular schoolday, prescription auto-injectable epinephrine ("EpiPen") or inhaled asthma medication prescribed or ordered for the student by an authorized health care provider may carry and self-administer prescription an EpiPen or inhaled asthma medication if the appropriate authorizations have been provided to the Charter School. All other medications will be securely stored and administered by the Administrative Assistant.

## Bathroom Policy

Students are encouraged to use the bathroom before school, during transition times between and during lunch and breaks. Students are expected to use the bathroom responsibly and clean up after themselves. Should the bathroom situation become an issue, the Site Directors may implement a self-monitoring class policy.

## Breakfast and Lunch Program

All AMPS schools will be providing lunch and breakfast to students. Please see the Annual

## Notification Guide for the Universal Meals notice.

Parents may pack students a healthy lunch or snack if the child is staying after school or if you wish to opt-out of the lunch program. Students do not have access to a microwave.

As a matter of safety and policy, Parents are not allowed to drop off lunches for students. Students must carry their lunch/snacks with them from the start of the school. All students are to eat in the assigned food court area. No student is to eat outside food in the court area. We will not allow students to call home during lunchtime for food arrangements. Additionally, students are not allowed to use food delivery services to obtain food. This includes but is not limited to Ubereats, Postmates, Doordash or Grubhub.

## Illness during School Hours

If a child becomes ill or injured during the school day and is not well enough to stay in class, the parent/guardian will be called to pick the child up. It is necessary to have updated emergency contact numbers on file in the school office in case the guardian cannot be contacted.

## Vision and Hearing Screenings

The California State Department of Education mandates vision and hearing screening in schools. You will be notified when your child is scheduled to be screened for vision and hearing. This screening is a general assessment of your child's vision and hearing. It may indicate possible difficulties your child may have with vision or hearing; it will not provide a confirmed diagnosis. This screening is not a substitute for regular medical visits to your child's doctor and optometrist.

You will be notified of your child's screening results only if they do not pass the test. At that time, your child will receive a referral for further evaluation by a qualified medical professional. If you choose for your child to not have screening at this time, please submit a signed written request to your Director.

## Mandated Reporting

All AMPS staff must follow state policies on reporting abuse. In California, all school workers must report abuse or neglect if they "have knowledge of or observe" instances of abuse or neglect, or if they "know or reasonably suspect" abuse or neglect have occurred.

All school personnel are mandated reporters of suspected abuse and/or neglect. Mandated reporters are required to report suspected child maltreatment immediately when they have "reasonable cause to believe that a child who is 17 years of age or younger and known to them in a professional or official capacity has been harmed or is in danger of being harmed – physically, sexually, or through neglect – and that a caregiver either committed the harm or should have taken steps to prevent the child from harm.

Please see the School Director if you have any questions or concerns.

## Visitor Code of Conduct

The site administration may refuse to register any outsider if the administration reasonably concludes that the outsider's presence or acts would disrupt the school, students, or employees; would result in

damage to property; or would result in the distribution or use of a controlled substance. The Director or designee may revoke a visitor's registration if they have a reasonable basis for concluding that the visitor's presence on school grounds would interfere or is interfering with the peaceful conduct of school activities or would disrupt or is disrupting the school, students, or staff.

The Director or designee may request that a visitor who has failed to register, or whose registration privileges have been denied or revoked, promptly leave school grounds. When an outsider is directed to leave, the Director or designee shall inform the visitor that if they reenter the school within seven days the visitor will be guilty of a misdemeanor subject to a fine and/or imprisonment. (Penal Code 627.7)

### Appeal Procedure

The Site Director or designee may withdraw consent to be on campus for up to fourteen (14) days even if the visitor has a right to be on campus whenever there is reason to believe that the person has willfully disrupted or is likely to disrupt AMPS's orderly operation. Consent may be reinstated at the discretion of the Executive Director prior to the expiration of the fourteen (14) calendar day timeline whenever the Site Director has reason to believe that the presence of the person will not constitute a substantial and material threat to the orderly operation of the School campus. The person from whom consent has been withdrawn may submit a written request for a hearing on the withdrawal within the two-week period. The written request shall state the address to which notice of hearing is to be sent. The Executive Director shall grant such a hearing not later than seven (7) days from the date of receipt of the request and shall immediately mail a written notice of the time, place, and date of such hearing to such person.

For more information, please see the Visitation and Volunteer Policy, which can be found as a file attached to our website under the AMPS Family Handbook tab.

## Miscellaneous Policies

### Freedom of Speech & Personal Expression

The Board of Directors of AMPS respects students' rights to express ideas and opinions, take stands, and support causes, whether controversial or not, through their speech, writing, printed materials, including the right of expression in official publications, and/or the wearing of buttons, badges and other insignia.

For more information about the Student's Freedom of Speech and Expression Policy, it can be found as a file attached to our website under the AMPS Family Handbook tab.

# Family Involvement Program

Amethod Public Schools believes in the importance of working together to make a positive impact on the academic and social growth of every child. Although the decision regarding the school's new policy belongs to the Board of Governance, Central AMPS Administration, and the Directorship, family involvement is not only welcome, but also critical to the success of the school. While this may be the case, parental involvement is not required for acceptance or continued enrollment to any of our schools. Please see the Parent and Family Engagement Policy for more information, it can be found as a file attached to our website under the AMPS Family Handbook tab.

## Family Involvement Opportunities

AMPS family-school relationships are maintained through:

- ☐ FST - Family & Staff Team
- ☐ PLC
- ☐ CTY camp
- ☐ School Carnival
- ☐ Summer Field Day
- ☐ School Beautification
- ☐ Communication Webs (Class/School Snowflake)
- ☐ Food Drive
- ☐ Harvest Festival
- ☐ Sports
- ☐ Photography
- ☐ Committee Work (Graduation, Family Staff Team (FST))
- ☐ Conferences with students, families, and teachers (including two nights per year)
- ☐ Workshops for students and families
- ☐ Community-wide events, celebrations and performances

Amethod Public School families are asked to:

- ☐ Reinforce the academic and behavioral standards at home
- ☐ Establish a daily routine for students that sets them up for success
- ☐ Ensure that students are well-rested and receive healthy amounts of rest
- ☐ Provide a quiet space for students to study
- ☐ Provide positive reinforcement of student progress and success
- ☐ Discuss academics and student work among family members
- ☐ Help students with homework and independent reading
- ☐ Ensure that students complete all of their homework neatly and read every night
- ☐ Send their scholar to school in the required uniform
- ☐ Attend all required parent meetings such as pre-year Orientations and Open House Nights
- ☐ Maintain constant respectful communication with teachers and administrators
- ☐ Provide support for summer sessions to avoid summer learning loss

- ☐ Assist with student recruitment
- ☐ Support other AMPS families AND, above all.... talk with your child about school and future.

### Forms & Applications

All families must fill out mandatory forms in the school registration packet. They include various forms such as permission slips and contact information.

### Changes of Address/Contact Information

Families must provide up-to-date contact information to the school and must notify the school of any changes in phone and/or address as soon as possible. This is essential in case of an emergency.

### Emergencies

Taking appropriate action whenever an emergency threatens the safety, health or welfare of a student at school or during school-sponsored activities is of utmost importance. The Chief Executive Officer, Charter School Director, or designee shall require parents/guardians to provide emergency information in order to facilitate immediate contact with parents/guardians if an accident or illness occurs. The Charter School Director or designee will use their best judgment and consider the health, and well-being of the student in a given emergency situation. Parents/guardians will be contacted immediately when a serious accident, injury or other health related concern occurs.

In order to facilitate contact in case of an emergency or accident, parents/guardians shall furnish the Director or designee with the information specified below:

1. Home address and telephone number
2. Parent/guardian's business address and telephone number
3. Parent/guardian's cell phone number and email address, if applicable
4. Name, address, and telephone number of a relative or friend to whom the student may be released and who is authorized by the parent/guardian to care for the student in cases of emergency or when the parent/guardian cannot be reached
5. Local physician to call in case of emergency
6. Health Insurance provider; if applicable

### Scheduling Meetings

If the school requests a meeting with you and your child, we need to discuss something important with you. If you would like to schedule a meeting with a teacher or administration, please contact them directly. We document all meetings and appointments.

### Providing False Information

Students engaging in any act that entails providing false information to the school will be subject to immediate consequences. Such offenses include such acts as falsifying school records, forging signatures, making or providing false statements, bribery, using an unauthorized User ID or

password, etc. Penalties for such infractions may range from being put on detentions to suspensions.

### Telephone Use

Students are not permitted to use the school phone without staff's explicit permission. Students will be allowed to use the front office phone in case of emergency at the discretion of the Director.

### Transportation

Amethod Public Schools DOES NOT provide transportation for students. Parents and/or guardians are responsible for providing their children with transportation to and from school. Students must be dropped off and picked up at assigned zones. Directors will attempt to assist students in utilizing transit programs. If a student with disabilities requires transportation, the IEP team will discuss it within an IEP team meeting.

AMPS site Faculty and staff will not be responsible for students beyond the regular and/or after school program hours. We may be required to call police or California

Protective Services (CPS) or police if we cannot contact parents or guardians through the emergency contacts after set hours.

### Voluntary Withdrawal

Amethod schools are schools of choice. As such, circumstances may arise in which a parent or guardian wishes to transfer their child to a different school. Families may withdraw students in person at the site by requesting a transcript beforehand to give school time to prepare, and by returning any school materials. Students who miss five or more consecutive days of school without notifying the school, or do not respond to messages or home visits; will risk an involuntary removal. Please see the Attendance Policy for more information.

Charter Complaint Notice form: <https://www.cde.ca.gov/sp/ch/documents/rescscomplaints0323.pdf>

- Health care coverage options and enrollment assistance: [www.coveredca.com](http://www.coveredca.com)

# Verification

I have read the student/parent handbook. I have read and understand that families and students must follow the school rules and all policies and procedures that are listed in this handbook. I am aware that I can ask questions and can make an appointment with the school's Director to discuss any items described in the handbook in more detail as needed.

---

(Please sign, and submit this page to the appropriate school office)

## SCHOOL / PARENT HANDBOOK 2024-2025

Student Name: Grade:

School Name:

Parent Name:

Phone Number:

Parent Email:

Mailing Address:

Parent Signature:

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Date: \_\_\_\_\_

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PLANNING DEPARTMENT



January 24, 2017

Amethod Public Schools  
c/o Jorge Lopez  
345 12<sup>th</sup> Street  
Oakland, CA 94607

**PROJECT NO:** PLN16-071  
**PROJECT NAME:** JOHN HENRY HIGH SCHOOL CONDITIONAL USE PERMIT  
**LOCATION:** 1402 MARINA WAY SOUTH  
**APN:** 560-181-060  
**STATUS:** APPROVED WITH CONDITIONS

Dear Mr. Lopez:

At its January 19, 2017 meeting, the Planning Commission voted 5-0 to adopt Resolution 17-02, approving your application for a Conditional Use Permit subject to the conditions as described in the attached document.

The Planning Commission's decision is subject to a 10-day appeal period which ends at **5:00 PM, on January 30, 2017**. The decision becomes final if no appeals are filed by the end of the appeal period. At that time you may prepare an application for building permits. We strongly suggest that you discuss the building permit application submittal requirements and fees with the Building Division prior to submitting your application as they vary by project type. The Building Division can be reached at (510) 620-6868. Your project plans will need to be signed off by the Planning Division prior to submitting your building permit application to the Building Division. This letter must be incorporated onto the first sheet of each plan set you submit.

Please do not hesitate to contact me at (510) 620-6887 for any questions you might have. It has been a pleasure working with you through the planning process and I look forward to coordinating with the Building Department in the next phase of your project's review.

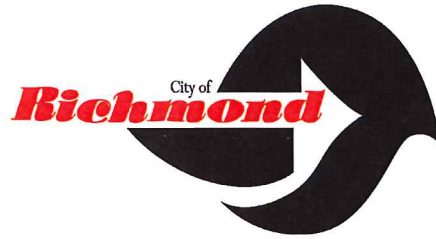
Sincerely,

A handwritten signature in black ink that reads "Jonathan Malagon".

Jonathan Malagon, Planner II  
City of Richmond | Planning Division

450 CIVIC CENTER PLAZA, RICHMOND, CA 94804

Telephone: (510) 620-6706  
Fax: (510) 620-6858



## PLANNING & BUILDING SERVICES DEPARTMENT

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### **CONDITIONAL USE PERMIT PLN16-071** **JOHN HENRY HIGH SCHOOL CONDITIONAL USE PERMIT** **1402 MARINA WAY SOUTH, RICHMOND, CA** **ASSESSOR'S PARCEL NUMBER: 560-181-060**

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At its January 19, 2017 meeting, the Planning Commission voted 5-0 to approve this permit subject to the conditions of approval contained herein. **The Planning Commission's decision is subject to a 10-day appeal period, which ends at 5:00 PM, on January 30, 2017.**

#### **CONDITIONS OF APPROVAL:**

##### **General**

1. Plans submitted for building permits shall be in conformance with the project plans stamped received by the Planning and Building Services Department on June 27, 2016, except as modified by the conditions below. Any modifications to the approved plans shall be subject to review and approval by the Planning Director to determine the level of review necessary for the proposed change.
2. The applicant shall be responsible for maintaining the parking lot and the areas adjacent to the premises of the lot free of litter at all times. The applicant shall also be responsible for the removal of all graffiti from all surfaces associated with the subject property within 48 hours of its appearance.
3. The applicant shall add ADA-compliant ramps to create an ADA-accessible path of travel to the building from Marina Way South.
4. The applicant shall maintain in good repair all building exteriors, signage, walls, lighting, draining facilities, driveways, and parking areas.

##### **Maximum Enrollment and Staff**

5. John Henry High School shall have a maximum enrollment of 455 students and 30 full-time employees. While this condition does not limit the number of students by grade, the total enrollment of John Henry High School shall not exceed 455 students.

6. The applicant shall submit student enrollment counts annually to the City's Planning and Building Services Division one month after the start of school.

#### Outdoor Recreation

7. Construction of the outdoor recreation area shall occur by the end of December 2017. The applicant shall obtain building permits for the recreation area contingent on Design Review Board approval. The Planning and Building Services Director may approve extensions due to permitting delays beyond the applicant's control.
8. If required by the City's Parks and Landscaping Division, the applicant shall maintain and renew any joint-use agreements for the use of Lucretia Edwards Shoreline Park.
9. The applicant shall encourage efforts to reduce conflicts with the public in the use of Lucretia Edwards Shoreline Park and the Bay Trail.

#### Signs

10. New signage shall comply with Article 15.04.609 Signs of the Richmond Municipal Code.

#### Indoor Air Quality

11. The applicant shall install and operate in good working order an indoor air filtration system that meets or exceeds an efficiency standard of Minimum Efficiency Reporting Value (MERV) 14 (i.e., a filter efficiency of approximately 85 percent of particulates in the range of 1.0 to 3.0 micrometers) to limit DPM and other particulate and gaseous air toxics entry to the project building. The filtration system shall use filters rated by American Society of Heating, Refrigerating and Air Conditioning Engineers (ASHRAE) to attain the prescribed level of pollutant reduction indoors. The indoor air filtration system shall be maintained (e.g. filters changed on a prescribed basis) and repaired when necessary. An operation and maintenance manual shall be prepared for the system and the filters. The manual shall include the operating instructions and the maintenance and replacement schedule.
12. The applicant shall retain a qualified consultant to locate the air intakes of the indoor ventilation system at points that provide the maximum reduction of air toxics (i.e., at the farthest feasible point from site boundaries and the highest feasible point above ground level) to provide the cleanest intake air to the school.

#### Soil Disturbance and Construction-Related Pollutant Emissions

13. Any soil disturbance activities related to the project shall include the following best management practices to reduce fugitive dust and combustion exhaust emissions per BAAQMD's CEQA Air Quality Guidelines:
  - a. All exposed surfaces (e.g., parking areas, staging areas, soil piles, graded areas, and unpaved access roads) shall be watered two times per day.
  - b. All haul trucks transporting soil, sand, or other loose material off site shall be covered.

- c. All visible mud or dirt track-out onto adjacent public roads shall be removed using wet power vacuum street sweepers at least once per day. The use of dry power sweeping is prohibited.
  - d. All vehicle speeds on unpaved roads shall be limited to 15 miles per hour.
  - e. All roadways, driveways, and sidewalks to be paved shall be completed as soon as possible. Building pads shall be laid as soon as possible after grading unless seeding or soil binders are used.
  - f. A publically visible sign shall be posted with the telephone number and person to contact at the Lead Agency regarding dust complaints. This person shall respond and take corrective action within 48 hours. The Air District's phone number shall also be visible to ensure compliance with applicable regulations.
14. Idling times shall be minimized either by shutting equipment off when not in use or reducing the maximum idling time to five minutes (as required by the California airborne toxics control measure Title 13, Section 2485 of California Code of Regulations). Clear signage shall be provided for workers at all access points.
15. All off-road equipment shall be maintained and properly tuned in accordance with manufacturer's specifications. All equipment shall be checked by a certified mechanic and determined to be running in proper condition prior to operation.
16. The applicant shall adhere to BAAQMD Regulation 8, Rule 3 for Architectural Coatings, which sets Volatile Organic Compounds (VOC) architectural coating limits for paints and solvents of 100 grams per liter or less for interior and 150 grams per liter or less for exterior surfaces.

#### Traffic and Circulation

17. The applicant shall actively encourage public transportation for students and staff, including AC Transit, BART, and other public transit that are used by the student body to get to and from school. The school shall document efforts used to promote public transit, including but not limited to:
- a. Providing transit options in the school's parent handbook, offering families local maps that highlight transit routes, distributing transit schedules, and presenting public transit options at family meetings and orientations.
  - b. Purchasing transit cards for students.
  - c. Promoting safety for students traveling on public transit.
  - d. Maintaining a "No-Driving Policy" for its students.
18. The applicant shall develop a reporting program that includes data on how students and staff are arriving to school and leaving school. The reporting template shall include the number of students and staff that use a vehicle, the number of students and staff that carpool, the number of students and staff that take public transportation, and the number of students and staff that walk or bike to and from school. Data on mode of transportation to and from school shall be gathered monthly, and an annual report shall be submitted to the City's Planning and Building Services Division at the end of each school year.

19. The applicant shall implement policies and procedures to ensure safety of students arriving and leaving school and minimize potential conflicts between automobiles, pedestrians, and cyclists, including the following:
  - a. The applicant shall provide a school crossing guard at the Marina Way South and Hall Avenue intersection during school bell times to ensure safe crossing of students using the bus.
  - b. The applicant shall provide staff, parent and volunteer support for on-site circulation during student pick-up and drop-off hours. The applicant shall ensure that at least three staff, parents, or volunteers (this number does not include the required crossing guard) support on-site circulation during student pick-up and drop-off hours.
  - c. The applicant shall monitor student drop off/pick-up to ensure safe operations, such as adequate drop off/pick-up space on-site, minimal queues on Marina Way South and Hall Avenue, and minimal potential conflicts between automobiles and pedestrians. If necessary, adjust drop off/pick-up policies, such as providing additional queue space. The applicant shall provide monitoring results to the City's Planning and Building Services Division one month after the start of school.
  - d. The applicant shall identify dedicated routes for pedestrians and bicyclists to the school and include this information in the school's parent handbook. Additionally, the applicant shall include a statement for parents and employees that parking at Lucretia Edwards Shoreline Park is not allowed for the school use. The applicant shall provide the school's parent handbook to the City's Planning and Building Services Division one month after the start of school.
  - e. The applicant shall establish "Good Neighbor" policies for traffic enforcement and methods to address unsafe driving practices. The applicant shall provide the school's parent handbook to the City's Planning and Building Services Division one month after the start of school.
20. Drop-off and pick-up times shall be staggered for grades 9-10 and grades 11-12 by at least 30 minute increments so students do not all arrive and leave at the same time. To ensure compliance with this condition, the applicant shall submit the bell schedule to the City's Planning and Building Services Division one month after the start of school on an annual basis.
21. The applicant shall remark the westbound approach of the Hall Avenue and Marina Way South intersection to provide for a shared through-left lane and an exclusive right turn lane, along with a double yellow centerline. The applicant shall obtain any necessary encroachment permits from the City's Engineering and Capital Improvement Projects Department before initiating this work.
22. The applicant shall provide a minimum of twenty-nine Class 2 bicycle parking spaces in a publicly-accessible, highly visible location on the site.
23. The applicant shall monitor bicycle parking usage and provide additional bicycle parking when the bicycle parking demand approaches capacity.
24. The applicant shall contribute a fair share toward implementing a Class III bike lane on Hall Avenue east of Marina Way South and a Class II bike lane on Marina Way South,

as indicated in the City of Richmond Bicycle Master Plan and the South Richmond Transportation Connectivity Plan.

25. Once the school becomes operational, if the City determines, based on credible evidence, that significant traffic and on-site operational impacts are occurring from school generated traffic, the City shall notify the applicant. The parties shall cooperatively work together to create operational modifications to address the impacts. Failure to adhere to any operational modifications may result in revocation of the Conditional Use Permit, as indicated below.
26. Parking for school visitors, staff, and students shall be limited to the allocated off-street parking spaces in the school parking lot. Signage shall be posted to indicate where school visitors and employees are not allowed to park.

#### Composting and Recycling

26. Consistent with the City's Climate Action Plan, the school shall have a "three-bin" recycling program (garbage, recycling, and compost).

#### Modification and Revocation of the Conditional Use Permit

27. This Conditional Use Permit may only be extended or modified as provided for in Richmond Municipal Code Section 15.04.803 (Common Procedures).
28. This Conditional Use Permit may be revoked pursuant to Richmond Municipal Code Section 15.04.803.130 (Revocation) under any of the following circumstances:
  - a. The approval of this Conditional Use Permit was obtained by means of fraud or misrepresentation of a material fact;
  - b. The use has been substantially expanded beyond what is set forth in the original permit, thereby causing substantial adverse impacts to the surrounding neighborhood;
  - c. The proposed use has ceased to exist or has been suspended for one year or more; or
  - d. There is or has been a violation of or failure to observe the terms or conditions of the permit, or the use has been conducted in violation of Article XV of the Richmond Municipal Code or any other applicable law or regulation.
29. This Conditional Use Permit shall expire if not exercised or extended within one year of its issuance. The Conditional Use Permit shall be exercised when a valid building permit has been issued for the alterations of the building, and the permitted use has commenced on the site.

#### Indemnification

30. The applicant agrees, on behalf of itself, its successor in interest and assigns, to defend, indemnify, and hold harmless the City, its Council, Planning Commission, advisory boards, officers, employees, consultants and agents (hereinafter "City") from any claim, action or proceeding (hereinafter "Proceeding") brought against the City by a third party other than the applicant to attack, set aside, void or annul the City's actions regarding

any development or land use permit, application, license, denial, approval or authorization, including, but not limited to, variances, use permits, developments plans, specific plans, general plan amendments, zoning amendments, approvals and certifications pursuant to the California Environmental Quality Act, and/or any mitigation monitoring program, or brought against the City due to acts or omissions in any way connected to the applicant's project, but excluding any approvals governed by California Government Code Section 66474.9. This indemnification shall include, but not be limited to, damages, fees and/or costs awarded against the City, if any, and costs of suit, attorney's fees and other costs, liabilities and expenses incurred in connection with such proceeding whether incurred by applicant or City. If applicant is required to defend the City as set forth above, the City shall retain the right to select the counsel who shall defend the City.

**Project Planner Contact:**

JONATHAN MALAGON  
Planning & Building Services Department  
Telephone: (510) 620-6887  
Fax: (510) 620-6858  
Web: [www.ci.richmond.ca.us/planning](http://www.ci.richmond.ca.us/planning)  
E-Mail: [Jonathan\\_Malagon@ci.richmond.ca.us](mailto:Jonathan_Malagon@ci.richmond.ca.us)

# Certificate of Completion

*Sally Li*

**AMETHOD PUBLIC SCHOOLS**

**CONFLICT OF INTEREST TRAINING**

March 27, 2024



**YOUNG • MINNEY • CORR LLP**

*Paul C. Minney*

Paul C. Minney, Founder/Partner

# Certificate of Completion

*Sylvia Flores*

**AMETHOD PUBLIC SCHOOLS**

**CONFLICT OF INTEREST TRAINING**

March 27, 2024



**YOUNG • MINNEY • CORR LLP**

*Paul C. Minney*

Paul C. Minney, Founder/Partner

# Certificate of Completion

*Maria Cirechiga*

**AMETHOD PUBLIC SCHOOLS**

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*Paul C. Minney*

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*Elisa Gallegos-Jackson*

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**CONFLICT OF INTEREST TRAINING**

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*Edgar Qurio3*

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March 27, 2024



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*Paul C. Minney*

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*Andres Emmanuelli*

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March 27, 2024



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*Paul C. Minney*

Paul C. Minney, Founder/Partner

# Certificate of Completion

*Gilbert Lopez Jr.*

**AMETHOD PUBLIC SCHOOLS**

**CONFLICT OF INTEREST TRAINING**

March 27, 2024



**YOUNG • MINNEY • CORR LLP**

*Paul C. Minney*

Paul C. Minney, Founder/Partner

## Amethod Public Schools Inc. Public Charter Schools

Board Policy 9000-00  
Conflict of Interest  
Approved (Rev. 2010, 2018)

### Purpose

The purpose of the conflict of interest (“COI”) policy is to protect Amethod Public Schools (“AMPS”) (the "Organization")’s interest as applicable to a California public charter school, and the definitions contained in the Political Reform Act of 1974, the regulations of the Fair Political Practices Commission, specifically California Code of Regulations Section 18730, and any amendments or modifications to the Act and regulations are incorporated by reference to this Code as applicable to charter schools in CA.

### Article I: Definition of Terms

- ***Interested Person***

Any director, principal officer, or member of a committee with governing board delegated powers, who has a direct or indirect financial interest, as defined below, is an interested person.

- ***Financial Interest***

A person has a financial interest if the person has, directly or indirectly, through business, investment, or family:

- a) An ownership or investment interest, other than de minimis, in any entity with which the Organization has a transaction or arrangement,
- b) A compensation arrangement with the Organization or with any entity or individual with which the Organization has a transaction or arrangement, or
- c) A potential ownership or investment interest, other than de minimis, in, or compensation arrangement with, any entity or individual with which the Organization is negotiating a transaction or arrangement.

### Article II: Designated Employees

Employees of AMPS Charter Schools, including governing board members and candidates for election and/or appointment to the governing board, who hold positions that involve the making or participation in the making, of decisions that may foreseeably have a material effect on any financial interest, shall be “designated employees.” The designated positions are listed in “Exhibit A” attached to this policy and incorporated by reference herein.

### Article III: Procedures

- **Duty to Disclose**

In connection with any actual or possible conflict of interest, an interested person must disclose the existence of a financial interest and be given the opportunity to disclose all material facts to the directors and members of committees with governing board delegated powers considering the proposed transaction or arrangement.

- **Determining Whether a Conflict of Interest Exists**

A financial interest is not necessarily a conflict of interest. A person who has a financial interest may have a conflict of interest only if the appropriate governing board or committee decides that a conflict of interest exists. After disclosure of the financial interest and all material facts, and after any discussion with the interested person, he/she shall leave the governing board or committee meeting while the determination of a conflict of interest is discussed and voted upon. The remaining board or committee members shall decide if a conflict of interest exists. Notwithstanding anything herein, a conflict of interest shall not exist and no review or action by any governing board or committee shall be necessary for one or more grants in an aggregate amount of Five Thousand Dollars (\$5,000) or less in any single calendar year, from the

Organization to an organization that is tax exempt under Section 501(c)(3) of the Internal Revenue Code, where a financial interest as described herein exists.

- **Standards of Conduct- No Board Member or Key Employee shall:**

Engage in conduct that constitutes a conflict of interest, which shall be defined as use by a Board Member or employee of authority of his/her office or employment of any confidential information received through his/her position for the private pecuniary benefit of himself/herself, a member of his immediate family, or a business with which the Board Member or employee or a member of his/her immediate family is associated. "Immediate family" is defined to mean a parent, grandparent, spouse, child, brother or sister and domestic partner.

- **Procedures for Addressing a Conflict of Interest**

- a) An interested person may make a presentation at the governing board or committee meeting, but after the presentation, he/she shall leave the meeting during the discussion of, and the vote on, the transaction or arrangement involving the possible conflict of interest.
- b) The President or chairperson of the governing board or committee shall, if appropriate, appoint a disinterested person or committee to investigate alternatives to the proposed transaction or arrangement.
- c) After exercising due diligence, the governing board or committee shall determine whether the Organization can obtain with reasonable efforts a more advantageous transaction or arrangement from a person or entity that would not give rise to a conflict of interest.
- d) If a more advantageous transaction or arrangement is not reasonably possible under circumstances not producing a conflict of interest, the governing board or committee shall determine by a majority vote of the disinterested directors whether the transaction or arrangement is in the Organization's best interest, for its own benefit, and whether it is fair and reasonable. In conformity with the above determination it shall make its decision as to whether to enter into the transaction or arrangement.

- **Violations of the Conflicts of Interest Policy**

- a) If the governing board or committee has reasonable cause to believe a member has failed to disclose actual or possible conflicts of interest, it shall inform the member of the basis for such belief and afford the member an opportunity to explain the alleged failure to disclose.
- b) If, after hearing the member's response and after making further investigation as warranted by the circumstances, the governing board or committee determines the member has failed to disclose an actual or possible conflict of interest, it shall take appropriate disciplinary and corrective action.

#### **Article IV: Records of Proceedings**

The minutes of the governing board and all committees with board delegated powers shall contain:

- a) The names of the persons who disclosed or otherwise were found to have a financial interest in connection with an actual or possible conflict of interest, the nature of the financial interest, any action taken to determine whether a conflict of interest was present, and the governing board's or committee's decision as to whether a conflict of interest in fact existed.

The names of the persons who were present for discussions and votes relating to the transaction or arrangement, the content of the discussion, including any alternatives to the proposed transaction or arrangement, and a record of any votes taken in connection with the proceedings.

#### **Article V: Compensation**

- (a) A voting member of the governing board who receives compensation, directly or indirectly, from the Organization for services is precluded from voting on matters pertaining to that member's compensation.
- (b) A voting member of any committee whose jurisdiction includes compensation matters and who receives compensation, directly or indirectly, from the Organization for services is precluded from voting on matters pertaining to that member's compensation.

- (c) A voting member of the governing board or any committee whose jurisdiction includes compensation matters and who receives compensation, directly or indirectly, from the Organization, either individually or collectively, is prohibited from providing information to any committee regarding compensation.

#### **Article VI: Annual Statements**

Each director, principal officer and member of a committee with governing board delegated powers shall annually sign a statement which affirms such person:

- a) Has received a copy of the conflicts of interest policy,
- b) Has read and understands the policy,
- c) Has agreed to comply with the policy, and
- d) Understands the Organization is charitable and in order to maintain its federal tax exemption it must engage primarily in activities which accomplish one or more of its tax-exempt purposes.

#### **Article VII: Periodic Reviews**

To ensure the Organization operates in a manner consistent with charitable purposes and does not engage in activities that could jeopardize its tax-exempt status, periodic reviews shall be conducted. The periodic reviews shall, at a minimum, include the following subjects:

- a) Whether compensation arrangements and benefits are reasonable, based on competent survey information, and the result of arm's length bargaining.
- b) Whether partnerships, joint ventures, and arrangements with management organizations conform to the Organization's written policies, are properly recorded, reflect reasonable investment or payments for goods and services, further charitable purposes and do not result in inurement, impermissible private benefit or in an excess benefit transaction.

#### **Article VIII: Anti-Nepotism**

Consistent with the principle that employees and prospective employees shall be hired, evaluated, and advanced on the basis of individual merit, without reference to considerations of any factors not involving professional qualifications and performance, the following restrictions, designed to avoid the possibility of favoritism based on family or personal relationship, shall be observed with respect to personnel:

- a) No one with supervisory responsibility shall hire or recommend for hire any related person.
- b) With respect to the concurrent service of related persons within the same department, neither related person shall be permitted, either individually or as a member of the faculty or as a member of a committee, to participate in the evaluation, advancement, or salary decisions of the other related person.

The definition of "related persons" includes: parent and child; siblings; grandparent and grandchild; spouses and registered domestic partners; aunt/uncle and niece/nephew, and step-parent and step-child.



## Amethod Public Schools

### Special Meeting of the AMPS Board of Directors

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#### Date and Time

Thursday August 10, 2023 at 3:00 PM PDT

#### Location

1450 Marina Way South, Richmond CA 94804

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The Board of Directors (Board) and employees of Amethod Public Schools will be holding this meeting in person at **1450 Marina Way South, Richmond, CA 94804**.

Members of the public who wish to attend in person can join us at Richmond Charter Academy (RCA) at 1450 Marina Way South, Richmond, CA 94804. Or members of the public may meet via the Zoom meeting platform at:

<https://us02web.zoom.us/j/83187954557>

We also offer two-way teleconference locations for the public to attend in our Oakland school sites:

Oakland Charter High School- 2433 Coolidge Ave, Oakland, CA 94601

Downtown Charter Academy- 2000 Dennison St, Oakland, CA 94606

Oakland Charter Academy- 4215 Foothill Blvd, Oakland, CA 94601

**Participating by Telephone:** 669-900-9128 Meeting ID: 831 8795 4557

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ORDER OF BUSINESS MAY BE CHANGED WITHOUT NOTICE

## Agenda

	Purpose	Presenter	Time
<b>I. Opening Items</b>			<b>3:00 PM</b>
<b>A.</b> Call the Meeting to Order		Gilbert Lopez Jr.	5 m
<b>B.</b> Record Attendance		Sally Li	2 m
Vice Chair Nick Driver will be joining via teleconference at 2 Positive Place, Vallejo, CA 94589			
Board Member Edgar Quiroz will be joining via teleconference at 85 Moraga Way, Orinda, CA 94563			
<b>C.</b> Announcements			2 m
<b>D.</b> Public Comments on Non-Agenda Items			2 m
Members of the public may comment here on non-agenda items that relate to one or more schools operated by Amethod Public Schools.			
<b>II. Business</b>			<b>3:11 PM</b>
<b>A.</b> Approval to Amend Amethod Public Schools Academic Calendar 2023-2024	Vote		10 m
<b>III. Closing Items</b>			<b>3:21 PM</b>
<b>A.</b> Adjourn Meeting	FYI	Gilbert Lopez Jr.	1 m

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APPROVED



# Amethod Public Schools

## Minutes

### Special Meeting of the AMPS Board of Directors

---

#### Date and Time

Thursday August 10, 2023 at 3:00 PM

#### Location

1450 Marina Way South, Richmond CA 94804

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The Board of Directors (Board) and employees of Amethod Public Schools will be holding this meeting in person at **1450 Marina Way South, Richmond, CA 94804**.

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## ORDER OF BUSINESS MAY BE CHANGED WITHOUT NOTICE

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### Directors Present

A. Emmanuelli, E. Gallegos, G. Lopez Jr., N. Driver (remote)

### Directors Absent

E. Quiroz

### Guests Present

S. Li

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## I. Opening Items

### A. Call the Meeting to Order

G. Lopez Jr. called a meeting of the board of directors of Amethod Public Schools to order on Thursday Aug 10, 2023 at 3:35 PM.

### B. Record Attendance

### C. Announcements

No announcements were made.

### D. Public Comments on Non-Agenda Items

No public comments were made.

## II. Business

**A. Approval to Amend Amethod Public Schools Academic Calendar 2023-2024**

E. Gallegos made a motion to Approve Amended Amethod Public Schools Academic Calendar 2023-2024.

N. Driver seconded the motion.

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

**Roll Call**

G. Lopez Jr. Aye

N. Driver Aye

E. Gallegos Aye

E. Quiroz Absent

A. Emmanuelli Aye

**III. 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 3:37 PM.

Respectfully Submitted,

G. Lopez Jr.

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## Amethod Public Schools

### Regular Meeting of the AMPS Board of Directors

---

#### Date and Time

Wednesday August 16, 2023 at 6:00 PM PDT

#### Location

1450 Marina Way South, Richmond, CA 94804

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The Board of Directors (Board) and employees of Amethod Public Schools will be holding this meeting in person at **1450 Marina Way South, Richmond, CA 94804**.

Members of the public who wish to attend in person can join us at Richmond Charter Academy (RCA) at 1450 Marina Way South, Richmond, CA 94804. Or members of the public may meet via the Zoom meeting platform at:

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ORDER OF BUSINESS MAY BE CHANGED WITHOUT NOTICE

## Agenda

	Purpose	Presenter	Time
<b>I. Opening Items</b>			<b>6:00 PM</b>
<b>A.</b> Call the Meeting to Order		Gilbert Lopez Jr.	5 m
<b>B.</b> Record Attendance		Sally Li	2 m
<b>C.</b> Announcements			2 m
<b>D.</b> Public Comments on Non-Agenda Items			2 m
Members of the public may comment here on non-agenda items that relate to one or more schools operated by Amethod Public Schools.			
<b>II. Consent</b>			<b>6:11 PM</b>
<b>A.</b> Approval of 06/21/2023 Regular Board Meeting Minutes	Approve Minutes		2 m
<b>B.</b> Approval of 07/26/2023 Board Retreat Meeting Minutes	Approve Minutes		2 m
<b>C.</b> Approval of 07/26/2023 Special Board Meeting Minutes	Approve Minutes		2 m

	Purpose	Presenter	Time
<b>D.</b> Approval of 08/10/2023 Special Board Meeting Minutes	Approve Minutes		2 m
<b>III. Business</b>			<b>6:19 PM</b>
<b>A.</b> Approval of Celebration Speech Group Master Contract for Benito Juarez Elementary	Vote	Chloe Gia	2 m
<b>B.</b> Approval of Revised Ed Sped Solution Master Contract 2023-24	Vote	Chloe Gia	2 m
<b>C.</b> Approval of Lexia Learning Proposals; Benito Juarez Elementary, Richmond Charter Academy, John Henry High School, Downtown Charter Academy, Oakland Charter Academy, and Oakland Charter High School	Vote	Jamal Taylor	5 m
<b>IV. Closed Session</b>			<b>6:28 PM</b>
<b>A.</b> Chief Executive Officer Evaluation	Discuss		20 m
<b>V. Closing Items</b>			<b>6:48 PM</b>
<b>A.</b> Adjourn Meeting	FYI	Gilbert Lopez Jr.	1 m

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## Amethod Public Schools

### Regular Meeting of the AMPS Board of Directors

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#### Date and Time

Wednesday September 20, 2023 at 6:00 PM PDT

#### Location

1450 Marina Way South, Richmond, CA 94804

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ORDER OF BUSINESS MAY BE CHANGED WITHOUT NOTICE

## Agenda

	Purpose	Presenter	Time
<b>I. Opening Items</b>			<b>6:00 PM</b>
<b>A.</b> Call the Meeting to Order		Gilbert Lopez Jr.	5 m
<b>B.</b> Record Attendance		Sally Li	2 m
<b>C.</b> Announcements			2 m
<b>D.</b> Public Comments on Non-Agenda Items			2 m
Members of the public may comment here on non-agenda items that relate to one or more schools operated by Amethod Public Schools.			
<b>II. Consent</b>			<b>6:11 PM</b>
<b>A.</b> Approval of 08/16/2023 Regular Board Meeting Minutes	Approve Minutes		2 m
<b>B.</b> Approval of Professional Boundaries Policy	Vote		2 m
<b>C.</b> Approval of Records Retention Policy	Vote		2 m
<b>D.</b> Approval of Telework Policy	Vote		2 m
<b>E.</b> Approval of the Board Designee to Accept Donations	Vote		2 m

	Purpose	Presenter	Time
<b>F.</b> Approval of Consolidated Application and Reporting System (CARS) 2023-2024	Vote		2 m
<b>G.</b> Approval of Adoption of the Fiscal Crisis and Management Assistance Team California Charter School Accounting and Best Practices Manual	Vote		2 m
<b>III. Business</b>			<b>6:25 PM</b>
<b>A.</b> Approval of Financial Audit Report FY 21-22	Vote		2 m
<b>B.</b> Approval of Unaudited Actuals 2022-2023	Vote	Marie Arce	10 m
<b>C.</b> Education Growth Group Charter Renewal Presentation- Richmond Charter Academy and Oakland Charter High School	FYI	Ismael Soto	10 m
<b>IV. Discussion</b>			<b>6:47 PM</b>
<b>A.</b> Chief Executive Officer Report and Instructional Update	FYI	Evelia Villa	20 m
<b>V. Closed Session</b>			<b>7:07 PM</b>
<b>A.</b> Chief Executive Officer Evaluation	Discuss		20 m
<b>B.</b> ANTICIPATED LITIGATION Significant exposure to litigation pursuant to Paragraph (2) or (3) of subdivision (d) of Section 54956.9: (1 Case)	Discuss		20 m
<b>VI. Closing Items</b>			<b>7:47 PM</b>
<b>A.</b> Adjourn Meeting	FYI	Gilbert Lopez Jr.	1 m

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# Amethod Public Schools

## Minutes

### Regular Meeting of the AMPS Board of Directors

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#### Date and Time

Wednesday September 20, 2023 at 6:00 PM

#### Location

1450 Marina Way South, Richmond, CA 94804

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The Board of Directors (Board) and employees of Amethod Public Schools will be holding this meeting in person at **1450 Marina Way South, Richmond, CA 94804**.

Members of the public who wish to attend in person can join us at Richmond Charter Academy (RCA) at 1450 Marina Way South, Richmond, CA 94804. Or members of the public may meet via the Zoom meeting platform at:

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Oakland Charter High School- 2433 Coolidge Ave, Oakland, CA 94601

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Oakland Charter Academy- 4215 Foothill Blvd, Oakland, CA 94601

**Participating by Telephone:** 669-900-9128 Meeting ID: 831 8795 4557

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### Directors Present

A. Emmanuelli, E. Gallegos, E. Quiroz, G. Lopez Jr., N. Driver

### Directors Absent

*None*

### Directors who arrived after the meeting opened

N. Driver

### Directors who left before the meeting adjourned

E. Quiroz

### Guests Present

S. Li

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## I. Opening Items

### A. Call the Meeting to Order

G. Lopez Jr. called a meeting of the board of directors of Amethod Public Schools to order on Wednesday Sep 20, 2023 at 6:03 PM.

### B. Record Attendance

N. Driver arrived.

E. Quiroz left at 8:05 PM.

### C.

## Announcements

No announcements were made.

### D. Public Comments on Non-Agenda Items

Ms. Mojica, grandparent of student is concerned that the school will be closing. She is afraid of the grades and the F's in her grand daughter's PowerSchool account. She did not know the previous principal is no longer at the school and she does not like the new principal. She is also concerned about the sports, the lack of communication, lack of professional teachers, and lack of staff.

## II. Closed Session

### A. Chief Executive Officer Evaluation

Board Chair Gilbert Lopez Jr. amends the agenda and moves Closed Session items to before the Consent items.

Board Vice Chair Nick Driver arrives.

Board reconvenes from closed session at 7:59pm and have no reportable actions.

### B. ANTICIPATED LITIGATION Significant exposure to litigation pursuant to Paragraph (2) or (3) of subdivision (d) of Section 54956.9: (1 Case)

No reportable actions.

## III. Consent

### A. Approval of 08/16/2023 Regular Board Meeting Minutes

E. Gallegos made a motion to approve the minutes from Regular Meeting of the AMPS Board of Directors on 08-16-23.

E. Quiroz seconded the motion.

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

#### Roll Call

E. Gallegos Aye

G. Lopez Jr. Aye

A. Emmanuelli Aye

E. Quiroz Aye

N. Driver Aye

### B. Approval of Professional Boundaries Policy

A. Emmanuelli made a motion to Approval of Professional Boundaries Policy.

N. Driver seconded the motion.

Board member Andres Emmanuelli asks if AMPS is tracking the social media section or if it is an honor system from staff.

Evelia Villa, CEO says it is an honor system.

Board member Elisa Gallegos asks if there are additional training for staff.

Evelia Villa, CEO says yes there is additional training on Vector Solutions.

Board member Edgar Quiroz leaves the meeting at 8:05pm.

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

**Roll Call**

E. Gallegos	Aye
N. Driver	Aye
G. Lopez Jr.	Aye
E. Quiroz	Absent
A. Emmanuelli	Aye

**C. Approval of Records Retention Policy**

N. Driver made a motion to Approve Records Retention Policy.

E. Gallegos seconded the motion.

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

**Roll Call**

A. Emmanuelli	Aye
E. Quiroz	Absent
N. Driver	Aye
E. Gallegos	Aye
G. Lopez Jr.	Aye

**D. Approval of Telework Policy**

E. Gallegos made a motion to Approve Telework Policy.

A. Emmanuelli seconded the motion.

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

**Roll Call**

G. Lopez Jr.	Aye
A. Emmanuelli	Aye
N. Driver	Aye
E. Gallegos	Aye
E. Quiroz	Absent

**E. Approval of the Board Designee to Accept Donations**

N. Driver made a motion to Approve the Board Designee to Accept Donations.

A. Emmanuelli seconded the motion.

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

**Roll Call**

G. Lopez Jr. Aye

E. Gallegos Aye

E. Quiroz Absent

A. Emmanuelli Aye

N. Driver Aye

**F. Approval of Consolidated Application and Reporting System (CARS) 2023-2024**

N. Driver made a motion to Approve Consolidated Application and Reporting System (CARS) 2023-2024.

A. Emmanuelli seconded the motion.

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

**Roll Call**

E. Quiroz Absent

A. Emmanuelli Aye

N. Driver Aye

E. Gallegos Aye

G. Lopez Jr. Aye

**G. Approval of Adoption of the Fiscal Crisis and Management Assistance Team California Charter School Accounting and Best Practices Manual**

N. Driver made a motion to Approve the Adoption of the Fiscal Crisis and Management Assistance Team California Charter School Accounting and Best Practices Manual.

E. Gallegos seconded the motion.

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

**Roll Call**

G. Lopez Jr. Aye

E. Quiroz Absent

E. Gallegos Aye

A. Emmanuelli Aye

N. Driver Aye

**IV. Business**

**A. Approval of Financial Audit Report FY 21-22**

N. Driver made a motion to Approve Financial Audit Report FY 21-22.

E. Gallegos seconded the motion.

Vice Chair Nick Driver asks if this is a retroactive approval for something that was completed in June.

Marie Arce, Senior Director of Finance says yes, this is the Final Audit Report that was completed in June. She also shares a slide showing the comparison of 2020/2021 - 2021/2022 audits and the reports of internal controls.

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

**Roll Call**

E. Quiroz	Absent
N. Driver	Aye
E. Gallegos	Aye
A. Emmanuelli	Aye
G. Lopez Jr.	Aye

**B. Approval of Unaudited Actuals 2022-2023**

E. Gallegos made a motion to Approve Unaudited Actuals 2022-2023.

N. Driver seconded the motion.

Marie Arce, Senior Director of Finance shares her presentation on Unaudited Actuals. She goes over a new reporting called SACS, update on 2022/2023 audit that will be submitted to the states, and fund balance.

Vice Chair Nick Driver asks what is the total fund balance percentage.

Marie Arce, Senior Director of Finance says she cannot give an estimate of the fund balance from 2021/2022 due to the constant changes. Her team will calculate for an estimate and will provide a number by next month's meeting.

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

**Roll Call**

N. Driver	Aye
G. Lopez Jr.	Aye
E. Quiroz	Absent
A. Emmanuelli	Aye
E. Gallegos	Aye

**C. Education Growth Group Charter Renewal Presentation- Richmond Charter Academy and Oakland Charter High School**

Ismael Soto, VP of Program and Strategic Initiatives from Education Growth Group introduces himself and he has been in K12 charter schools for 26 years. He has decades of experience in charter renewals. He says Education Growth Group is a group of experienced leaders who know education, including equity, business, compliance, technology, instruction, data analytics, finance, facilities, operations, talent development, community engagement, communications, policy, and governance. Education Growth Group will provide charter petition drafting and community preparation services to AMPS Charter Schools throughout the renewal process on an as-needed basis with the initial scope of services.

Board member Elisa Gallegos asks how do we get accepted in the first round of renewals.

Ismael Soto, VP of Program and Strategic Initiatives says it just so happens that the schools are going through another round of renewals after AB51.

Evelia Villa, CEO says these school's charters were set to renew before covid.

Vice Chair Nick Driver asks when should we start targeting submissions.

Ismael Soto, VP of Program and Strategic Initiatives says the target timeline is August 2024.

## V. Discussion

### A. Chief Executive Officer Report and Instructional Update

Evelia Villa, CEO shares her presentation covering topics on current enrollment, vacancy update, Williams visit, AMPS school board visit, college visits to high schools, 9/15 professional development, spirit week, curriculum Pilot-IReady, NWEA Testing, ELPAC Testing, Community Schools Grant, US New and Review- Best High Schools, executive assistant, and Hispanic Heritage Month.

School site leaders, Dr. Walker, Ms. Nash, Ms. Cardenas, Dr. Ellingberg, Dean Galindo, and Mrs. Prokopienko introduce themselves to the board.

## 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 9:01 PM.

Respectfully Submitted,  
G. Lopez Jr.

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## Amethod Public Schools

### Regular Meeting of the AMPS Board of Directors

---

#### Date and Time

Wed Nov 15, 2023 at 6:00 PM PST

#### Location

1450 Marina Way South, Richmond, CA 94804

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## Agenda

	Purpose	Presenter	Time
<b>I. Opening Items</b>			<b>6:00 PM</b>
<b>A.</b> Call the Meeting to Order		Gilbert Lopez Jr.	5 m
<b>B.</b> Record Attendance		Sally Li	2 m
<b>C.</b> Announcements			2 m
<b>D.</b> Public Comments on Non-Agenda Items			2 m
Members of the public may comment here on non-agenda items that relate to one or more schools operated by Amethod Public Schools.			
<b>II. Closed Session</b>			<b>6:11 PM</b>
<b>A.</b> Chief Executive Officer Candidate Interviews	Discuss		90 m
<b>III. Consent</b>			<b>7:41 PM</b>
<b>A.</b> Approval of 09/20/2023 Regular Board Meeting Minutes	Approve Minutes		2 m
<b>B.</b> Approval to Rescind Telework Policy	Vote		2 m
<b>C.</b> Approval of Latino Education and Advancement Foundation (LEAF) Consulting Agreement	Vote	Evelia Villa	2 m

	Purpose	Presenter	Time
<b>D.</b> Approval of J&V Integrated Strategies LLC Agreement	Vote	Evelia Villa	2 m
<b>E.</b> Approval of Senior Grad Night Proposals; Oakland Charter High School and John Henry High School	Vote	Jasmine Nash and Jennifer Crocker	5 m

**IV. Discussion****7:54 PM**

<b>A.</b> Instructional Update: Smarter Balanced Assessment Consortium (SBAC) Results and Goals; Benito Juarez Elementary, Richmond Charter Academy, John Henry High School, Downtown Charter Academy, Oakland Charter Academy, and Oakland Charter High School	FYI	Ms. Lee, Dr. Ellingberg, Ms. Nash, Ms. Coleman, Ms. Crocker, Dr. Walker, Ms. Villa	30 m
<b>B.</b> Chief Executive Officer Report  Topics discussed during this report include John Henry class of 2024 update, Innovare, enrollment, attendance, renewals, and California Community School Grant activities.	FYI	Evelia Villa	20 m

**V. Closing Items****8:44 PM**

<b>A.</b> Adjourn Meeting	FYI	Gilbert Lopez Jr.	1 m
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# Amethod Public Schools

## Minutes

### Regular Meeting of the AMPS Board of Directors

---

#### Date and Time

Wednesday November 15, 2023 at 6:00 PM

#### Location

1450 Marina Way South, Richmond, CA 94804

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#### Directors Present

A. Emmanuelli, E. Quiroz, G. Lopez Jr., N. Driver

#### Directors Absent

E. Gallegos

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### I. Opening Items

#### A. Call the Meeting to Order

G. Lopez Jr. called a meeting of the board of directors of Amethod Public Schools to order on Wednesday Nov 15, 2023 at 6:06 PM.

#### B. Record Attendance

#### C. Announcements

No announcements were made.

#### D. Public Comments on Non-Agenda Items

2 public comments were made.

Neftlali thanks Amethod Public Schools Board for allowing Safetight the opportunity to work together. He provides an update on the current status of the intrusion alarm system, the VPN cloud system, and the challenges they have been facing. He asks for assistance and support in this matter to troubleshoot errors to get the system up again.

Robert Moncada, External Affairs thanks Dr. Lavado a volunteer in East Oakland who has been offering free physical exams to student athletes. He has been taking in students and families for TB testing, physicals, covid-19 testing, etc in his clinic at no charge.

## II. Closed Session

### A. Chief Executive Officer Candidate Interviews

Board reconvenes from closed session at 9:26pm. The board has unanimously agreed and tentatively selected a potential CEO candidate for the Amethod Public Schools system. There are a few items and details still pending before the final decision is made.

## III. Consent

### A. Approval of 09/20/2023 Regular Board Meeting Minutes

A. Emmanuelli made a motion to approve the minutes from Regular Meeting of the AMPS Board of Directors on 09-20-23.

E. Quiroz seconded the motion.

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

#### Roll Call

N. Driver	Aye
A. Emmanuelli	Aye
G. Lopez Jr.	Aye
E. Quiroz	Aye
E. Gallegos	Absent

### B. Approval to Rescind Telework Policy

A. Emmanuelli made a motion to Rescind Telework Policy.

E. Quiroz seconded the motion.

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

#### Roll Call

E. Gallegos	Absent
N. Driver	Aye
A. Emmanuelli	Aye
E. Quiroz	Aye
G. Lopez Jr.	Aye

### C. Approval of Latino Education and Advancement Foundation (LEAF) Consulting Agreement

A. Emmanuelli made a motion to Approve Latino Education and Advancement Foundation (LEAF) Consulting Agreement.

E. Quiroz seconded the motion.

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

**Roll Call**

N. Driver	Aye
E. Quiroz	Aye
G. Lopez Jr.	Aye
A. Emmanuelli	Aye
E. Gallegos	Absent

**D. Approval of J&V Integrated Strategies LLC Agreement**

A. Emmanuelli made a motion to Approve J&V Integrated Strategies LLC Agreement.

E. Quiroz seconded the motion.

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

**Roll Call**

E. Quiroz	Aye
A. Emmanuelli	Aye
N. Driver	Aye
E. Gallegos	Absent
G. Lopez Jr.	Aye

**E. Approval of Senior Grad Night Proposals; Oakland Charter High School and John Henry High School**

Board Chair, Gilbert asks if John Henry High School's proposal include all students for the Disneyland Trip as it does not indicate on there. He says that the Oakland Charter High School's proposal indicates that all students will be included and it involves fundrasing.

Mrs. Villa suggests the board only approves Oakland Charter High School's proposal and waits for a revision from John Henry High School's proposal in December's board meeting. She said there were some confusion on John Henry High School's team and the proposal was brought to the agenda at a later time. She asks Ms. Cardenas if she had any communication with John Henry High School's leadership team in regards to their proposal to ensure it is as equitable for the students as possible.

Ms. Cardenas responds she did not have communication with them and says Disneyland has approved tickets for 60 Oakland Charter High School students.

Mrs. Villa suggests for the board to approve of both high school's proposal with the caveat that John Henry High School adheres to Oakland Charter High School's proposal to stay aligned.

A. Emmanuelli made a motion to Approve Senior Grad Night Proposals; Oakland Charter High School and John Henry High School.

E. Quiroz seconded the motion.

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

**Roll Call**

A. Emmanuelli	Aye
E. Quiroz	Aye
G. Lopez Jr.	Aye
E. Gallegos	Absent
N. Driver	Aye

**IV. Discussion**

**A. Instructional Update: Smarter Balanced Assessment Consortium (SBAC) Results and Goals; Benito Juarez Elementary, Richmond Charter Academy, John Henry High School, Downtown Charter Academy, Oakland Charter Academy, and Oakland Charter High School**

Ms. Cardenas, Dean of Instruction from Oakland Charter High School shares her Smarter Balanced Assessment Consortium presentation covering ELPAC results, goals, and action plans.

Ms. Lee, Site Director from Downtown Charter Academy shares her Smarter Balanced Assessment Consortium presentation covering ELPAC results, goals, and action plans.

Ms. Galindo, Dean of Instruction from Benito Juarez Elementary shares her Smarter Balanced Assessment Consortium presentation covering ELPAC results, goals, and action plans.

Mrs. Villa says Oakland Charter Academy, Richmond Charter Academy, and John Henry High School will present next month.

Nick Driver asks Ms. Galindo what curriculum does Benito Juarez Elementary use.

Ms. Galindo says iReady for math and ELA and Lexia Learning for ELD.

Dr. Walker shares celebrations for Benito Juarez Elementary. Over the last month 73% of students have passed lessons on iReady. 75% of students have passed iReady reading. 73% have passed 70-100% on iReady lessons. For math, 87% have either scored 70-100%. To date, 91% of students are active and engaged on iReady.

Vice Chair, Nick Driver asks Ms. Lee what is the magic potion at Downtown Charter Academy.

Ms. Lee says the team and school culture makes the biggest impact on improvement. The team are happy to work there and experienced teachers make a huge impact. She has lost some experience teachers to different schools and still have a vacancy.

Downtown Charter Academy leaders also train paraprofessionals to become future teachers.

## **B. Chief Executive Officer Report**

Mrs. Villa shares her CEO report covering topics on parent conferences, Williams reports, professional development with Relay Education, CREDO report, Innovare, and California Community Schools Grant update.

Nicholas Freeman, Co-founder and Chief Growth Officer introduces himself and shares what Innovare does and can do for Amethod Public Schools.

Vice Chair, Nick Driver asks in the future, if Amethod Public Schools will consider merging their schools which can benefit one and other during a tough renewal.

## **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 10:23 PM.

Respectfully Submitted,  
G. Lopez Jr.

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## Amethod Public Schools

### Regular Meeting of the AMPS Board of Directors

---

#### Date and Time

Wednesday December 13, 2023 at 6:00 PM PST

#### Location

1450 Marina Way South, Richmond, CA 94804

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ORDER OF BUSINESS MAY BE CHANGED WITHOUT NOTICE

## Agenda

	Purpose	Presenter	Time
<b>I. Opening Items</b>			<b>6:00 PM</b>
<b>A.</b> Call the Meeting to Order		Gilbert Lopez Jr.	5 m
<b>B.</b> Record Attendance		Sally Li	2 m
<b>C.</b> Announcements			2 m
Board Member Resignation			
<b>D.</b> Public Comments on Non-Agenda Items			2 m
Members of the public may comment here on non-agenda items that relate to one or more schools operated by Amethod Public Schools.			
<b>II. Consent</b>			<b>6:11 PM</b>
<b>A.</b> Approval of 11/15/2023 Regular Board Meeting Minutes	Approve Minutes		2 m
<b>B.</b> Approval of La Loma Clinic Proposal for Mental Health Coordination Services	Vote	Evelia Villa	2 m
<b>III. Closed Session</b>			<b>6:15 PM</b>
<b>A.</b> Conference with Labor Negotiator	Discuss		45 m

	Purpose	Presenter	Time
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Agency Designated Representative: Board Chair  
Unrepresented Employee: Chief Executive Officer

#### IV. Business 7:00 PM

- |    |   |      |                   |      |
|----|---|------|-------------------|------|
| A. | Approval of Compensation Comparability Study Board for Chief Executive Officer Position | Vote |                   | 10 m |
| B. | Board Chair: Required Oral Report Regarding Chief Executive Officer Employment Contract | FYI  | Gilbert Lopez Jr. | 5 m  |
| C. | Approval of Chief Executive Officer Contract  | Vote |                   | 10 m |
| D. | Approval of First Interims  | Vote |                   | 10 m |

#### V. Discussion 7:35 PM

- |    |   |     |  |      |
|----|---|-----|--|------|
| A. | Announcement of Chief Executive Officer   | FYI | Gilbert Lopez Jr.                            | 5 m  |
| B. | Instructional Update: Smarter Balanced Assessment Consortium (SBAC) Results and Goals; Richmond Charter Academy, John Henry High School, and Oakland Charter Academy. | FYI | Ms. Coleman, Ms. Crocker, and Dr. Ellingberg | 15 m |

#### VI. Closing Items 7:55 PM

- |    |                 |     |                   |     |
|----|-----------------|-----|-------------------|-----|
| A. | Adjourn Meeting | FYI | Gilbert Lopez Jr. | 1 m |
|----|-----------------|-----|-------------------|-----|

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APPROVED



# Amethod Public Schools

## Minutes

### Regular Meeting of the AMPS Board of Directors

---

#### Date and Time

Wednesday December 13, 2023 at 6:00 PM

#### Location

1450 Marina Way South, Richmond, CA 94804

---

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##### **Directors Present**

A. Emmanuelli, E. Gallegos, E. Quiroz, G. Lopez Jr.

##### **Directors Absent**

*None*

##### **Directors who arrived after the meeting opened**

A. Emmanuelli

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#### **I. Opening Items**

##### **A. Call the Meeting to Order**

##### **B. Record Attendance**

A. Emmanuelli arrived at 6:45 PM.

##### **C. Announcements**

Board Chair Gilbert Lopez Jr. announces that Board Vice Chair Nick Driver has resigned from his position.

Evelia Villa, CEO announces that there was a fight that happened at John Henry High School. She says student safety is a priority and as of today, the free dress day will be prohibited at the high school.

Robert Moncada, External Affairs shares that the fight occurred adjacent to our property and next to the district. He shares that the fight was handled quickly and authorities were called right away. The students involved will be suspended until further notice. One of the district employee's car was damaged during the fight when a student was thrown onto her car. He says that Amethod Public Schools should stay as a uniform school for safety we should not allow students to wear red or blue colors. He is actively working with the community to find out more information. There were a few bloody noses in the group. Spirit week will be cancelled and there will be two security guards patrolling the area for safety until the students go on holiday break.

Board Member Elisa Gallegos asks Robert Moncada for an update related to external affairs.

Robert shares that there are families who go hungry, and he has been working with the community to ensure these families are fed and clothed. He shares that overall things have been better.

#### **D. Public Comments on Non-Agenda Items**

No public comments were made.

## **II. Consent**

### **A. Approval of 11/15/2023 Regular Board Meeting Minutes**

E. Quiroz made a motion to approve the minutes from Regular Meeting of the AMPS Board of Directors on 11-15-23.

E. Gallegos seconded the motion.

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

#### **Roll Call**

E. Quiroz	Aye
A. Emmanuelli	Abstain
G. Lopez Jr.	Aye
N. Driver	Absent
E. Gallegos	Aye

### **B. Approval of La Loma Clinic Proposal for Mental Health Coordination Services**

E. Gallegos made a motion to Approve of La Loma Clinic Proposal for Mental Health Coordination Services.

E. Quiroz seconded the motion.

Board Member Edgar Quiroz asks if this clinic is a freestanding clinic.

Evelia Villa says yes it is and they will be offering wrap around services for our six schools.

Board Member Edgar Quiroz would like to connect with Robert Moncada about Dr. Rodriguez who is offering grants for mental health.

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

**Roll Call**

G. Lopez Jr.	Aye
A. Emmanuelli	Absent
E. Gallegos	Aye
E. Quiroz	Aye

**III. Closed Session**

**A. Conference with Labor Negotiator**

Board Member Andres Emmanuelli joins in closed session at 6:45pm.

The Board of Directors return from closed session at 7:06pm. No reportable actions were made.

**IV. Business**

**A. Approval of Compensation Comparability Study Board for Chief Executive Officer Position**

E. Gallegos made a motion to approve of Compensation Comparability Study Board for Chief Executive Officer Position.

E. Quiroz seconded the motion.

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

**Roll Call**

G. Lopez Jr.	Aye
E. Gallegos	Aye
E. Quiroz	Aye
A. Emmanuelli	Aye
N. Driver	Absent

**B. Board Chair: Required Oral Report Regarding Chief Executive Officer Employment Contract**

Board Chair Gilbert Lopez Jr reports Jaime Mata's employment contract with Amethod Public Schools.

**C. Approval of Chief Executive Officer Contract**

A. Emmanuelli made a motion to approve of Chief Executive Officer Contract.

E. Quiroz seconded the motion.

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

**Roll Call**

N. Driver Absent

E. Gallegos Aye

A. Emmanuelli Aye

E. Quiroz Aye

G. Lopez Jr. Aye

**D. Approval of First Interims**

E. Gallegos made a motion to approve First Interims.

E. Quiroz seconded the motion.

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

**Roll Call**

E. Gallegos Aye

A. Emmanuelli Aye

E. Quiroz Aye

G. Lopez Jr. Aye

**V. Discussion**

**A. Announcement of Chief Executive Officer**

Gilbert Lopez Jr. congratulates Jaime Mata as the new Chief Executive Officer, and he shares Mr. Mata's biography.

Jaime Mata shares his gratitude and he is looking forward to this opportunity.

Board Chair Gilbert Lopez Jr, thanks Mrs. Villa for her hard work and long days that she has put in for the organization.

Board Member Elisa Gallegos thanks Mrs. Villa and the legacy she leaves behind. She looks forward to working with Mr. Mata.

Board Member Edgar Quiroz thanks Mrs. Villa for her hard work. He shares that he came as a board member 5 years ago and has learned so much about the charter world.

**B. Instructional Update: Smarter Balanced Assessment Consortium (SBAC) Results and Goals; Richmond Charter Academy, John Henry High School, and Oakland Charter Academy.**

Dr. Ellingberg, Oakland Charter Academy Site Director shares his presentation.

Mrs. Villa shares that there will be a dashboard made for data. Innovare will be coming on board in January to create an on demand dashboard available for the site directors and board members.

## 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 7:29 PM.

Respectfully Submitted,  
G. Lopez Jr.

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## Amethod Public Schools

### Regular Meeting of the AMPS Board of Directors

---

#### Date and Time

Wednesday January 17, 2024 at 6:00 PM PST

#### Location

1450 Marina Way South, Richmond CA 94804

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The Board of Directors (Board) and employees of Amethod Public Schools will be holding this meeting in person at **1450 Marina Way South, Richmond, CA 94804**.

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ORDER OF BUSINESS MAY BE CHANGED WITHOUT NOTICE

## Agenda

	Purpose	Presenter	Time
<b>I. Opening Items</b>			<b>6:00 PM</b>
<b>A.</b> Call the Meeting to Order		Gilbert Lopez Jr.	5 m
<b>B.</b> Record Attendance		Sally Li	2 m
<b>C.</b> Announcements			2 m
<b>D.</b> Public Comments on Non-Agenda Items			2 m
Members of the public may comment here on non-agenda items that relate to one or more schools operated by Amethod Public Schools.			
<b>II. Consent</b>			<b>6:11 PM</b>
<b>A.</b> Approval of 12/13/2023 Regular Board Meeting Minutes	Approve Minutes		2 m
<b>B.</b> Approval of School Accountability Report Card (SARC): Benito Juarez Elementary, Richmond Charter Academy, John Henry High School, Oakland Charter Academy, Downtown Charter Academy, and Oakland Charter High School	Vote		2 m
<b>III. Business</b>			<b>6:15 PM</b>

	Purpose	Presenter	Time
<b>A.</b> Approval of Recommendation of the Nominating Committee to Appoint Gilbert Lopez Jr. for a Second Four Year Board Term	Vote		5 m
<b>IV. Discussion</b>			<b>6:20 PM</b>
<b>A.</b> Instructional Update: Benito Juarez Elementary, Richmond Charter Academy, John Henry High School, Oakland Charter Academy, Downtown Charter Academy, and Oakland Charter High School	FYI	M. Coleman, J. Crocker, P. Ellingberg, C. Lee, J. Nash	30 m
<b>B.</b> Chief Executive Officer Report  Topics discussed during this report include attendance, enrollement, site visits, testing, and upcoming events.	FYI	Jaime Mata	10 m
<b>V. Closed Session</b>			<b>7:00 PM</b>
<b>A.</b> ANTICIPATED LITIGATION Significant exposure to litigation pursuant to Paragraph (2) or (3) of subdivision (d) of Section 54956.9: (3 Cases)	Discuss		60 m
<b>VI. Closing Items</b>			<b>8:00 PM</b>
<b>A.</b> Adjourn Meeting	FYI	Gilbert Lopez Jr.	1 m

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# Amethod Public Schools

## Minutes

### Regular Meeting of the AMPS Board of Directors

---

#### Date and Time

Wednesday January 17, 2024 at 6:00 PM

#### Location

1450 Marina Way South, Richmond CA 94804

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### Directors Present

E. Gallegos, E. Quiroz, G. Lopez Jr.

### Directors Absent

A. Emmanuelli

### Guests Present

J. Mata, S. Li

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## I. Opening Items

### A. Call the Meeting to Order

G. Lopez Jr. called a meeting of the board of directors of Amethod Public Schools to order on Wednesday Jan 17, 2024 at 6:01 PM.

### B. Record Attendance

### C. Announcements

No announcements were made.

### D. Public Comments on Non-Agenda Items

Chris, senior from John Henry High School says he has been a student with Amethod Public Schools since the 8th grade. He shares gratitude to the administrators and teachers for their dedication to the students.

## II. Business

### A. Approval of Recommendation of the Nominating Committee to Appoint Gilbert Lopez Jr. for a Second Four Year Board Term

Board Chair Gilbert Lopez Jr. amends the agenda to bring Business item A before the Consent items.

E. Gallegos made a motion to approve the Recommendation of the Nominating Committee to Appoint Gilbert Lopez Jr. for a Second Four Year Board Term.

E. Quiroz seconded the motion.

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

#### Roll Call

A. Emmanuelli Absent

G. Lopez Jr. Aye

E. Gallegos Aye

E. Quiroz Aye

## III. Consent

### A. Approval of 12/13/2023 Regular Board Meeting Minutes

E. Quiroz made a motion to approve the minutes from Regular Meeting of the AMPS Board of Directors on 12-13-23.

E. Gallegos seconded the motion.

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

#### Roll Call

E. Gallegos Aye

A. Emmanuelli Absent

E. Quiroz Aye

G. Lopez Jr. Aye

### B. Approval of School Accountability Report Card (SARC): Benito Juarez Elementary, Richmond Charter Academy, John Henry High School, Oakland Charter Academy, Downtown Charter Academy, and Oakland Charter High School

E. Gallegos made a motion to approve School Accountability Report Card (SARC): Benito Juarez Elementary, Richmond Charter Academy, John Henry High School, Oakland Charter Academy, Downtown Charter Academy, and Oakland Charter High School.

E. Quiroz seconded the motion.

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

#### Roll Call

E. Gallegos Aye

E. Quiroz Aye

**Roll Call**

G. Lopez Jr. Aye

A. Emmanuelli Absent

**IV. Discussion**

**A. Instructional Update: Benito Juarez Elementary, Richmond Charter Academy, John Henry High School, Oakland Charter Academy, Downtown Charter Academy, and Oakland Charter High School**

Mrs. Coleman, Site Director from Richmond Charter Academy presents her ELA and math data with comparisons to West Contra Costa Unified School District and the State of California. She compares data for 2021-2022 and 2022-2023 school years. She shares iReady assessments for 2023-2024 throughout all grade levels in math and ELA. She is proud of how her data is trending and how well, especially her 8th grade students are improving.

Board Member Elisa Gallegos asks Mrs. Coleman how often Richmond Charter Academy is testing.

Mrs. Coleman says there are 3 tests a year.

Dr. Walker, Site Director from Benito Juarez Elementary presents her academic achievements, priorities, goals, and action plans. Dr. Walker shares her iReady 2022 assessments in ELA, math, and writing.

Board Member Elisa Gallegos asks if there is a guide that goes home with the students that can help the parents out.

Dr. Walker says the students go home with a letter weekly. The letter covers areas where the student need areas of improvement in.

Jaime Mata, CEO asks what does adaptive technology mean.

Dr. Walker says adaptive technology means, for an example, if a child is in 5th grade and tests in a 3rd grade level, there is no way for a teacher to know what area the student does not understand. iReady can pinpoint the area that needs improvement and can work on that over and over until the student excels.

Mrs. Crocker, Site Director from John Henry High School says she will present NWEA data at the next board meeting as the school is still testing. She shares the staff have been meeting with students to ensure they are on track to graduate and the school has resumed college tours for the students.

Osirus Polachart, college advisor at John Henry High School shares graduation data and 97% of students are on track to graduate. He shares that 450 students have applied for college and the types of colleges they applied to. He mentions that more than half of the seniors have received their early acceptance letters. He mentions aside from college tours, there have been a military recruit visit on campus, and there will be upcoming vocational school recruit visits.

Mrs. Nash, Site Director from Oakland Charter High School, shares her SBAC data on ELA and math for 2022-2023 school year and the data comparison to neighboring charter schools. She shares her goals and priorities that are set in place to improve student learning.

Mrs. Lee, Site Director from Downtown Charter Academy shares her presentation covering Fall NWEA data on english, math, and science. She shares that Downtown Charter Academy reviews SBAC, ELPAC, NWEA data with all staff and conduct teacher PD to align assessment with priority standards, support and monitor use of Lexia PowerUP and Lexia English. She shares the school is also doing school culture assemblies to ensure sense of safety and belonging. Mrs. Lee shares what the school have been implementing to improve areas for english learners, hispanic/ latin students, students with IEP/ 504, and tier 2 students.

## **B. Chief Executive Officer Report**

Mr. Mata, CEO shares that this is the first night he is reporting as the AMPS CEO. He is excited to be a part of a large network of charters. He presents enrollment data and ADA across all 6 school sites. He shares an overview of what he has been doing, such as listen and learning sessions with home office staff, 4 school site visits, and recruitment and hiring of CFO position. He shares staffing, budget preparation, upcoming LCAP update in February, leadership development, and Saturday school. There have been several leaders who are interested in Saturday school but there is still much to consider before a decision can be made. He says Saturday school can be beneficial for those who missed class, need more time to review subjects, and for us to recapture ADA. He gives a summary of the 2024-2025 state budget proposal that was given last week. He highlights the good news that the Governor shares, such as improving student supports. He says there is a concern that there is a 38 billion dollar shortfall but the Governor's budget does not declare a fiscal emergency or revenue deferrals. Community schools, universal meals, expanded learning opportunities, and educational workforces will still be maintained.

Board Member Elisa Gallegos asks if covid is still affecting attendance.

Maria Arechinga, Senior Director of Operations and Compliance says there has been a general sickness that has been contributing to attendance. During the holidays, there is

trend where attendance dips due to students traveling. She says reporting is done 3 times a year.

## V. Closed Session

### A. ANTICIPATED LITIGATION Significant exposure to litigation pursuant to Paragraph (2) or (3) of subdivision (d) of Section 54956.9: (3 Cases)

The Board of Directors reconvenes from closed session at 9:12pm and there were no reportable actions.

## 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 9:13 PM.

Respectfully Submitted,  
G. Lopez Jr.

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## Amethod Public Schools

### Special Meeting of the AMPS Board of Directors

---

#### Date and Time

Wed Jan 31, 2024 at 5:00 PM PST

#### Location

1450 Marina Way South, Richmond, CA 94804

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The Board of Directors (Board) and employees of Amethod Public Schools will be holding this meeting in person at **1450 Marina Way South, Richmond, CA 94804**.

Members of the public who wish to attend in person can join us at Richmond Charter Academy (RCA) at 1450 Marina Way South, Richmond, CA 94804. Or members of the public may meet via the Zoom meeting platform at:

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**Participating by Telephone:** 669-900-9128 Meeting ID: 831 8795 4557

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## ORDER OF BUSINESS MAY BE CHANGED WITHOUT NOTICE

### Agenda

	Purpose	Presenter	Time
<b>I. Opening Items</b>			<b>5:00 PM</b>
<b>A.</b> Call the Meeting to Order		Gilbert Lopez Jr.	5 m
<b>B.</b> Record Attendance		Sally Li	2 m
<b>C.</b> Announcements			2 m
<b>D.</b> Public Comments on Non-Agenda Items			2 m
Members of the public may comment here on non-agenda items that relate to one or more schools operated by Amethod Public Schools.			
<b>II. Open Session/ Action:</b>			<b>5:11 PM</b>
<b>A.</b> Board Rotations	Discuss		5 m
<b>B.</b> Approval of a Resolution Confirming the Board Composition	Vote		5 m
<b>III. Closed Session</b>			<b>5:21 PM</b>
<b>A.</b> Public Employee: Discipline/Dismissal/Release	Discuss		45 m
<b>IV. Open Session/ Action:</b>			<b>6:06 PM</b>

	Purpose	Presenter	Time
<b>A.</b> Approval of Board Resolution and Other Documents Approving the Board Chair as a Signatory on Amethod Public School's Bank Accounts	Vote		5 m
<b>V. Closing Items</b>			<b>6:11 PM</b>
<b>A.</b> Adjourn Meeting	FYI	Gilbert Lopez Jr.	1 m

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APPROVED



# Amethod Public Schools

## Minutes

### Special Meeting of the AMPS Board of Directors

---

#### Date and Time

Wednesday January 31, 2024 at 5:00 PM

#### Location

1450 Marina Way South, Richmond, CA 94804

---

The Board of Directors (Board) and employees of Amethod Public Schools will be holding this meeting in person at **1450 Marina Way South, Richmond, CA 94804**.

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## ORDER OF BUSINESS MAY BE CHANGED WITHOUT NOTICE

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### **Directors Present**

A. Emmanuelli, E. Gallegos, E. Quiroz, G. Lopez Jr.

### **Directors Absent**

*None*

### **Guests Present**

S. Li

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## **I. Opening Items**

### **A. Call the Meeting to Order**

Board Chair Gilbert Lopez Jr. at 5:02pm announces that one board member is running 15-20 minutes late. The board meeting will start upon her arrival.

G. Lopez Jr. called a meeting of the board of directors of Amethod Public Schools to order on Wednesday Jan 31, 2024 at 5:17 PM.

### **B. Record Attendance**

Board Chair Gilbert Lopez Jr. announces, pursuant to Govt. Code Session 54953(f)(2), Board member Fr. Andres Emmanuelli informed the Board that he must participate in the meeting remotely for just cause. Fr. Andres has recently undergone surgery and is unable to drive. The Brown Act, as recently amended, allows the participation of Board members under these circumstances. The record shall note his participation remotely pursuant to this section.

### **C.**

## Announcements

No announcements were made.

## D. Public Comments on Non-Agenda Items

No public comments were made.

## II. Open Session/ Action:

### A. Board Rotations

E. Quiroz made a motion to nominate Gilbert Lopez Jr. as the Board President.

E. Gallegos seconded the motion.

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

#### Roll Call

A. Emmanuelli Aye

E. Quiroz Aye

E. Gallegos Aye

G. Lopez Jr. Aye

G. Lopez Jr. made a motion to nominate Edgar Quiroz as the Vice Chair.

A. Emmanuelli seconded the motion.

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

#### Roll Call

G. Lopez Jr. Aye

A. Emmanuelli Aye

E. Quiroz Aye

E. Gallegos Aye

G. Lopez Jr. made a motion to nominate Sally Li as the Board Secretary.

E. Quiroz seconded the motion.

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

#### Roll Call

E. Gallegos Aye

E. Quiroz Aye

G. Lopez Jr. Aye

A. Emmanuelli Aye

G. Lopez Jr. made a motion to nominate Elisa Gallegos as the Board Treasurer.

E. Quiroz seconded the motion.

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

#### Roll Call

G. Lopez Jr. Aye

A. Emmanuelli Aye

E. Quiroz Aye

E. Gallegos Aye

### B.

### **Approval of a Resolution Confirming the Board Composition**

E. Quiroz made a motion to approve of a Resolution Confirming the Board Composition.

E. Gallegos seconded the motion.

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

#### **Roll Call**

A. Emmanuelli Aye

E. Quiroz Aye

G. Lopez Jr. Aye

E. Gallegos Aye

### **III. Closed Session**

#### **A. Public Employee: Discipline/Dismissal/Release**

The Board reconvenes from closed session at 8:02pm.

The Board announces by unanimous vote to release the CFO from her at-will employment at Amethod Public Schools effective February 2, 2024.

The Board announces by unanimous vote to release the CEO from employment at Amethod Public Schools, pursuant to the employment agreement, Section 14(b) "Early Termination Without Cause," effective February 2, 2024. In exercising this option, in addition to receiving all pay for time worked or any vacation accrued, per the terms of the employment agreement, the CEO shall also receive the equivalent of six (6) weeks of salary as severance.

### **IV. Open Session/ Action:**

#### **A. Approval of Board Resolution and Other Documents Approving the Board Chair as a Signatory on Amethod Public School's Bank Accounts**

E. Gallegos made a motion to approve Board Resolution and Other Documents Approving the Board Chair as a Signatory on Amethod Public School's Bank Accounts.

E. Quiroz seconded the motion.

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

#### **Roll Call**

A. Emmanuelli Aye

G. Lopez Jr. Aye

E. Gallegos Aye

E. Quiroz Aye

### **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 8:05 PM.

Respectfully Submitted,  
G. Lopez Jr.

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## Amethod Public Schools

### Regular Meeting of the AMPS Board of Directors

---

#### Date and Time

Wed Feb 21, 2024 at 6:00 PM PST

#### Location

1450 Marina Way South, Richmond, CA 94804

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The Board of Directors (Board) and employees of Amethod Public Schools will be holding this meeting in person at **1450 Marina Way South, Richmond, CA 94804**.

Members of the public who wish to attend in person can join us at Richmond Charter Academy (RCA) at 1450 Marina Way South, Richmond, CA 94804. Or members of the public may meet via the Zoom meeting platform at:

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ORDER OF BUSINESS MAY BE CHANGED WITHOUT NOTICE

## Agenda

	Purpose	Presenter	Time
<b>I. Opening Items</b>			<b>6:00 PM</b>
<b>A.</b> Call the Meeting to Order		Gilbert Lopez Jr.	5 m
<b>B.</b> Record Attendance		Sally Li	2 m
Pursuant to Govt. Code Session 54953(f)(2), Board member Fr. Andres Emmanuelli informed the Board that he must participate in the meeting remotely for just cause. Fr. Andres has recently undergone surgery and is unable to drive. The Brown Act, as recently amended, allows the participation of Board members under these circumstances. The record shall note his participation remotely pursuant to this section.			
<b>C.</b> Announcements			2 m
<b>D.</b> Public Comments on Non-Agenda Items			2 m
Members of the public may comment here on non-agenda items that relate to one or more schools operated by Amethod Public Schools.			
<b>II. Consent</b>			<b>6:11 PM</b>
<b>A.</b> Approval of 01/17/2024 Regular Board Meeting Minutes	Approve Minutes		2 m

		Purpose	Presenter	Time
<b>B.</b>	Approval of 01/31/2024 Special Board Meeting Minutes	Approve Minutes		2 m
<b>C.</b>	Approval of AMPS Academic Calendar 2024-2025	Vote		2 m
<b>D.</b>	Approval of School Safety Plans	Vote	Dave Pearson	2 m
<b>E.</b>	Approval of Resolution for Notice of Intent to Withdraw from CharterSafe	Vote		2 m
<b>III.</b>	<b>Business</b>			<b>6:21 PM</b>
<b>A.</b>	Mid Year Local Control and Accountability Plan (LCAP) Update	Discuss		30 m
<b>IV.</b>	<b>Discussion</b>			<b>6:51 PM</b>
<b>A.</b>	TomoClub Presentation	FYI	Avinash Bansal and Manik Mehta	5 m
<b>V.</b>	<b>Closed Session</b>			<b>6:56 PM</b>
<b>A.</b>	Conference with Labor Negotiator Agency Designated Representative: Board Chair Unrepresented Employee: Interim Chief Executive Officer	Discuss		45 m
<b>VI.</b>	<b>Open Session</b>			<b>7:41 PM</b>
<b>A.</b>	Board Chair: Required Oral Report Regarding Interim Chief Executive Officer Employment Contract	FYI		5 m
<b>B.</b>	Board Ratification/Approval of Interim Chief Executive Officer Employment Contract	Vote		5 m
<b>VII.</b>	<b>Closing Items</b>			<b>7:51 PM</b>
<b>A.</b>	Adjourn Meeting	FYI	Gilbert Lopez Jr.	1 m

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# Amethod Public Schools

## Minutes

### Regular Meeting of the AMPS Board of Directors

---

#### Date and Time

Wednesday February 21, 2024 at 6:00 PM

#### Location

1450 Marina Way South, Richmond, CA 94804

---

The Board of Directors (Board) and employees of Amethod Public Schools will be holding this meeting in person at **1450 Marina Way South, Richmond, CA 94804**.

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## ORDER OF BUSINESS MAY BE CHANGED WITHOUT NOTICE

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### Directors Present

A. Emmanuelli, E. Gallegos, E. Quiroz, G. Lopez Jr.

### Directors Absent

None

### Guests Present

S. Li

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## I. Opening Items

### A. Call the Meeting to Order

G. Lopez Jr. called a meeting of the board of directors of Amethod Public Schools to order on Wednesday Feb 21, 2024 at 6:03 PM.

### B. Record Attendance

Board Chair G. Lopez Jr. announces pursuant to Govt. Code Session 54953(f)(2), Board member Fr. Andres Emmanuelli informed the Board that he must participate in the meeting remotely for just cause. Fr. Andres has recently undergone surgery and is unable to drive. The Brown Act, as recently amended, allows the participation of Board members under these circumstances. The record shall note his participation remotely pursuant to this section.

### C. Announcements

No announcements were made.

**D. Public Comments on Non-Agenda Items**

No public comments were made.

**II. Consent**

**A. Approval of 01/17/2024 Regular Board Meeting Minutes**

E. Quiroz made a motion to approve the minutes from Regular Meeting of the AMPS Board of Directors on 01-17-24.

E. Gallegos seconded the motion.

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

**Roll Call**

A. Emmanuelli Aye

G. Lopez Jr. Aye

E. Quiroz Aye

E. Gallegos Aye

**B. Approval of 01/31/2024 Special Board Meeting Minutes**

E. Quiroz made a motion to approve the minutes from Special Meeting of the AMPS Board of Directors on 01-31-24.

E. Gallegos seconded the motion.

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

**Roll Call**

G. Lopez Jr. Aye

E. Gallegos Aye

E. Quiroz Aye

A. Emmanuelli Aye

**C. Approval of AMPS Academic Calendar 2024-2025**

E. Quiroz made a motion to approve AMPS Academic Calendar 2024-2025.

E. Gallegos seconded the motion.

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

**Roll Call**

E. Gallegos Aye

E. Quiroz Aye

G. Lopez Jr. Aye

A. Emmanuelli Aye

**D. Approval of School Safety Plans**

E. Quiroz made a motion to approve School Safety Plans.

E. Gallegos seconded the motion.

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

**Roll Call**

E. Quiroz      Aye  
G. Lopez Jr.    Aye  
A. Emmanuelli   Aye  
E. Gallegos     Aye

**E. Approval of Resolution for Notice of Intent to Withdraw from CharterSafe**

E. Quiroz made a motion to approve Resolution for Notice of Intent to Withdraw from CharterSafe.

E. Gallegos seconded the motion.

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

**Roll Call**

G. Lopez Jr.    Aye  
E. Quiroz      Aye  
A. Emmanuelli   Aye  
E. Gallegos     Aye

**III. Business**

**A. Mid Year Local Control and Accountability Plan (LCAP) Update**

Dr. Ellingberg, Site Director from Oakland Charter Academy presents his mid year LCAP update. He provides an update on attendance, suspensions, expulsions, percentage of students reporting positive school climate on mid-year and end of year student surveys, and chronic absenteeism percentages.

Dr. Walker, Site Director from Benito Juarez Elementary presents her mid-year LCAP update. She provides an update on retention of staff, SBAC math and ELA, NWEA, professional growth plans, attendance, expulsions, and suspension rates. She also provides an update on parent engagements and providing use of technology to all students for learning.

Mrs. Lee, Site Director from Downtown Charter Academy presents her mid-year LCAP update. She provides an update on teacher retention rates, SBAC math and ELA, NWEA, and school culture. She also shares updates on family engagement meetings, community partnerships, and students access to technology.

Mrs. Nash, Site Director from Oakland Charter High School presents her mid-year LCAP update. She provides an update on courses with CCSS/NGSS, Lexia Learning, college and career readiness, parent meetings, SBAC math and ELA, teacher credentialing, and AP exams.

Mrs. Crocker, Site Director from John Henry High School presents her mid-year LCAP update. She provides an update on college readiness, family events, staff retention, school climate and culture. She also provides an update on suspension, expulsion, and action plans.

#### **IV. Discussion**

##### **A. TomoClub Presentation**

Avinash presents TomoClub and provides an update on the positive impacts their technology has on Amethod Public School's students. Tomoclub currently provides educational technology related games to Downtown Charter Academy, Oakland Charter Academy, and Benito Juarez Elementary after school program.

#### **V. Closed Session**

##### **A. Conference with Labor Negotiator**

The Board of Directors reconvene from closed session at 8:54pm.

#### **VI. Open Session**

##### **A. Board Chair: Required Oral Report Regarding Interim Chief Executive Officer Employment Contract**

Board Chair G. Lopez Jr. reports out Interim Chief Executive Officer Employment Contractual details. The contract term will begin February 26, 2024 and will end June 30, 2024. The contract states that the 2023-2024 prorated work schedule is based on a 224 annual work day and 2023-2024 prorated salary schedule based on a \$240,000 salary. Health and retirement benefits will be offered and the salary provided is in keeping with the compensation comparability study approved by the board on December 24, 2023.

##### **B. Board Ratification/Approval of Interim Chief Executive Officer Employment Contract**

E. Quiroz made a motion to ratify and approval of Interim Chief Executive Officer Employment Contract.

E. Gallegos seconded the motion.

Board Chair G. Lopez Jr. announces Sylvia Flores as the Interim Chief Executive Officer. The board **VOTED** unanimously to approve the motion.

##### **Roll Call**

E. Quiroz      Aye

E. Gallegos    Aye

**Roll Call**

A. Emmanuelli Aye

G. Lopez Jr. Aye

**VII. 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 8:59 PM.

Respectfully Submitted,

G. Lopez Jr.

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## Amethod Public Schools

### Regular Meeting of the AMPS Board of Directors

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#### Date and Time

Wed Mar 27, 2024 at 6:00 PM PDT

#### Location

1450 Marina Way South, Richmond, CA 94804

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The Board of Directors (Board) and employees of Amethod Public Schools will be holding this meeting in person at **1450 Marina Way South, Richmond, CA 94804**.

Members of the public who wish to attend in person can join us at Richmond Charter Academy (RCA) at 1450 Marina Way South, Richmond, CA 94804. Or members of the public may meet via the Zoom meeting platform at:

<https://us02web.zoom.us/j/83187954557>

We also offer two-way teleconference locations for the public to attend in our Oakland school sites:

Oakland Charter High School- 2365 Coolidge Ave, Oakland, CA 94601

Downtown Charter Academy- 2000 Dennison St, Oakland, CA 94606

Oakland Charter Academy- 4215 Foothill Blvd, Oakland, CA 94601

**Participating by Telephone:** 669-900-9128 Meeting ID: 831 8795 4557

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ORDER OF BUSINESS MAY BE CHANGED WITHOUT NOTICE

## Agenda

	Purpose	Presenter	Time
<b>I. Opening Items</b>			<b>6:00 PM</b>
<b>A.</b> Call the Meeting to Order		Gilbert Lopez Jr.	5 m
<b>B.</b> Record Attendance		Sally Li	2 m
<b>C.</b> Announcements			2 m
<b>D.</b> Public Comments on Non-Agenda Items			2 m
Members of the public may comment here on non-agenda items that relate to one or more schools operated by Amethod Public Schools.			
<b>II. Consent</b>			<b>6:11 PM</b>
<b>A.</b> Approval of 02/21/2024 Regular Board Meeting Minutes	Approve Minutes		2 m
<b>B.</b> Approval of Updated AMPS Organization Chart	Vote		2 m
<b>C.</b> Approval of Printer Lease Agreement with Konica Minolta	Vote		2 m
<b>D.</b> Approval of Updated Finance Handbook	Vote		2 m
<b>III. Business</b>			<b>6:19 PM</b>

	Purpose	Presenter	Time
<b>A.</b> Approval of 2nd Interim Financial Reports	Vote		20 m
<b>B.</b> Approval of Auditor Selection for 2024-2025	Vote		5 m
<b>IV. Discussion</b>			<b>6:44 PM</b>
<b>A.</b> Mid Year Local Control and Accountability Plan (LCAP) Update- Richmond Charter Academy	Discuss	Michelle Coleman	5 m
<b>B.</b> Interim CEO Report	FYI	Sylvia Flores	10 m
Topics discussed during this report will include Charter Renewal Tiers, Innovare Dashboard, Annual Spring Site Visits, school recognitions, recruitment, and sublease vacancy.			
<b>V. Open Session</b>			<b>6:59 PM</b>
<b>A.</b> Conflict of Interest Training for Board Members	FYI	YMC Attorney	60 m
<b>B.</b> Public Comments on Sylvia Flores' Interim CEO Selection and Contract	FYI		2 m
Members of the public may comment here on Sylvia Flores' Interim CEO selection and contract.			
<b>VI. Closed Session</b>			<b>8:01 PM</b>
<b>A.</b> Employee Evaluation	Discuss		25 m
<b>B.</b> CONFERENCE WITH LEGAL COUNSEL- EXISTING LITIGATION	Discuss		15 m
(Paragraph (1) of subdivision (d) of Section 54956.9) Name of case: SSG v. Amethod Public Schools			
<b>C.</b> CONFERENCE WITH LEGAL COUNSEL- ANTICIPATED LITIGATION	Discuss		30 m
Significant exposure to litigation pursuant to Paragraph (2) or (3) of subdivision (d) of Section 54956.9: two cases			
<b>VII. Closing Items</b>			<b>9:11 PM</b>
<b>A.</b> Adjourn Meeting	FYI	Gilbert Lopez Jr.	1 m

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APPROVED



# Amethod Public Schools

## Minutes

### Regular Meeting of the AMPS Board of Directors

---

#### Date and Time

Wednesday March 27, 2024 at 6:00 PM

#### Location

1450 Marina Way South, Richmond, CA 94804

---

The Board of Directors (Board) and employees of Amethod Public Schools will be holding this meeting in person at **1450 Marina Way South, Richmond, CA 94804**.

Members of the public who wish to attend in person can join us at Richmond Charter Academy (RCA) at 1450 Marina Way South, Richmond, CA 94804. Or members of the public may meet via the Zoom meeting platform at:

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## ORDER OF BUSINESS MAY BE CHANGED WITHOUT NOTICE

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### Directors Present

A. Emmanuelli, E. Gallegos, E. Quiroz, G. Lopez Jr.

### Directors Absent

*None*

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## I. Opening Items

### A. Call the Meeting to Order

G. Lopez Jr. called a meeting of the board of directors of Amethod Public Schools to order on Wednesday Mar 27, 2024 at 6:01 PM.

### B. Record Attendance

### C. Announcements

No announcements were made.

### D. Public Comments on Non-Agenda Items

No public comments were made.

## II. Consent

### A. Approval of 02/21/2024 Regular Board Meeting Minutes

A. Emmanuelli made a motion to approve the minutes from Regular Meeting of the AMPS Board of Directors on 02-21-24.

E. Gallegos seconded the motion.

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

**Roll Call**

E. Quiroz Aye

E. Gallegos Aye

A. Emmanuelli Aye

G. Lopez Jr. Aye

**B. Approval of Updated AMPS Organization Chart**

A. Emmanuelli made a motion to approve Updated AMPS Organization Chart.

E. Gallegos seconded the motion.

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

**Roll Call**

E. Quiroz Aye

E. Gallegos Aye

G. Lopez Jr. Aye

A. Emmanuelli Aye

**C. Approval of Printer Lease Agreement with Konica Minolta**

A. Emmanuelli made a motion to approve Printer Lease Agreement with Konica Minolta.

E. Gallegos seconded the motion.

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

**Roll Call**

E. Quiroz Aye

E. Gallegos Aye

G. Lopez Jr. Aye

A. Emmanuelli Aye

**D. Approval of Updated Finance Handbook**

A. Emmanuelli made a motion to approve Updated Finance Handbook.

E. Gallegos seconded the motion.

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

**Roll Call**

E. Quiroz Aye

G. Lopez Jr. Aye

E. Gallegos Aye

A. Emmanuelli Aye

**III. Business**

**A.**

## Approval of 2nd Interim Financial Reports

E. Quiroz made a motion to approve 2nd Interim Financial Reports.

E. Gallegos seconded the motion.

Michele Powell, Budget Manager presents the 2nd Interim Financial Report. She shares the certifications and the budget goals, the reporting calendar, and the deadlines for each action item. She shares the recap of the 2nd Interim, the 1st Interim, and the variances it presents. Reserves are now calculated to meet a 5% threshold at all sites.

Board Member Elisa asks what steps are taken to ensure schools are aligned with the budget.

Michele says by maintaining expenditures to align with the budget that is already developed, regular monitoring of expenses, and sharing it with the site level to ensure we are fiscally sound.

Board Member Edgar asks if submitting the budget late to our authorizer will affect the school.

Michele identifies this as an area that needs to be adjusted by setting board meetings on dates where budgets can be submitted to our authorizers on time.

Board Member Andres asks what employee retention strategies are being implemented to ensure we are retaining staff.

Michele says by maintaining a positive working environment, providing support to teachers, offering COLA increases, and informing site leaders on where resources are coming from and how to effectively spend funding.

Board Member Andres shares that there needs to be a process in the budget from the bottom to the top. During meetings, there needs to be an emphasis on need and want to ensure every dollar is going to the students.

Board Chair Gilbert ask, what does the budget meeting look like with the school sites?

Michele says they are 1-hour meetings bi-weekly or monthly with school sites.

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

### Roll Call

A. Emmanuelli Aye

E. Quiroz Aye

E. Gallegos Aye

G. Lopez Jr. Aye

## B. Approval of Auditor Selection for 2024-2025

E. Gallegos made a motion to approve of Auditor Selection-Christy White for 2024-2025.

A. Emmanuelli seconded the motion.

Michele says the finance team reviewed 30 auditors and is presenting the final 3; BakerTilly, CLA, and Christy White to the board. She shares the cost analysis, delinquency rates, and how much Amethod Public Schools spent this past year. Michele says, based on the 3 auditors presented, she recommends Christy White for board approval.

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

**Roll Call**

E. Gallegos     Aye

E. Quiroz       Aye

A. Emmanuelli Aye

G. Lopez Jr.    Aye

**IV. Discussion**

**A. Mid Year Local Control and Accountability Plan (LCAP) Update- Richmond Charter Academy**

Site Director, Michelle Coleman presents Mid Year Local Control and Accountability Plan Update for Richmond Charter Academy. Shares the goals and action plans implemented to ensure college and career readiness, a positive school climate, parent support and engagement, and increased student access to technology.

Board Chair Gilbert asks what Kickboard entails.

Ms. Coleman says Kickboard is a platform that the school uses to incentivize the students.

Board Member Andres asks if there are restorative justice practices and school counseling provided to students before a student is suspended.

Ms. Coleman says the suspension rate is very low and the school is proactive with restorative justice practices. She says students are given a chance to improve their behavior and are taught how their actions affect others. She shares that there has been a recent departure of their school counselor but, there is still counseling available to students by staff.

Board Member Andres asks if we incentivize teachers to meet with parents.

Ms. Coleman says there have been 2 parent teacher conferences, and the school also sends out an update once a week to parents. There have been major improvements in communication between teachers and parents.

Board Member Elisa asks if strategies are implemented or if there is training for parents on how to use ParentSquare and Powerschool platforms.

Ms. Coleman says there is orientation and training at the beginning of the school year to train and support parents on how to use the platforms. There are parents who actively attend monthly FST meetings and Coffee with the Parents meetings. ParentSquare offers a portal to view parent and teacher activity.

## **B. Interim CEO Report**

Interim CEO, Sylvia Flores presents her report and shares an update on the Innovare Dashboard building process. She says by the next board meeting, the dashboard will be ready and available for the board members to view data and monitor progress. She says all schools currently have middle tier status for charter renewals and all schools are aiming for high tier status. If schools are given the high tier, that means the schools' charter will automatically be renewed for another 5 years. She shares that the charter petitions are in progress and will be ready for submission in July/ August. John Henry High School completed their site visit in February and Oakland Charter Academy had their Spring Site Visits last week. Ms. Flores highlights that Downtown Charter Academy was recognized and named A California Distinguished School for 2024. Oakland Charter High School was recognized by Families in Action for Raise the Bar Awards. Ms. Flores provides an update on recruitment, enrollment numbers, filling vacancies, subleasing Livingston space, and introduces Mary Busby, the new Director of Special Education. She shares the team is looking into offering retention bonuses for teachers and the active hiring of a Chief Academic Officer, External Affairs Coordinator, and Youth Engagement Coordinator.

Board Vice Chair Edgar asks who issues the tier status.

Ms. Flores says the California Department of Education issues them. She shares that Downtown Charter Academy is close to high tier. Oakland Charter Academy and Oakland Charter High School are heading in the right direction. She says Home Office is working with the county to improve Richmond Charter Academy and John Henry High School's tier status and it has been trending in the right direction.

Board Member Andres asks what the board can do to support the schools.

Ms. Flores says the board can help with strengthening partnerships within the community, networking, and offering support and internships to students.

## **V. Open Session**

**A. Conflict of Interest Training for Board Members**

Board Chair Gilbert announces the board will take a 5 minute break and will resume for open session at 7:30pm.

The board reconvenes from break at 7:34pm.

Paul Minney from Young, Minney and Corr begins his Conflict of Interest Training. He covers AB 2158 Ethic's Laws, Fair Political Practices Commission, and reporting of Financial Interests. He shares elements surrounding Government Code Section 1090 and violations, Political Reform Act, Form 700 Statements of Economic Interest, and Common Law on Conflicts of Interest.

**B. Public Comments on Sylvia Flores' Interim CEO Selection and Contract**

No public comments were made.

**VI. Closed Session**

**A. Employee Evaluation**

The board reconvenes from closed session at 10:01pm and there are no reportable actions.

**B. CONFERENCE WITH LEGAL COUNSEL-EXISTING LITIGATION**

No reportable actions.

**C. CONFERENCE WITH LEGAL COUNSEL-ANTICIPATED LITIGATION**

No reportable actions.

**VII. 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 10:02 PM.

Respectfully Submitted,  
G. Lopez Jr.

---

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## Minutes

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#### **Directors Present**

A. Emmanuelli, E. Gallegos, E. Quiroz, G. Lopez Jr.

#### **Directors Absent**

*None*

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### **I. Opening Items**

#### **A. Call the Meeting to Order**

G. Lopez Jr. called a meeting of the board of directors of Amethod Public Schools to order on Wednesday Mar 27, 2024 at 6:01 PM.

#### **B. Record Attendance**

#### **C. Announcements**

No announcements were made.

#### **D. Public Comments on Non-Agenda Items**

No public comments were made.

### **II. Consent**

#### **A. Approval of 02/21/2024 Regular Board Meeting Minutes**

A. Emmanuelli made a motion to approve the minutes from Regular Meeting of the AMPS Board of Directors on 02-21-24.

E. Gallegos seconded the motion.

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

**Roll Call**

E. Quiroz Aye

E. Gallegos Aye

G. Lopez Jr. Aye

A. Emmanuelli Aye

**B. Approval of Updated AMPS Organization Chart**

A. Emmanuelli made a motion to approve Updated AMPS Organization Chart.

E. Gallegos seconded the motion.

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

**Roll Call**

E. Gallegos Aye

A. Emmanuelli Aye

G. Lopez Jr. Aye

E. Quiroz Aye

**C. Approval of Printer Lease Agreement with Konica Minolta**

A. Emmanuelli made a motion to approve Printer Lease Agreement with Konica Minolta.

E. Gallegos seconded the motion.

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

**Roll Call**

E. Quiroz Aye

A. Emmanuelli Aye

E. Gallegos Aye

G. Lopez Jr. Aye

**D. Approval of Updated Finance Handbook**

A. Emmanuelli made a motion to approve Updated Finance Handbook.

E. Gallegos seconded the motion.

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

**Roll Call**

E. Gallegos Aye

A. Emmanuelli Aye

E. Quiroz Aye

G. Lopez Jr. Aye

**III. Business**

**A.**

## Approval of 2nd Interim Financial Reports

E. Quiroz made a motion to approve 2nd Interim Financial Reports.

E. Gallegos seconded the motion.

Michele Powell, Budget Manager presents the 2nd Interim Financial Report. She shares the certifications and the budget goals, the reporting calendar, and the deadlines for each action item. She shares the recap of the 2nd Interim, the 1st Interim, and the variances it presents. Reserves are now calculated to meet a 5% threshold at all sites.

Board Member Elisa asks what steps are taken to ensure schools are aligned with the budget.

Michele says by maintaining expenditures to align with the budget that is already developed, regular monitoring of expenses, and sharing it with the site level to ensure we are fiscally sound.

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Michele says they are 1-hour meetings bi-weekly or monthly with school sites.

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A. Emmanuelli Aye

E. Quiroz Aye

G. Lopez Jr. Aye

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## B. Approval of Auditor Selection for 2024-2025

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Michele says the finance team reviewed 30 auditors and is presenting the final 3; BakerTilly, CLA, and Christy White to the board. She shares the cost analysis, delinquency rates, and how much Amethod Public Schools spent this past year. Michele says, based on the 3 auditors presented, she recommends Christy White for board approval.

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

**Roll Call**

E. Quiroz        Aye

A. Emmanuelli   Aye

E. Gallegos      Aye

G. Lopez Jr.     Aye

**IV. Discussion**

**A. Mid Year Local Control and Accountability Plan (LCAP) Update- Richmond Charter Academy**

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Board Member Andres asks what the board can do to support the schools.

Ms. Flores says the board can help with strengthening partnerships within the community, networking, and offering support and internships to students.

## **V. Open Session**

**A. Conflict of Interest Training for Board Members**

Board Chair Gilbert announces the board will take a 5 minute break and will resume for open session at 7:30pm.

The board reconvenes from break at 7:34pm.

Paul Minney from Young, Minney and Corr begins his Conflict of Interest Training. He covers AB 2158 Ethic's Laws, Fair Political Practices Commission, and reporting of Financial Interests. He shares elements surrounding Government Code Section 1090 and violations, Political Reform Act, Form 700 Statements of Economic Interest, and Common Law on Conflicts of Interest.

**B. Public Comments on Sylvia Flores' Interim CEO Selection and Contract**

No public comments were made.

**VI. Closed Session**

**A. Employee Evaluation**

The board reconvenes from closed session at 10:01pm and there are no reportable actions.

**B. CONFERENCE WITH LEGAL COUNSEL-EXISTING LITIGATION**

No reportable actions.

**C. CONFERENCE WITH LEGAL COUNSEL-ANTICIPATED LITIGATION**

No reportable actions.

**VII. 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 10:02 PM.

Respectfully Submitted,  
G. Lopez Jr.

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## Amethod Public Schools

### Regular Meeting of the AMPS Board of Directors

---

#### Date and Time

Wednesday April 17, 2024 at 6:00 PM PDT

#### Location

1450 Marina Way South, Richmond, CA 94804

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Downtown Charter Academy- 2000 Dennison St, Oakland, CA 94606

Oakland Charter Academy- 4215 Foothill Blvd, Oakland, CA 94601

**Participating by Telephone:** 669-900-9128 Meeting ID: 831 8795 4557

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ORDER OF BUSINESS MAY BE CHANGED WITHOUT NOTICE

Agenda

	Purpose	Presenter	Time
I. Opening Items			6:00 PM
A. Call the Meeting to Order		Gilbert Lopez Jr.	5 m
B. Record Attendance		Sally Li	2 m
C. Announcements			2 m
D. Public Comments on Non-Agenda Items			2 m
Members of the public may comment here on non-agenda items that relate to one or more schools operated by Amethod Public Schools.			
II. Consent			6:11 PM
A. Approval of 03/27/2024 Regular Board Meeting Minutes	Approve Minutes		2 m
B. Approval of Measure Ed Contract	Vote		2 m
C. Approval of Revised Uniform Complaint Policy and Procedure Policy (UCP)- 2024	Vote		2 m
D. Approval of Revised Suicide Prevention Policy- 2024	Vote		2 m

	Purpose	Presenter	Time
<b>E.</b> Approval of Special Education Policy- 2024	Vote		2 m
<b>F.</b> Approval of Revised Family Educational Rights and Privacy Act Policy (FERPA)- 2024	Vote		2 m
<b>G.</b> Approval of Revised Education for Homeless Children and Youth Policy- 2024	Vote		2 m
<b>H.</b> Approval of Revised Education for Foster and Mobile Youth Policy- 2024	Vote		2 m
<b>I.</b> Approval of Revised Title IX, Harassment, Intimidation, Discrimination, and Bullying Policy- 2024	Vote		2 m
<b>J.</b> Approval of Revised Search and Seizure Policy- 2024	Vote		2 m
<b>K.</b> Approval of Revised Nondiscrimination Statement- 2024	Vote		2 m
<b>L.</b> Approval of Revised Visitation and Volunteer Policy- 2024	Vote		2 m
<b>M.</b> Approval of Revised Independent Studies Policy AB 130 Compliant- 2024	Vote		2 m
<b>N.</b> Approval of Revised Section 504: Policy, Procedures, and Parent Rights Regarding Identification, Evaluation and Education- 2024	Vote		2 m

### III. Business

**6:39 PM**

<b>A.</b> Approval of Valencia Brothers Contract	Vote	David Pearson	5 m
<b>B.</b> Approval of Chief Academic Officer	Vote	Sylvia Flores	5 m
<b>C.</b> Approval of Business Management Services Contract; Charter Impact	Vote	Sylvia Flores	5 m
<b>D.</b> Approval of Establishment of Finance Committee	Vote		5 m
<b>E.</b> Approval of Establishment of Audit Committee	Vote		5 m
<b>F.</b> Appointment of Board Members to Finance Committee	Vote		5 m

	Purpose	Presenter	Time
<b>G.</b> Appointment of Board Members to Audit Committee	Vote		5 m
<b>IV. Discussion</b>			<b>7:14 PM</b>
<b>A.</b> Interim CEO Report	FYI	Sylvia Flores	10 m
Topics discussed during this report will include Enrollment, Staffing, Data, and Annual Spring Site Visits.			
<b>V. Closed Session</b>			<b>7:24 PM</b>
<b>A.</b> ANTICIPATED LITIGATION Significant exposure to litigation pursuant to Paragraph (2) or (3) of subdivision (d) of Section 54956.9: (3 Cases)	Discuss		45 m
<b>VI. Closing Items</b>			<b>8:09 PM</b>
<b>A.</b> Adjourn Meeting	FYI	Gilbert Lopez Jr.	1 m

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APPROVED



# Amethod Public Schools

## Minutes

### Regular Meeting of the AMPS Board of Directors

---

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#### Location

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##### **Directors Present**

A. Emmanuelli, E. Gallegos, E. Quiroz, G. Lopez Jr.

##### **Directors Absent**

*None*

##### **Guests Present**

S. Li

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#### **I. Opening Items**

##### **A. Call the Meeting to Order**

G. Lopez Jr. called a meeting of the board of directors of Amethod Public Schools to order on Wednesday Apr 17, 2024 at 6:01 PM.

##### **B. Record Attendance**

##### **C. Announcements**

Ms. Flores announces that Mrs. Lee, Site Director from Downtown Charter Academy will be leaving Amethod Public Schools.

Mrs. Lee says it has been a wonderful journey leading Downtown Charter Academy and that she has grown a lot. She says she is in the system of educating kids, and she will be available to support staff, students, and parents when needed.

##### **D.**

## Public Comments on Non-Agenda Items

No public comments were made.

## II. Consent

### A. Approval of 03/27/2024 Regular Board Meeting Minutes

E. Quiroz made a motion to approve the minutes from Regular Meeting of the AMPS Board of Directors on 03-27-24.

A. Emmanuelli seconded the motion.

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

#### Roll Call

A. Emmanuelli Aye

G. Lopez Jr. Aye

E. Gallegos Aye

E. Quiroz Aye

### B. Approval of Measure Ed Contract

E. Quiroz made a motion to approve Measure Ed Contract.

A. Emmanuelli seconded the motion.

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

#### Roll Call

E. Quiroz Aye

G. Lopez Jr. Aye

A. Emmanuelli Aye

E. Gallegos Aye

### C. Approval of Revised Uniform Complaint Policy and Procedure Policy (UCP)- 2024

E. Quiroz made a motion to approve Revised Uniform Complaint Policy and Procedure Policy (UCP)- 2024.

A. Emmanuelli seconded the motion.

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

#### Roll Call

G. Lopez Jr. Aye

E. Gallegos Aye

A. Emmanuelli Aye

E. Quiroz Aye

### D. Approval of Revised Suicide Prevention Policy- 2024

E. Quiroz made a motion to approve Revised Suicide Prevention Policy- 2024.

A. Emmanuelli seconded the motion.

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

**Roll Call**

E. Quiroz Aye  
G. Lopez Jr. Aye  
E. Gallegos Aye  
A. Emmanuelli Aye

**E. Approval of Special Education Policy- 2024**

E. Quiroz made a motion to approve Special Education Policy- 2024.  
A. Emmanuelli seconded the motion.  
The board **VOTED** unanimously to approve the motion.

**Roll Call**

E. Gallegos Aye  
G. Lopez Jr. Aye  
A. Emmanuelli Aye  
E. Quiroz Aye

**F. Approval of Revised Family Educational Rights and Privacy Act Policy (FERPA)- 2024**

E. Quiroz made a motion to approve Revised Family Educational Rights and Privacy Act Policy (FERPA)- 2024.  
A. Emmanuelli seconded the motion.  
The board **VOTED** unanimously to approve the motion.

**Roll Call**

G. Lopez Jr. Aye  
E. Gallegos Aye  
E. Quiroz Aye  
A. Emmanuelli Aye

**G. Approval of Revised Education for Homeless Children and Youth Policy- 2024**

E. Quiroz made a motion to approve Revised Education for Homeless Children and Youth Policy- 2024.  
A. Emmanuelli seconded the motion.  
The board **VOTED** unanimously to approve the motion.

**Roll Call**

E. Quiroz Aye  
E. Gallegos Aye  
A. Emmanuelli Aye  
G. Lopez Jr. Aye

**H. Approval of Revised Education for Foster and Mobile Youth Policy- 2024**

E. Quiroz made a motion to approve Revised Education for Foster and Mobile Youth Policy- 2024.

A. Emmanuelli seconded the motion.

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

**Roll Call**

G. Lopez Jr. Aye

E. Quiroz Aye

A. Emmanuelli Aye

E. Gallegos Aye

**I. Approval of Revised Title IX, Harassment, Intimidation, Discrimination, and Bullying Policy- 2024**

E. Quiroz made a motion to approve Revised Title IX, Harassment, Intimidation, Discrimination, and Bullying Policy- 2024.

A. Emmanuelli seconded the motion.

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

**Roll Call**

G. Lopez Jr. Aye

E. Gallegos Aye

E. Quiroz Aye

A. Emmanuelli Aye

**J. Approval of Revised Search and Seizure Policy- 2024**

E. Quiroz made a motion to approve Revised Search and Seizure Policy- 2024.

A. Emmanuelli seconded the motion.

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

**Roll Call**

E. Quiroz Aye

A. Emmanuelli Aye

G. Lopez Jr. Aye

E. Gallegos Aye

**K. Approval of Revised Nondiscrimination Statement- 2024**

E. Quiroz made a motion to approve Revised Nondiscrimination Statement- 2024.

A. Emmanuelli seconded the motion.

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

**Roll Call**

E. Gallegos Aye

A. Emmanuelli Aye

E. Quiroz Aye

G. Lopez Jr. Aye

**L. Approval of Revised Visitation and Volunteer Policy- 2024**

E. Quiroz made a motion to approve Revised Visitation and Volunteer Policy- 2024.

A. Emmanuelli seconded the motion.

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

**Roll Call**

E. Quiroz Aye

A. Emmanuelli Aye

G. Lopez Jr. Aye

E. Gallegos Aye

**M. Approval of Revised Independent Studies Policy AB 130 Compliant- 2024**

E. Quiroz made a motion to approve Revised Independent Studies Policy AB 130 Compliant- 2024.

A. Emmanuelli seconded the motion.

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

**Roll Call**

E. Gallegos Aye

E. Quiroz Aye

G. Lopez Jr. Aye

A. Emmanuelli Aye

**N. Approval of Revised Section 504: Policy, Procedures, and Parent Rights Regarding Identification, Evaluation and Education- 2024**

E. Quiroz made a motion to approve Revised Section 504: Policy, Procedures, and Parent Rights Regarding Identification, Evaluation and Education- 2024.

A. Emmanuelli seconded the motion.

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

**Roll Call**

E. Quiroz Aye

G. Lopez Jr. Aye

E. Gallegos Aye

A. Emmanuelli Aye

**III. Business**

**A. Approval of Valencia Brothers Contract**

E. Quiroz made a motion to approve Valencia Brothers Contract.

E. Gallegos seconded the motion.

Mr. Pearson, Director of Facilities, shares his presentation on the Valencia Brothers Contract. He goes over the range of services covered by this contract. When the internal technician at Amethod Public Schools is unable to fix a problem, Valencia Brothers will step in as the qualified technician to finish the job. He discusses the financial parameters, the contract renewal procedure, and the contractual agreement.

Board Member Andres asks what the spending ceiling is.

Mr. Pearson responds it is over \$100,000 per site currently. Bringing in this contract will limit expenditures on facilities work. He says if there are changes to increase or decrease the spending from the board, spending can be adjusted accordingly.

Ms. Flores says with Valencia Brothers, it is projected that \$15,000- \$30,000 will be spent per site.

Board Member Andres asks for clarity on which projects this contractor will be doing and cost.

Ms. Flores says that there is a spending process set in place. Directors have the spending limit of up to \$5,000. Beyond this amount, all projects will need CEO approval and/or board approval.

Mr. Pearson says if the contract is approved, most facilities work will be done by Valencia Brothers unless he believes another vendor is best fit for the scope of the project. The board **VOTED** unanimously to approve the motion.

#### **Roll Call**

E. Gallegos     Aye  
A. Emmanuelli   Aye  
G. Lopez Jr.     Aye  
E. Quiroz        Aye

### **B. Approval of Chief Academic Officer**

E. Quiroz made a motion to approve Maurice Williams as Chief Academic Officer with Contingency of his Employment Screening.

E. Gallegos seconded the motion.

Ms. Flores announces Maurice Williams as the final candidate for the Chief Academic Officer position, who will oversee the six school site directors and the Director of Special Education. She reviewed sixteen applications and conducted pre-screening interviews with eight potential CAO candidates. Five candidates were invited for the first round of interviews, and from there, three candidates were invited for the final rounds of interviews. The final round of interviews consisted of two panels. Each panel consisted of six interviewers, and it had staff representation from each site where the interviewers gave feedback on each candidate. Ms. Flores decided that Maurice Williams is the best fit for the organization and can fulfill the role of CAO successfully.

Maurice Williams introduces himself and shares his story of being one of twelve school principals at Lighthouse Charter Schools in Oakland.

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

**Roll Call**

E. Quiroz Aye  
G. Lopez Jr. Aye  
A. Emmanuelli Aye  
E. Gallegos Aye

**C. Approval of Business Management Services Contract; Charter Impact**

A. Emmanuelli made a motion to approve the Charter Impact Contract for Back Office Support.

E. Gallegos seconded the motion.

Ms. Flores presents the Charter Impact contract, which will provide back office support for the home office. Ms. Flores researched three back office support vendors: EdTec, CSMC, and Charter Impact. Charter Impact will be charging the rate of 1.65% of LCFF revenue at about \$460,000 per year. She believes Charter Impact will provide the level of stability the home office needs so staff can be freed up to better support the sites. The Senior Director of Finance, Payroll Manager, and certain contracts will be eliminated for cost savings to account for the cost of Charter Impact. There is a May 1st start date for Charter Impact in order to support the current budget manager and accounting manager.

Adam Kaeli from Charter Impact shares his presentation of the full scope of service they will be providing. Charter Impact will take over all financials, such as reporting, budgeting, strategic planning, grant reporting, board support and training, payroll management, and benefits. Charter Impact will also provide onboarding support and visibility at school sites to empower site leaders.

Ms. Flores says Charter Impact also works with other charter schools in California. She has contacted a charter network in San Jose that has great things to say about Charter Impact.

Vice Chair Edgar asks for clarity on which roles will be eliminated and how she envisions the support at the site level.

Ms. Flores says the Chief Financial Officer, Senior Director of Finance, and Payroll Manager will be eliminated. Currently, only one individual will be impacted by this elimination, and she has offered this employee another position in the home office to retain staff. She mentions that Charter Impact will be available to provide more real-time support for site leaders.

Board Member Elisa asks how the transition will look and if there will be people from Charter Impact on site to provide support.

Board Chair Gilbert asks if there will be a real-time dashboard provided to site leaders.

Adam says the director from Charter Impact will attend all board meetings to present updates, and Charter Impact will be actively conducting audits and providing onboarding support.

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

**Roll Call**

A. Emmanuelli Aye  
E. Quiroz Aye  
E. Gallegos Aye  
G. Lopez Jr. Aye

**D. Approval of Establishment of Finance Committee**

E. Quiroz made a motion to approve Establishment of Finance Committee.

E. Gallegos seconded the motion.

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

**Roll Call**

E. Quiroz Aye  
G. Lopez Jr. Aye  
E. Gallegos Aye  
A. Emmanuelli Aye

**E. Approval of Establishment of Audit Committee**

E. Gallegos made a motion to approve Establishment of Audit Committee.

A. Emmanuelli seconded the motion.

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

**Roll Call**

E. Gallegos Aye  
A. Emmanuelli Aye  
E. Quiroz Aye  
G. Lopez Jr. Aye

**F. Appointment of Board Members to Finance Committee**

G. Lopez Jr. made a motion to nominate Board Member Andres Emmanuelli to the Finance Committee.

E. Gallegos seconded the motion.

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

**Roll Call**

E. Gallegos Aye  
G. Lopez Jr. Aye  
A. Emmanuelli Abstain  
E. Quiroz Aye

G. Lopez Jr. made a motion to nominate Board Member Elisa Gallegos-Jackson to the Finance Committee.

E. Quiroz seconded the motion.

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

**Roll Call**

E. Gallegos Abstain

E. Quiroz Aye

A. Emmanuelli Aye

G. Lopez Jr. Aye

**G. Appointment of Board Members to Audit Committee**

G. Lopez Jr. made a motion to nominate Vice Chair Edgar Quiroz to the Audit Committee.

E. Gallegos seconded the motion.

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

**Roll Call**

G. Lopez Jr. Aye

E. Gallegos Aye

A. Emmanuelli Aye

E. Quiroz Abstain

A. Emmanuelli made a motion to nominate Board Chair Gilbert Lopez Jr. to the Audit Committee.

E. Gallegos seconded the motion.

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

**Roll Call**

E. Quiroz Aye

G. Lopez Jr. Abstain

E. Gallegos Aye

A. Emmanuelli Aye

**IV. Discussion**

**A. Interim CEO Report**

Ms. Flores shares the current enrollment status at all six school sites. Currently, the numbers are low, and staff are actively working to increase enrollment numbers. John Henry High School has 70 open seats, and there are 120 open seats across the network. She shares that there is a lack of new students wanting to enroll.

Board Member Andres asks, What are the enrollment strategies to increase these numbers?

Ms. Flores says there is Enroll Oakland and Enroll West Contra Costa for applications. Amethod Public Schools are using Google Ads, passing out flyers in the community, hanging now enrolling banners, as well as plans to further increase social media presence to increase enrollment numbers.

Board Member Andres suggests attending more Oakland community events and having a strong presence in the community.

Ms. Flores shares updates on recruitment, posting of job vacancies, and the Innovare data dashboard update. The audit has been extended to April 30th, and the team has been meeting weekly with the auditors to ensure this deadline is met. She shares Oakland Unified School District visited all three schools, and they suggested minor improvements, such as seeing more student work on the walls. West Contra Costa will be visiting Benito Juarez Elementary and Richmond Charter Academy at the end of April, beginning of May.

## V. Closed Session

### A. ANTICIPATED LITIGATION Significant exposure to litigation pursuant to Paragraph (2) or (3) of subdivision (d) of Section 54956.9: (3 Cases)

The Board reconvenes from closed session at 9:12pm and there are no reportable actions taken.

## 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 9:12 PM.

Respectfully Submitted,  
G. Lopez Jr.

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## Amethod Public Schools

### Special Meeting of the AMPS Board of Directors

---

#### Date and Time

Tuesday April 30, 2024 at 4:30 PM PDT

#### Location

1450 Marina Way South, Richmond CA 94804

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The Board of Directors (Board) and employees of Amethod Public Schools will be holding this meeting in person at **1450 Marina Way South, Richmond, CA 94804**.

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We also offer two-way teleconference locations for the public to attend in our Oakland school sites:

Oakland Charter High School- 2365 Coolidge Ave, Oakland, CA 94601

Downtown Charter Academy- 2000 Dennison St, Oakland, CA 94606

Oakland Charter Academy- 4215 Foothill Blvd, Oakland, CA 94601

**Participating by Telephone:** 669-900-9128 Meeting ID: 831 8795 4557

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ORDER OF BUSINESS MAY BE CHANGED WITHOUT NOTICE

## Agenda

	Purpose	Presenter	Time
<b>I. Opening Items</b>			<b>4:30 PM</b>
<b>A.</b> Call the Meeting to Order		Gilbert Lopez Jr.	5 m
<b>B.</b> Record Attendance		Sally Li	2 m
<b>C.</b> Announcements			2 m
<b>D.</b> Public Comments on Non-Agenda Items			2 m
Members of the public may comment here on non-agenda items that relate to one or more schools operated by Amethod Public Schools.			
<b>II. Business</b>			<b>4:41 PM</b>
<b>A.</b> Approval of Final Audit Report 2022-2023	Vote	Michele Powell and Maria Arechiga	10 m
Public Comment: Members of the public may comment here.			
<b>III. Closed Session</b>			<b>4:51 PM</b>
<b>A.</b> Conference with Legal Counsel -- Anticipated Litigation (2 cases)	Discuss		30 m
Significant exposure to litigation pursuant to Paragraph (2) or (3) of subdivision (d) of Section 54956.9: two cases			

	Purpose	Presenter	Time
<b>IV. Closing Items</b>			<b>5:21 PM</b>
<b>A. Adjourn Meeting</b>	FYI	Gilbert Lopez Jr.	1 m

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APPROVED



# Amethod Public Schools

## Minutes

### Special Meeting of the AMPS Board of Directors

---

#### Date and Time

Tuesday April 30, 2024 at 4:30 PM

#### Location

1450 Marina Way South, Richmond CA 94804

---

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## ORDER OF BUSINESS MAY BE CHANGED WITHOUT NOTICE

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### Directors Present

A. Emmanuelli, E. Quiroz, G. Lopez Jr.

### Directors Absent

E. Gallegos

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## I. Opening Items

### A. Call the Meeting to Order

G. Lopez Jr. called a meeting of the board of directors of Amethod Public Schools to order on Tuesday Apr 30, 2024 at 4:35 PM.

### B. Record Attendance

### C. Announcements

No announcements were made.

### D. Public Comments on Non-Agenda Items

One public comment:

Ben Adler, 8th grade science teacher from Downtown Charter Academy comments about the email sent from April 1st. He says that the email is a slap on the face for employees at Downtown Charter Academy. The adjusted 1% cost of living increase Amethod Public Schools is offering to teachers is not comparable to the 3% cost of living increase and

\$2,000 salary schedule increase at Oakland Unified School District. He says there are currently 120 job openings throughout Indeed, LinkedIn, and Amethod Public School's website without adequate salaries other than the Executive Assistant position. Mr. Adler asks for a 5% cost of living increase for Downtown Charter Academy or he will be contacting Ashley McBride, a reporter from Oaklandside to meet about union organizing efforts.

## II. Business

### A. Approval of Final Audit Report 2022-2023

Board Chair Gilbert says he was informed 2 hours ago that the auditors submitted a draft version of the audit report. He is not comfortable voting on the draft version and he will be reaching out to audit firms to discuss the audit in further detail. There will be no approval of the Financial Audit Report today.

## III. Closed Session

### A. Conference with Legal Counsel -- Anticipated Litigation (2 cases)

The Board reconvenes from closed session at 6:26pm. There are no reportable actions.

## IV. 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 6:30 PM.

Respectfully Submitted,  
G. Lopez Jr.

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## Amethod Public Schools

### Special Board Meeting of the AMPS Board of Directors

---

#### Date and Time

Wednesday May 15, 2024 at 5:30 PM PDT

#### Location

1450 Marina Way South, Richmond CA 94804

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The Board of Directors (Board) and employees of Amethod Public Schools will be holding this meeting in person at **1450 Marina Way South, Richmond, CA 94804**.

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ORDER OF BUSINESS MAY BE CHANGED WITHOUT NOTICE

## Agenda

	Purpose	Presenter	Time
<b>I. Opening Items</b>			<b>5:30 PM</b>
<b>A.</b> Call the Meeting to Order		Gilbert Lopez Jr.	5 m
<b>B.</b> Record Attendance		Sally Li	2 m
<b>C.</b> Announcements			2 m
<b>D.</b> Public Comments on Non-Agenda Items			2 m
Members of the public may comment here on non-agenda items that relate to one or more schools operated by Amethod Public Schools.			
<b>II. Closed Session</b>			<b>5:41 PM</b>
<b>A.</b> Conference with Labor Negotiator	Discuss		10 m
Designated Representative: Board Chair			
Unrepresented Employee: COO			
<b>III. Business</b>			<b>5:51 PM</b>
<b>A.</b> Approval to Add Regular Meeting to Regular Meeting Schedule	Vote	Gilbert Lopez Jr.	5 m
<b>IV. Closing Items</b>			<b>5:56 PM</b>

	Purpose	Presenter	Time
A. Adjourn Meeting	FYI	Gilbert Lopez Jr.	1 m

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## Amethod Public Schools

### Regular Meeting of the AMPS Board of Directors

---

#### Date and Time

Wednesday May 15, 2024 at 6:00 PM PDT

#### Location

1450 Marina Way South, Richmond, CA 94804

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ORDER OF BUSINESS MAY BE CHANGED WITHOUT NOTICE

## Agenda

	Purpose	Presenter	Time
<b>I. Opening Items</b>			<b>6:00 PM</b>
<b>A.</b> Call the Meeting to Order		Gilbert Lopez Jr.	5 m
<b>B.</b> Record Attendance		Sally Li	2 m
<b>C.</b> Announcements			2 m
<b>D.</b> Public Comments on Non-Agenda Items			2 m
Members of the public may comment here on non-agenda items that relate to one or more schools operated by Amethod Public Schools.			
<b>II. Consent</b>			<b>6:11 PM</b>
<b>A.</b> Approval of 04/17/2024 Regular Board Meeting Minutes	Approve Minutes		2 m
<b>B.</b> Approval of 04/30/2024 Special Board Meeting Minutes	Approve Minutes		2 m
<b>III. Business</b>			<b>6:15 PM</b>

	Purpose	Presenter	Time
<b>A.</b> Approval of Financial Audit Report 2022-2023	Vote	Michele Powell and Maria Arechiga	20 m
Public Comment: Members of the public may comment here.			
<b>B.</b> Approval of Scoot Education Contract	Vote	Sylvia Flores	10 m
Public Comment: Members of the public may comment here.			
<b>C.</b> Approval of Expanded Learning Opportunities Program (ELOP) Fund Spending Plan- Benito Juarez Elementary	Vote	Michelle Walker	15 m
Public Comment: Members of the public may comment here.			
<b>D.</b> Approval of Cost of Living Adjustment of 3.2% for 2024-2025	Vote	Sylvia Flores	5 m
Public Comment: Members of the public may comment here.			

#### **IV. Discussion 7:05 PM**

<b>A.</b> Interim CEO Report	FYI	Sylvia Flores	10 m
Topics discussed during this report will include Enrollment, Staffing, Data, and Financials.			

#### **V. Closed Session 7:15 PM**

<b>A.</b> ANTICIPATED LITIGATION Significant exposure to litigation pursuant to Paragraph (2) or (3) of subdivision (d) of Section 54956.9: (1 Case)	Discuss		10 m
<b>B.</b> PENDING LITIGATION- WFCS Significant exposure to litigation pursuant to Paragraph (2) or (3) of subdivision (d) of Section 54956.9	Discuss		20 m

#### **VI. Closing Items 7:45 PM**

<b>A.</b> Adjourn Meeting	FYI	Gilbert Lopez Jr.	1 m
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APPROVED



# Amethod Public Schools

## Minutes

### Regular Meeting of the AMPS Board of Directors

---

#### Date and Time

Wednesday May 15, 2024 at 6:00 PM

#### Location

1450 Marina Way South, Richmond, CA 94804

---

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#### ORDER OF BUSINESS MAY BE CHANGED WITHOUT NOTICE

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##### **Directors Present**

A. Emmanuelli, E. Gallegos, G. Lopez Jr.

##### **Directors Absent**

E. Quiroz

##### **Guests Present**

S. Li

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#### **I. Opening Items**

##### **A. Call the Meeting to Order**

G. Lopez Jr. called a meeting of the board of directors of Amethod Public Schools to order on Wednesday May 15, 2024 at 6:07 PM.

##### **B. Record Attendance**

##### **C. Announcements**

No announcements were made.

##### **D. Public Comments on Non-Agenda Items**

No public comments were made.

#### **II. Consent**

**A. Approval of 04/17/2024 Regular Board Meeting Minutes**

E. Gallegos made a motion to approve the minutes from Regular Meeting of the AMPS Board of Directors on 04-17-24.

A. Emmanuelli seconded the motion.

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

**Roll Call**

E. Quiroz Absent

A. Emmanuelli Aye

G. Lopez Jr. Aye

E. Gallegos Aye

**B. Approval of 04/30/2024 Special Board Meeting Minutes**

A. Emmanuelli made a motion to approve the minutes from Special Meeting of the AMPS Board of Directors on 04-30-24.

E. Gallegos seconded the motion.

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

**Roll Call**

A. Emmanuelli Aye

G. Lopez Jr. Aye

E. Quiroz Absent

E. Gallegos Aye

**III. Business**

**A. Approval of Financial Audit Report 2022-2023**

E. Gallegos made a motion to approve Financial Audit Report 2022-2023.

A. Emmanuelli seconded the motion.

Maria Arechiga, Senior Director of Operations and Compliance, says there were findings for credentials and small internal controls. They have written corrective actions, and she is confident now that Charter Impact is on board, those findings will not be present at the next financial audit report. The final audit report has been submitted to the authorizers.

Sylvia Flores says the 2023-2024 audit has been started and should be completed by December 15th.

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

**Roll Call**

G. Lopez Jr. Aye

A. Emmanuelli Aye

E. Quiroz Absent

E. Gallegos Aye

**B.**

## **Approval of Scoot Education Contract**

A. Emmanuelli made a motion to approve Scoot Education Contract.

E. Gallegos seconded the motion.

Ms. Flores presents Scoot Education for board approval. Amethod Public Schools have been using Scoot Education for the past 4 years. They are a vendor that helps with filling vacancies, such as by providing paraprofessionals or substitutes until a teacher vacancy has been filled. In the previous years, the team has relied heavily on substitutes from vendors to fill a classroom until a teacher is hired. These individuals have a bachelor's degree and a substitute permit. Scoot Education also offers services such as Teach Start Fellows where they help substitutes enroll in a teacher program. She is unsure of how the spending will look because it is dependent on the number of vacancies at the start of the new year. Scoot Education has provided a day rate per substitute in the agreement.

Board Chair Gilbert asks what the numbers looked like for the past three years.

Ms. Flores says she is unsure of the full amount of service, but last year, about \$170,000 was spent on substitute services.

Board Member Elisa asks if substitute services are used due to teachers calling in sick.

Ms. Flores says it is due to long term vacancies in classrooms that do not have a teacher.

Board Member Andres asks who is actively managing the substitute services and if there is a way to decrease the use of substitute services.

Ms. Flores says the school site directors and deans manage the substitute services and they meet weekly for professional development. She says Amethod Public Schools is offering retention bonuses to retain teachers and that will lessen the amount of substitute services being used.

Board Member Elisa asks if there are other services being offered to staff as a form of retention other than offering bonuses.

Ms. Flores says YouthTruth surveys are sent to staff for feedback and there is a grant fund allocated for culture building for staff. She says the retention is higher than last year and there is more support from home office staff.

Ms. Arechiga says we will see a high attrition rate due to non compliance because of credentials.

Ms. Flores says Cecilia from HR has been providing tools and resources for teachers to enroll in teaching programs.

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

**Roll Call**

E. Quiroz Absent  
E. Gallegos Aye  
A. Emmanuelli Aye  
G. Lopez Jr. Aye

**C. Approval of Expanded Learning Opportunities Program (ELOP) Fund Spending Plan- Benito Juarez Elementary**

E. Gallegos made a motion to approve Expanded Learning Opportunities Program (ELOP) Fund Spending Plan- Benito Juarez Elementary.

A. Emmanuelli seconded the motion.

Dr. Walker, Site Director from Benito Juarez Elementary shares her spending plan that would best foster growth, learning, and high engagement. She met with her team and Mr. Clark, Director of Technology to best utilize the funds through digital and virtual engagements.

Mr. Clark shares the fund spending plan, such as 3D Learning Lab.

Robotic kits for 3rd-4th grade to jump start STEM, outside signage for drone use, PA system for emergencies, AV equipment and sound systems. His proposes for the board approval to spend \$540,000 of the \$800,000 available from Expanded Learning Opportunities Program funds.

Board Chair asks what the deadline is to spend the funds.

Ms. Arechiga says by September 15 but AMPS must be in contract, or obligation, to spend all funds by end of June. There is a large fund due to the roll over of unspent funds from previous years.

Andres asks what about the rest of the money. He asks if teachers have been asked for input on traditional equipments such as microscopes.

Mr. Clarks says the rest of the spending will be on furniture which does not fall under technology.

Dr. Walker says teachers have been asked for feedback and certain items are being ordered by Ms. Castillo that do not fall under the technology department.

Board Member Elisa asks if there is a plan for wellness prevention and support for teachers while bringing in all the technology.

Dr. Walker says TomoClub helps with social and physical components of engagement. The program also gets the students to stand and walk around in the mode of virtual reality. As for the teachers, she is planning to bring in a consultant that will support them. The board **VOTED** to approve the motion.

**Roll Call**

E. Gallegos Aye  
E. Quiroz Absent  
G. Lopez Jr. Aye  
A. Emmanuelli Aye

**D. Approval of Cost of Living Adjustment of 3.2% for 2024-2025**

A. Emmanuelli made a motion to approve Cost of Living Adjustment of 3.2% for 2024-2025.

E. Gallegos seconded the motion.

Ms. Flores presents to the board for approval of an increase of 3.2% cost of living adjustment. Matt Percin from Charter Impact put together a preliminary budget and the numbers came out to a 3.2% increase for cost of living that will still leave enough for healthy reserves. She says the governor did not provide much of a change in his May revise. Another reason this increase is able to happen is due to the projected increase in enrollment and ADA for the new school year. This cost of living adjustment will be for all employees who were hired before March 1st and her contract does not go into the adjustment and will have no impact.

Board Chair Gilbert asks if Charter Impact reviewed all of the grants to make this happen.

Ms. Flores says the finance team and Maria provided a list of grants to Charter Impact and they were able to allocate money for salary increases.

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

**Roll Call**

E. Quiroz Absent  
A. Emmanuelli Aye  
E. Gallegos Aye  
G. Lopez Jr. Aye

**IV. Discussion**

**A. Interim CEO Report**

Ms. Flores shares her CEO Report covering enrollment. Oakland Charter Academy is projecting 225 students; currently, 223 students have registered, and she is hoping the numbers will go up. For Oakland Charter High School, the projection is 350 students. There is low enrollment for 9th grade students, and she is predicting there will be low enrollment for the next few years. Oakland Charter High School currently has 72 9th graders, and the projection is that next year there will be 85 incoming 9th graders.

Downtown Charter Academy projection is 300 students, and they are at 305 students. Benito Juarez Elementary is projecting 498 students, and they currently have 499 students. Richmond Charter Academy is projecting about 300 students for the next school year. John Henry High School is under-enrolled with 320 students. The current 9th grade class has 74 students. To sum it up, there will be a projection of 1,993 students for next year across all six schools.

For staffing, open positions are posted, and there is a campaign on Indeed for hiring qualified credentialed teachers. She says the market for hiring qualified teachers is competitive, and many are offered same-day job offers. She is reviewing salary bands with Ms. Arechiga to ensure Amethod Public Schools is competitive. Currently, many staff are happy and will be returning for the next school year, with the exception of those who are not returning because they will be out of compliance due to expiring short-term staff permits.

Advanced Placement testing and California Assessment of Student Performance and Progress testing will take place soon, and they will contribute to the dashboard. iReady and NWEA data will be presented at the June board meeting.

Board Member Andres says every staff member has been sent an email requesting feedback regarding the interim CEO's. Select members have been chosen for the evaluation of the interim CEO. He says if anyone is interested in the position, they may send their resume to Shameka, the HR consultant.

## **V. Closed Session**

### **A. ANTICIPATED LITIGATION Significant exposure to litigation pursuant to Paragraph (2) or (3) of subdivision (d) of Section 54956.9: (1 Case)**

The board returns from closed session at 8:16pm and there are no reportable actions.

### **B. PENDING LITIGATION- WFCS Significant exposure to litigation pursuant to Paragraph (2) or (3) of subdivision (d) of Section 54956.9**

The board returns from closed session at 8:16pm and there are no reportable actions.

## **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 8:16 PM.

Respectfully Submitted,  
G. Lopez Jr.

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APPROVED



# Amethod Public Schools

## Minutes

### Special Board Meeting of the AMPS Board of Directors

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#### Date and Time

Wednesday May 15, 2024 at 5:30 PM

#### Location

1450 Marina Way South, Richmond CA 94804

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The Board of Directors (Board) and employees of Amethod Public Schools will be holding this meeting in person at **1450 Marina Way South, Richmond, CA 94804**.

Members of the public who wish to attend in person can join us at Richmond Charter Academy (RCA) at 1450 Marina Way South, Richmond, CA 94804. Or members of the public may meet via the Zoom meeting platform at:

<https://us02web.zoom.us/j/83187954557>

We also offer two-way teleconference locations for the public to attend in our Oakland school sites:

Oakland Charter High School- 2365 Coolidge Ave, Oakland, CA 94601

Downtown Charter Academy- 2000 Dennison St, Oakland, CA 94606

Oakland Charter Academy- 4215 Foothill Blvd, Oakland, CA 94601

**Participating by Telephone:** 669-900-9128 Meeting ID: 831 8795 4557

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#### ORDER OF BUSINESS MAY BE CHANGED WITHOUT NOTICE

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##### **Directors Present**

A. Emmanuelli, E. Gallegos, G. Lopez Jr.

##### **Directors Absent**

E. Quiroz

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#### **I. Opening Items**

##### **A. Call the Meeting to Order**

G. Lopez Jr. called a meeting of the board of directors of Amethod Public Schools to order on Wednesday May 15, 2024 at 5:31 PM.

##### **B. Record Attendance**

##### **C. Announcements**

One Announcement:

Sylvia Flores introduces her new Executive Assistant, Grace Barriga who started her first day today. She says Grace used to be a Director at The Boys and Girls Club in San Leandro.

##### **D. Public Comments on Non-Agenda Items**

No public comments were made.

## II. Closed Session

### A. Conference with Labor Negotiator

The board reconvenes from closed session at 6:04pm and has no reportable actions.

## III. Business

### A. Approval to Add Regular Meeting to Regular Meeting Schedule

G. Lopez Jr. made a motion to approve adding Regular Meeting to Regular Meeting Schedule.

E. Gallegos seconded the motion.

Board Chair Gilbert says there will be a regular board meeting scheduled for Monday, May 20th.

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

#### Roll Call

A. Emmanuelli Aye

E. Gallegos Aye

G. Lopez Jr. Aye

E. Quiroz Absent

## IV. 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 6:06 PM.

Respectfully Submitted,

G. Lopez Jr.

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telephone, (510) 965-4562; Email: [sallyli@amethodschools.org](mailto:sallyli@amethodschools.org)*



## Amethod Public Schools

### Regular Meeting of the AMPS Board of Directors

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#### Date and Time

Monday May 20, 2024 at 6:30 PM PDT

#### Location

1450 Marina Way South, Richmond, CA 94804

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The Board of Directors (Board) and employees of Amethod Public Schools will be holding this meeting in person at **1450 Marina Way South, Richmond, CA 94804**.

Members of the public who wish to attend in person can join us in the Home Office's Board Room at 1450 Marina Way South, Richmond, CA 94804. Or members of the public may meet via the Zoom meeting platform at:

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Oakland Charter Academy- 4215 Foothill Blvd, Oakland, CA 94601

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ORDER OF BUSINESS MAY BE CHANGED WITHOUT NOTICE

## Agenda

	Purpose	Presenter	Time
<b>I. Opening Items</b>			<b>6:30 PM</b>
<b>A.</b> Call the Meeting to Order		Gilbert Lopez Jr.	5 m
<b>B.</b> Record Attendance		Sally Li	2 m
<b>C.</b> Announcements			2 m
<b>D.</b> Public Comments on Non-Agenda Items			2 m
Members of the public may comment here on non-agenda items that relate to one or more schools operated by Amethod Public Schools.			
<b>II. Consent</b>			<b>6:41 PM</b>
<b>A.</b> Approval of 05/15/2024 Special Board Meeting Minutes	Approve Minutes		2 m
<b>B.</b> Approval of 05/15/2024 Regular Board Meeting Minutes	Approve Minutes		2 m
<b>III. Closed Session</b>			<b>6:45 PM</b>
<b>A.</b> Conference with Labor Negotiator	Discuss		25 m

	Purpose	Presenter	Time
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Agency Designated Representative: Board Chair

Unrepresented Employee: Chief Operations Officer

#### IV. Open Session Information/Action 7:10 PM

- |    |   |      |  |     |
|----|---|------|--|-----|
| A. | Board Approval/Ratification of Compensation Comparability Study for Chief Operations Officer Position | Vote |  | 2 m |
|----|---|------|--|-----|

Public Comment: Members of the public may comment here.

- |    |  |     |                   |     |
|----|--|-----|-------------------|-----|
| B. | Board Chair: Required Oral Report Regarding Chief Operations Officer Employment Contract | FYI | Gilbert Lopez Jr. | 5 m |
|----|--|-----|-------------------|-----|

Public Comment: Members of the public may comment here.

- |    |   |      |  |     |
|----|---|------|--|-----|
| C. | Board Ratification/Approval of Chief Operations Officer Employment Contract | Vote |  | 2 m |
|----|---|------|--|-----|

Public Comment: Members of the public may comment here.

#### V. Discussion 7:19 PM

- |    |   |         |  |      |
|----|---|---------|--|------|
| A. | 2024-2025 Local Control and Accountability Plan (LCAP) Public Hearing | Discuss |  | 15 m |
|----|---|---------|--|------|

Public Comment: Members of the public may comment here.

#### VI. Closing Items 7:34 PM

- |    |                 |     |                   |     |
|----|-----------------|-----|-------------------|-----|
| A. | Adjourn Meeting | FYI | Gilbert Lopez Jr. | 1 m |
|----|-----------------|-----|-------------------|-----|

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# Amethod Public Schools

## Minutes

### Regular Meeting of the AMPS Board of Directors

---

#### Date and Time

Monday May 20, 2024 at 6:30 PM

#### Location

1450 Marina Way South, Richmond, CA 94804

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The Board of Directors (Board) and employees of Amethod Public Schools will be holding this meeting in person at **1450 Marina Way South, Richmond, CA 94804**.

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ORDER OF BUSINESS MAY BE CHANGED WITHOUT NOTICE

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**Directors Present**

A. Emmanuelli, E. Gallegos, G. Lopez Jr.

**Directors Absent**

E. Quiroz

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**I. Opening Items**

**A. Call the Meeting to Order**

G. Lopez Jr. called a meeting of the board of directors of Amethod Public Schools to order on Monday May 20, 2024 at 6:30 PM.

**B. Record Attendance**

**C. Announcements**

No announcements were made.

**D. Public Comments on Non-Agenda Items**

No public comments were made.

**II. Consent**

**A. Approval of 05/15/2024 Special Board Meeting Minutes**

E. Gallegos made a motion to approve the minutes from Special Board Meeting of the AMPS Board of Directors on 05-15-24.

A. Emmanuelli seconded the motion.

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

**Roll Call**

E. Quiroz Absent

G. Lopez Jr. Aye

E. Gallegos Aye

A. Emmanuelli Aye

**B. Approval of 05/15/2024 Regular Board Meeting Minutes**

A. Emmanuelli made a motion to approve the minutes from Regular Meeting of the AMPS Board of Directors on 05-15-24.

E. Gallegos seconded the motion.

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

**Roll Call**

E. Quiroz Absent

A. Emmanuelli Aye

G. Lopez Jr. Aye

E. Gallegos Aye

**III. Closed Session**

**A. Conference with Labor Negotiator**

The Board returns from closed session at 7:11 and there were no reportable actions.

**IV. Open Session Information/Action**

**A. Board Approval/Ratification of Compensation Comparability Study for Chief Operations Officer Position**

E. Gallegos made a motion to Approve/Ratify of Compensation Comparability Study for Chief Operations Officer Position.

A. Emmanuelli seconded the motion.

No public comments.

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

**Roll Call**

E. Gallegos Aye

A. Emmanuelli Aye

E. Quiroz Absent

G. Lopez Jr. Aye

**B.**

## **Board Chair: Required Oral Report Regarding Chief Operations Officer Employment Contract**

No public comments.

### **C. Board Ratification/Approval of Chief Operations Officer Employment Contract**

Board Chair G. Lopez Jr is reporting regarding approval of the Chief Operations Officer employment agreement, the agreement provides the following:

1. A work schedule of a minimum of 240 days annually;
2. A base annual salary of:  
\$208,000 for the 2024-2025 school year;
3. Employee shall be entitled to accrue vacation consistent with the current AMPS Employee Handbook and/or policies.
4. Sick leave to accrue consistent with the current AMPS Employee Handbook and/or policies.
5. A \$50,000 life insurance policy.
6. At AMPS expense, employee shall be afforded such health and other benefits of employment as shall be granted to other AMPS employees.
7. Participation in a 401k and/or 403b retirement plan, subject to program and eligibility requirements, as applicable.

The annual salary is in keeping with the compensation comparability study the Board has received.

No public comments.

A. Emmanuelli made a motion to Ratify/Approve of Chief Operations Officer Employment Contract.

E. Gallegos seconded the motion.

Adrian is excited to join the team and is ready to hit the ground running.

The Board welcomes Adrian.

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

#### **Roll Call**

A. Emmanuelli	Aye
E. Gallegos	Aye
G. Lopez Jr.	Aye
E. Quiroz	Absent

## **V. Discussion**

### **A. 2024-2025 Local Control and Accountability Plan (LCAP) Public Hearing**

Sylvia Flores, Interim Chief Executive Officer, states Local Control and Accountability Plan is still in draft mode. It should be finalized this month and will be brought up at June 12th meeting. While still in draft mode, Ms. Flores would like to take this opportunity to gather comments and suggestions from the public or board. There are 3 main goals Ms.

Flores will be discussing today. The goals for each of the school sites were created based off multiple data points. First, quantitative data was gathered from the state website. Survey data was also gathered from students, staff and parents during the Family Staff Team Meetings at schools. Every 3 years a new Local Control and Accountability Plan is created. The 2024-2025 plan will stay in place for the next 3 years. Annual performance for each school site was assessed. John Henry High School was identified as being eligible for comprehensive support and encouragement, due to English learner progress. A root cause analysis was done to support English Learner progress and the school. Amethod will hire an English Learner specialist to support every school site in providing training to teachers to increase our English Learner progress.

The first goal for the Local Control and Accountability Plan is to provide an academically rigorous, Common Core-aligned college preparatory program with support and interventions for students' academic development. Data shows progress is not as strong as we'd hope. This is why the first goal was set in place.

For each goal, several measures were identified; each measure is tied to state priority.

There will be several check ins throughout the year to check for progress.

The second goal for the Local Control and Accountability Plan is to create an engaged parent community that is fully engaged in and actively connected to the school community. This is a maintenance goal that was established in the prior Local Control and Accountability Plan. Amethod Public Schools would like to continue the strong parent involvement within the school sites. Constant feedback loops between school sites and parents has been established, and we would like to strengthen that bond through community and family events.

The third goal for the Local Control and Accountability Plan is to create a safe, inclusive, and welcoming school community where students and staff are fully invested in academic, health, and social-emotional learning. Amethod is doing this by engaging students and improving school climate, created through survey data by parents and students.

An expenditure table was created for each school site. Ms. Flores goes over the total planned expenditure table. The expenditure tables are tied directly to the goals, and are made to ensure so that goals are met.

Ms. Flores asks for questions, or comments from the board.

E. Emmanuelli asks how we can stay accountable to ensure we make these goals realistic.

E. Gallegos, is questioning who keeps track of where we stand on goals?

Ms. Flores states it will be a team effort. Adjustments will be made during the year if necessary. Chief Operations Officer and Chief Academic Officer will also be meeting with site directors and teachers so that they understand where they are with data, and how goals will be reached. Metrics have been crafted to be attainable.

E. Gallegos asks how the grant that was previously awarded intertwines with this Local Control and Accountability Plan.

Ms. Flores says they're interconnected through action tables and expenditure plan.

E. Gallegos asks about the school psychologist and counselor and how many students are being served.

Ms. Flores states it is part of the community grant to establish partnerships to support school site. There is 1 school counselor per school site currently. They provide mental health services through check ins, and school wide culture initiatives to support mental health needs. While the school counselors are not funded by the community school grant, the person that oversees the school counselor is grant funded.

A Emmanuelli is confident that we are able to meet the goals, with Chief Operations Officer, Chief Academic Officer, and Chief Executive Officer on board.

No public comments.

## 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 7:35 PM.

Respectfully Submitted,  
G. Lopez Jr.

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## Documents used during the meeting

None

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## Amethod Public Schools

### Regular Meeting of the AMPS Board of Directors

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#### Date and Time

Wednesday June 12, 2024 at 6:00 PM PDT

#### Location

1450 Marina Way South, Richmond, CA 94804

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The Board of Directors (Board) and employees of Amethod Public Schools will be holding this meeting in person at **1450 Marina Way South, Richmond, CA 94804**.

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Oakland Charter Academy- 4215 Foothill Blvd, Oakland, CA 94601

**Participating by Telephone:** 669-900-9128 Meeting ID: 831 8795 4557

**Public Comment:** Members of the public attending in person who wish to comment on an agenda item please fill out a speaker card and submit it to a staff member. Members of the public who are joining via teleconference, please use raise hand tool in the reactions tab located at the bottom of the zoom screen or press star (\*) nine if joining by telephone. 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.

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ORDER OF BUSINESS MAY BE CHANGED WITHOUT NOTICE

## Agenda

	Purpose	Presenter	Time
<b>I. Opening Items</b>			<b>6:00 PM</b>
<b>A.</b> Call the Meeting to Order		Gilbert Lopez Jr.	5 m
<b>B.</b> Record Attendance		Sally Li	2 m
<b>C.</b> Announcements			2 m
<b>D.</b> Public Comments on Non-Agenda Items			2 m
Members of the public may comment here on non-agenda items that relate to one or more schools operated by Amethod Public Schools.			
<b>II. Consent</b>			<b>6:11 PM</b>
<b>A.</b> Approval of 05/20/2024 Regular Board Meeting Minutes	Approve Minutes		2 m
<b>B.</b> Approval of Board Meeting Schedule 2024-2025	Vote		2 m
<b>C.</b> Approval of Education of English Learners Policy 2024	Vote		2 m
<b>D.</b> Approval of Professional Boundaries Policy 2024	Vote		2 m

	Purpose	Presenter	Time
<b>E.</b> Approval of Revised Suicide Prevention Policy 2024 (June Updates)	Vote		2 m
<b>F.</b> Approval of Annual Notice Packet 2024-2025	Vote		2 m
<b>G.</b> Approval of Family Handbook 2024-2025	Vote		2 m
<b>H.</b> Approval of AMPS Employee Handbook 2024-2025	Vote		2 m
<b>I.</b> Approval of Protected Prayer Joint Resolutions Policy	Vote		2 m
<b>J.</b> Approval of Math Placement Policy 2024- John Henry High School	Vote		2 m
<b>K.</b> Approval of Math Placement Policy 2024- Oakland Charter High School	Vote		2 m
<b>III. Business</b>			<b>6:33 PM</b>
<b>A.</b> Approval of Local Control and Accountability Plan (LCAP) 2024-2025 Public Comment: Members of the public may comment here.	Vote	Sylvia Flores	10 m
<b>B.</b> Approval of Fiscal Year 2024-2025 Budget Public Comment: Members of the public may comment here.	Vote	Matt Percin	10 m
<b>C.</b> Approval of California Dashboard Local Indicators Public Comment: Members of the public may comment here.	Vote	Sylvia Flores	5 m
<b>D.</b> Approval of FY24-25 EPA Spending Plans Public Comment: Members of the public may comment here.	Vote	Matt Percin	5 m
<b>E.</b> Approval of 2024-2025 Consolidated Application for Federal Funding Public Comment: Members of the public may comment here.	Vote	Matt Percin	5 m
<b>F.</b> Approval of 2023-2024 Prop 28 AMS Annual Report Public Comment: Members of the public may comment here.	Vote	Matt Percin	5 m

	Purpose	Presenter	Time
<b>G.</b> Approval of ConApp Reporting	Vote	Matt Percin	2 m
Public Comment: Members of the public may comment here.			
<b>H.</b> Approval of HVAC Repair Quote- Downtown Charter Academy	Vote	David Pearson	2 m
Public Comment: Members of the public may comment here.			
<b>I.</b> Approval of School Outfitters Furniture Quote	Vote	David Pearson	2 m
Public Comment: Members of the public may comment here.			
<b>J.</b> Approval of Worthington Direct Furniture Quote- Oakland Charter Academy (ESSER III Funded)	Vote	David Pearson	2 m
<b>K.</b> Approval of Janitorial Services Contract for 2024-2025 School Year	Vote	David Pearson	5 m
Public Comment: Members of the public may comment here.			
<b>L.</b> Approval of Ed Sped Solutions Contract 2024-2025	Vote	Mary Busby	5 m
Public Comment: Members of the public may comment here.			
<b>M.</b> Approval of Ascend HR Consulting Contract 2024-2025	Vote	Sylvia Flores	5 m
Public Comment: Members of the public may comment here.			
<b>N.</b> Approval of Bubbalo Lease Extension for 2025-2030	Vote	Sylvia Flores	2 m
Public Comment: Members of the public may comment here.			
<b>O.</b> Approval of 2024-2025 Vended Meals Agreement: Revolution Foods	Vote	Maria Arechiga	2 m
Public Comment: Members of the public may comment here.			
<b>P.</b> Approval of 2024-2025 Insurance Contract	Vote	Maria Arechiga	2 m
Public Comment: Members of the public may comment here.			
<b>Q.</b> Approval of Navigator Schools PD Partnership (Funded By ESSER III)	Vote	Maurice Williams	5 m

	Purpose	Presenter	Time
	Public Comment: Members of the public may comment here.		
<b>R.</b>	Approval of Character Programs (Mental Health / Bullying PDs)  (Funded by ESSER III)	Vote  Maurice Williams	5 m
	Public Comment: Members of the public may comment here.		

#### **IV. Closed Session 7:52 PM**

<b>A.</b>	CONFERENCE WITH LEGAL COUNSEL- EXISTING LITIGATION  (Paragraph (1) of subdivision (d) of Section 54956.9): One case	Discuss	10 m
<b>B.</b>	CEO Evaluation	Discuss	15 m
<b>C.</b>	Conference with Labor Negotiator  Agency Designated Representative: Board Chair Unrepresented Employee: Chief Executive Officer	Discuss	10 m
<b>D.</b>	Conference with Labor Negotiator  Agency Designated Representative: Board Chair Unrepresented Employee: Chief Academic Officer	Discuss	5 m

#### **V. Open Session Information/Action 8:32 PM**

<b>A.</b>	Board Approval/Ratification of Compensation Comparability Study for Chief Executive Officer Position  Public Comment: Members of the public may comment here.	Vote	2 m
<b>B.</b>	Board Chair: Required Oral Report Regarding Chief Executive Officer Employment Contract  Public Comment: Members of the public may comment here.	FYI  Gilbert Lopez Jr.	5 m
<b>C.</b>	Board Ratification/Approval of Chief Executive Officer Employment Contract  Public Comment: Members of the public may comment here.	Vote	2 m

	Purpose	Presenter	Time
<b>D.</b> Board Approval/Ratification of Compensation Comparability Study for Chief Academic Officer Position  Public Comment: Members of the public may comment here.	Vote		2 m
<b>E.</b> Board Chair: Required Oral Report Regarding Chief Academic Officer Employment Contract  Public Comment: Members of the public may comment here.	FYI	Gilbert Lopez Jr.	5 m
<b>F.</b> Board Ratification/Approval of Chief Academic Officer Employment Contract  Public Comment: Members of the public may comment here.	Vote		2 m
<b>VI. Discussion</b>			<b>8:50 PM</b>
<b>A.</b> CEO Report  Topics discussed during this report will include enrollment, staffing, data, and workplace violence prevention plan.	Discuss	Sylvia Flores	10 m
<b>VII. Closing Items</b>			<b>9:00 PM</b>
<b>A.</b> Adjourn Meeting	FYI	Gilbert Lopez Jr.	1 m

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**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. **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., 1450 Marina Way South Second Floor. Richmond, CA 94804; telephone, (510) 436-0172 [sallyli@amethodschools.org](mailto:sallyli@amethodschools.org). **FOR MORE INFORMATION.** For more information concerning this agenda, please contact Amethod Public Schools Main Administration, 1450 Marina Way South Second Floor. Richmond, CA 94804; telephone, (510) 436-0172; Email: [sallyli@amethodschools.org](mailto:sallyli@amethodschools.org)

APPROVED



# Amethod Public Schools

## Minutes

### Regular Meeting of the AMPS Board of Directors

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#### Date and Time

Wednesday June 12, 2024 at 6:00 PM

#### Location

1450 Marina Way South, Richmond, CA 94804

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The Board of Directors (Board) and employees of Amethod Public Schools will be holding this meeting in person at **1450 Marina Way South, Richmond, CA 94804**.

Members of the public who wish to attend in person can join us in the Home Office's Board Room at 1450 Marina Way South, Richmond, CA 94804. Or members of the public may meet via the Zoom meeting platform at:

<https://us02web.zoom.us/j/83187954557>

We also offer two-way teleconference locations for the public to attend in our Oakland school sites:

Oakland Charter High School- 2365 Coolidge Ave, Oakland, CA 94601

Downtown Charter Academy- 2000 Dennison St, Oakland, CA 94606

Oakland Charter Academy- 4215 Foothill Blvd, Oakland, CA 94601

**Participating by Telephone:** 669-900-9128 Meeting ID: 831 8795 4557

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**Directors Present**

A. Emmanuelli, E. Gallegos, E. Quiroz, G. Lopez Jr.

**Directors Absent**

*None*

**Guests Present**

G. Barriga, S. Flores, S. Li

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**I. Opening Items**

**A. Call the Meeting to Order**

**B. Record Attendance**

**C. Announcements**

No Announcements.

**D. Public Comments on Non-Agenda Items**

No Public Comments.

**II. Consent**

**A. Approval of 05/20/2024 Regular Board Meeting Minutes**

E. Gallegos made a motion to Approve of 05/20/2024 Regular Board Meeting Minutes.

A. Emmanuelli seconded the motion.

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

**Roll Call**

G. Lopez Jr. Aye

A. Emmanuelli Aye

E. Quiroz Abstain

E. Gallegos Aye

**B. Approval of Board Meeting Schedule 2024-2025**

A. Emmanuelli made a motion to Approve of Worthington Direct Furniture Quote-  
Oakland Charter Academy.

E. Quiroz seconded the motion.

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

**Roll Call**

G. Lopez Jr. Aye

E. Gallegos Aye

A. Emmanuelli Aye

E. Quiroz Aye

**C. Approval of Education of English Learners Policy 2024**

A. Emmanuelli made a motion to Approve of Education of English Learners Policy 2024.

E. Gallegos seconded the motion.

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

**Roll Call**

E. Quiroz Aye

A. Emmanuelli Aye

G. Lopez Jr. Aye

E. Gallegos Aye

**D. Approval of Professional Boundaries Policy 2024**

The Board Chair has pulled this item from the Agenda and will not be voting on this item.

**E. Approval of Revised Suicide Prevention Policy 2024 (June Updates)**

E. Gallegos made a motion to Approve of Revised Suicide Prevention Policy 2024 (June  
Updates).

A. Emmanuelli seconded the motion.

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

**Roll Call**

G. Lopez Jr. Aye

E. Quiroz Aye

E. Gallegos Aye

**Roll Call**

A. Emmanuelli Aye

**F. Approval of Annual Notice Packet 2024-2025**

E. Gallegos made a motion to Approve of Annual Notice Packet 2024-2025.

E. Quiroz seconded the motion.

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

**Roll Call**

G. Lopez Jr. Aye

A. Emmanuelli Aye

E. Quiroz Aye

E. Gallegos Aye

**G. Approval of Family Handbook 2024-2025**

E. Quiroz made a motion to Approve of Family Handbook 2024-2025.

A. Emmanuelli seconded the motion.

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

**Roll Call**

A. Emmanuelli Aye

G. Lopez Jr. Aye

E. Quiroz Aye

E. Gallegos Aye

**H. Approval of AMPS Employee Handbook 2024-2025**

The Board Chair has pulled this item from the Agenda and will not be voting on this item.

**I. Approval of Protected Prayer Joint Resolutions Policy**

E. Quiroz made a motion to Approve of Family Handbook 2024-2025.

E. Gallegos seconded the motion.

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

**Roll Call**

A. Emmanuelli Aye

E. Quiroz Aye

G. Lopez Jr. Aye

E. Gallegos Aye

**J. Approval of Math Placement Policy 2024- John Henry High School**

The Board Chair has pulled this item from the Agenda and will not be voting on this item.

**K. Approval of Math Placement Policy 2024- Oakland Charter High School**

The Board Chair has pulled this item from the Agenda and will not be voting on this item.

### III. Business

#### A. Approval of Local Control and Accountability Plan (LCAP) 2024-2025

Sylvia presents new 3 year LCAP plan for all 6 sites. Amethod has been gathering information from families, The Board, and the community to put together a newly developed 3 year LCAP. Ms. Flores states 2024 LCAP Improvements. The 2024 LCAP: Goal 1 provides an academically rigorous, Common Core-aligned college preparatory program with support and interventions for students' academic development. On the slide shown, we can see Metrics has been broken down into Annual Measurable Outcomes, and a Desired 3 year outcome. Ms. Flores Sylvia mentions that specific metrics are in place for each desired 3 year outcome. Goal 2 creates an engaged parent community that is fully invested in and actively connected to the school community and academic program. Goal 3 creates a safe, inclusive and welcoming school climate where students and staff are engaged and fully invested in students' academic, health and socio-emotional learning. Amethod does see students that come from low socio-economic backgrounds have difficulty thriving, and the goal is to bridge that gap. Slides for the 2024-2025 Planned Expenditures for each school site is shown.

No public comments.

Board member Edgar notes that this is an impressive document and plan and gives thanks to the team working on this project. Sylvia states it was a team effort meeting two to three times a week and making this a priority.

A. Emmanuelli made a motion to Approval of Local Control and Accountability Plan (LCAP) 2024-2025.

E. Quiroz seconded the motion.

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

#### Roll Call

E. Gallegos Aye

E. Quiroz Aye

A. Emmanuelli Aye

G. Lopez Jr. Aye

#### B. Approval of Fiscal Year 2024-2025 Budget

A. Emmanuelli made a motion to Approval of Fiscal Year 2024-2025 Budget.

E. Quiroz seconded the motion.

Matthew Persin introduces himself and Charter Impact. He starts with explaining the State Budget Process. He proceeds with the May Revise Highlights. He explains the LCFF Increase from 2018 - 2029. The Governor May Revised Update slide is shown. There are increases in the proposal. Changes has occurred in the Learning Recovery Proposals. There are other key updates such as 10:1 TK ratio. Mr. Persin dives straight into the Fiscal Year 25 overview. There is 1,993 total enrollment. 1,878 total students that require ADA. There is \$44.8M total revenues, and \$43.5 total expenses. There is a \$1.2M surplus. A slide detailing each site is shown and further explained. Board Member Elisa

wants to know how we can continue to stay within budget and stay conservative with our spending. Ms. Flores states that student data is lower than what we would like so she is ensuring that funds are being allocated for 1:1 support and paraeducators. Most funds are being allocated for this and professional development. Budget was cut from PD consultants due to hiring appropriate staff.

No public comments.

Board member appreciates how easy it was to understand context.

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

**Roll Call**

E. Quiroz Aye

E. Gallegos Aye

A. Emmanuelli Aye

G. Lopez Jr. Aye

**C. Approval of California Dashboard Local Indicators**

E. Quiroz made a motion to Approval of California Dashboard Local Indicators.

E. Gallegos seconded the motion.

Sylvia presents Local Indicators. Local Indicators are part of California's school accountability system and are published annually s part of the California School Dashboard. Ms. Flores goes over Local Indicator Scores for this year and states that all of that standards have been met for every school. Priorities 1-3, and 6-7 are listed. There are two instances where DCA and OCA did not meet "good repair" but Ms. Flores states that has been remedied. Board Member Andres wants us to continue to strive for more and go the extra step and wants to know how the Board can support in that happening.

No public comments.

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

**Roll Call**

E. Gallegos Aye

G. Lopez Jr. Aye

A. Emmanuelli Aye

E. Quiroz Aye

**D. Approval of FY24-25 EPA Spending Plans**

E. Gallegos made a motion to Approval of FY24-25 EPA Spending Plans.

A. Emmanuelli seconded the motion.

Ms. Barnes goes over Education Protected Account Spending Plans which vary per school. We are spending all of our EPA funds on instruction.

No public comments.

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

**Roll Call**

A. Emmanuelli Aye

E. Gallegos Aye

**Roll Call**

G. Lopez Jr. Aye  
E. Quiroz Aye

**E. Approval of 2024-2025 Consolidated Application for Federal Funding**

E. Quiroz made a motion to Approve of 2024-2025 Consolidated Application for Federal Funding.

E. Gallegos seconded the motion.

There are multiple reports of previous spending to review. Board Member Elisa notes that Marie Arce should be removed as a main contact person. No public comments.

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

**Roll Call**

G. Lopez Jr. Aye  
E. Quiroz Aye  
E. Gallegos Aye  
A. Emmanuelli Aye

**F. Approval of 2023-2024 Prop 28 AMS Annual Report**

E. Gallegos made a motion to Approve of 2023-2024 Prop 28 AMS Annual Report.

A. Emmanuelli seconded the motion.

Prop 28 is a source of funding that has to be spent this year. Due to No Art Program being established in 23-24, Board member Andres asks if there is plans to spend this money. Ms. Flores states there will be plans made, but it is in the works. There is a deadline for which these funds needs to be spent. Board Vice asks if the funds can be used for next year even though they are for 23-24. Mr. Persin states there is 3 years for the money to be spent. Board Member Andres is suggesting we spend all money that we have even if it presents challenges, as in the end students are the ones who benefit. The current plan is to spend throughout the next two years. No public comments.

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

**Roll Call**

E. Quiroz Aye  
A. Emmanuelli Aye  
G. Lopez Jr. Aye  
E. Gallegos Aye

**G. Approval of ConApp Reporting**

The Board Chair has pulled this item from the Agenda due to it being a duplicate to item E. and will not be voting on this item.

**H. Approval of HVAC Repair Quote- Downtown Charter Academy**

The Board Chair has pulled this item from the Agenda and will not be voting on this item.  
The Board Chair has pulled this item from the Agenda and will not be voting on this item.

**I. Approval of School Outfitters Furniture Quote**

The Board Chair has pulled this item from the Agenda and will not be voting on this item.

**J. Approval of Worthington Direct Furniture Quote- Oakland Charter Academy**

E. Quiroz made a motion to Approve of Worthington Direct Furniture Quote- Oakland Charter Academy.

E. Gallegos seconded the motion.

Mr. Pearson provides a quote for an array of classroom furniture. He assess that some furniture needs to be replaced, he shows order for BJE and OCA. He claims students are in dyer need of these essential items. OCA has the oldest furniture of all the schools.

Some furniture is broken, or not in good shape. Multiple grants can be used for this furniture. Elisa wonders where we are shopping and wants us to remain within Budget.

Mr. Pearson is speaking with multiple reps from vendors so that we can get the best offer.

No public comments.

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

**Roll Call**

E. Gallegos Aye

G. Lopez Jr. Aye

A. Emmanuelli Aye

E. Quiroz Aye

**K. Approval of Janitorial Services Contract for 2024-2025 School Year**

E. Quiroz made a motion to Approval of Negotiate Janitorial Services Contract for 2024-2025 School Year.

E. Gallegos seconded the motion.

Mr. Pearson feels that we are maintaining a clean, professional space for our staff and students. He is proposing a new contract for Janitorial Services for 2024-2025. Currently Janitors are working while students are on campus. Mr. Pearson is proposing new services with different vendors. City wide facilities, Green, Rojas, and BSM Facility services are an option. Rojas is a strong contender. Andres questions whether we have experience with Rojas, Mr. Pearson states that while he does not, Maurice Williams the Chief Academic Officer does. Elisa asks about additional services such as plumbing or fixing a broken faucet. Mr. Pearson states that while it is an additional charge they are able to take care of such situations. Mr. Pearson wants to retain 4 AMPS Facility staff to take care of things onsite. Board member Elisa wonders about transportation between the sites. Mr. Pearson states that staff are encourage to keep track of mileage for reimbursement over driving a company car. Seven staff members will be laid off. No public comments.

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

**Roll Call**

E. Gallegos Aye

**Roll Call**

G. Lopez Jr. Aye

E. Quiroz Aye

A. Emmanuelli Aye

Board Chair Gilbert announces a 5 minute break at 7:40pm. Break is over at 7:51pm.

**L. Approval of Ed Sped Solutions Contract 2024-2025**

The Board Chair has pulled this item from the Agenda and will not be voting on this item.

**M. Approval of Ascend HR Consulting Contract 2024-2025**

E. Quiroz made a motion to Approval of Ascend HR Consulting Contract 2024-2025.

A. Emmanuelli seconded the motion.

Amethod has been in contract with Shameka Henderson and her contract was approved for the last year. She provides a full scope of HR Services. Director of HR is on Leave, additional support is needed. Original contract ends June 30th. The new contract has a new termination clause of 2 months. Once Director of HR comes back we may choose to scale back the need of services. Currently Ms. Flores assess we are in need of her services for the upcoming school year. The cost to Amethod Public Schools is \$12,900 per month. She is paid through a consulting contract without benefits. No public comments. Board Member Edgar states Shameka has been very helpful these last few months and is a strong staff member.

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

**Roll Call**

A. Emmanuelli Aye

G. Lopez Jr. Aye

E. Gallegos Aye

E. Quiroz Aye

**N. Approval of Bubbaloo Lease Extension for 2025-2030**

The Board Chair has pulled this item from the Agenda and will not be voting on this item.

**O. Approval of 2024-2025 Vended Meals Agreement: Revolution Foods**

E. Gallegos made a motion to Approve of 2024-2025 Vended Meals Agreement: Revolution Foods.

A. Emmanuelli seconded the motion.

Maria Arechiga, Director of Operations, request a renewal with our meal provider. We provide free meals to all students, due to the inability to cook meals on side we acquire meals from a vendor. We break even once we get reimbursement, but it does require an upfront cost. As long as we continue to manage waste and extras we should be able to break even or even create a very small profit. Board Member Andres questions the quality of the food. Maria states that we are working with vendors to get better food options. Board Member Edgar states he is aware of Revolutionary Food and has had good experiences with them. Member Andres wants to implement a strategic plan about

healthy eating habits for the kids. Andres is wondering if we are able to use the excess profits for education for the students. No public comments.

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

**Roll Call**

E. Gallegos Aye

G. Lopez Jr. Aye

A. Emmanuelli Aye

E. Quiroz Aye

**P. Approval of 2024-2025 Insurance Contract**

The Board Chair has pulled this item from the Agenda and will not be voting on this item.

**Q. Approval of Navigator Schools PD Partnership**

A. Emmanuelli made a motion to Table the Approval of Navigator Schools PD Partnership.

E. Gallegos seconded the motion.

Ms. Flores presents a partnership proposal for Amethod from Navi Impact. The cost proposal is about \$115,000 for all 6 school sites. The program provides a Summer Leader Intensive, a Summer Teacher Intensive, Momentum Coaching, Site Visits, and Navigator Curriculum Resources, Professional development materials, and Teachable content. She states it aligns with how much we would like to budget for PD. This cost comes out of certain grants that we are receiving for educator training and effectiveness to provide better instruction for our students. Elisa is questioning the travel reimbursement and notes that this company is out of Hollister, CA. Ms. Flores feels that Navigator Impact aligns with our academic goals. This company is more cost effective and local which benefits the company. No public comments.

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

**Roll Call**

E. Gallegos Aye

A. Emmanuelli Aye

E. Quiroz Aye

G. Lopez Jr. Aye

**R. Approval of Character Programs (Mental Health / Bullying PDs)**

E. Quiroz made a motion to Table Approval of Character Programs (Mental Health / Bullying PDs).

A. Emmanuelli seconded the motion.

Ms. Flores presents a contract to support school climate, student mental health and bullying. Live Trainings with Tom Thelen has a variety of Training Topics such as Mental Health 101, Bullying Prevention, Violence Prevention, Online Safety for Kids & Teens. They host school assembly programs. This program is specialized in trainings for students, teachers and parents. They can assist with general positive behavior support in the classroom. The Chief Academic Officer has identified needs and has received an

invoice for a total of \$102,658.00. Board Member Elisa wonders how we decided on this company. Ms. Flores states we are still in the process of discovering who may be the best fit. Elisa is wondering how the social-emotional component can be taken into consideration given that we have a very diverse community. There is no deadline on this contract. If we decide to proceed with grant funding then there may be deadlines to keep in mind. The Approval has been paused, and will be revisited until the next meeting. No public comments.

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

**Roll Call**

G. Lopez Jr. Aye  
E. Quiroz Aye  
A. Emmanuelli Aye  
E. Gallegos Aye

**IV. Closed Session**

**A. CONFERENCE WITH LEGAL COUNSEL-EXISTING LITIGATION**

The Board reconvenes from Closed Session at 10:22pm. No reportable actions.

**B. CEO Evaluation**

No reportable actions.

**C. Conference with Labor Negotiator**

No reportable actions.

**D. Conference with Labor Negotiator**

No reportable actions.

**V. Open Session Information/Action**

**A. Board Approval/Ratification of Compensation Comparability Study for Chief Executive Officer Position**

E. Gallegos made a motion to Board Approval/Ratification of Compensation Comparability Study for Chief Executive Officer Position.

E. Quiroz seconded the motion.

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

**Roll Call**

A. Emmanuelli Aye  
G. Lopez Jr. Aye  
E. Quiroz Aye  
E. Gallegos Aye

**B.**

**Board Chair: Required Oral Report Regarding Chief Executive Officer Employment Contract**

Board President Gilbert announces contract will begin July 1 end June 30th. No public comments.

**C. Board Ratification/Approval of Chief Executive Officer Employment Contract**

E. Quiroz made a motion to Board Ratification/Approval of Chief Executive Officer Employment Contract.

E. Gallegos seconded the motion.

Board Member Andres shares the results for evaluations for the CEO. Evaluations were made anonymously. The findings has been discussed in depth with the board and shared with Ms. Flores. All AMPS Employees were eligible to apply. No public comments .

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

**Roll Call**

E. Gallegos Aye

E. Quiroz Aye

G. Lopez Jr. Aye

A. Emmanuelli Aye

**D. Board Approval/Ratification of Compensation Comparability Study for Chief Academic Officer Position**

E. Quiroz made a motion to bring up for approval for Next Meeting Board Approval/Ratification of Compensation Comparability Study for Chief Academic Officer Position.

A. Emmanuelli seconded the motion.

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

**Roll Call**

E. Gallegos Aye

A. Emmanuelli Aye

E. Quiroz Aye

G. Lopez Jr. Aye

**E. Board Chair: Required Oral Report Regarding Chief Academic Officer Employment Contract**

**F. Board Ratification/Approval of Chief Academic Officer Employment Contract**

**VI. Discussion**

**A. CEO Report**

Ms. Flores reports RCA and BJE is at full capacity. DCA is also at full capacity at about 300 students. JHHS, OCHS, and OCA still trying to gain more students. Enrollment

numbers are expected to grow across all sites. Goal is to attract and retain students. Home Office is almost fully staffed, She presents David Brown who is a new hire who will lead data and instruction. HR Manager and English Learner Coordinator has vacancies. She will be conducting interviews this week. School sites still has many teacher vacancies, we are working to fill those. An increase in applicants when a hiring bonus was implemented. Julia Lee will be taking over DCA as a site leader. 3 more dean of Instructions are still being hired. A preliminary report was given to Amethod that shows an increase of student achievement from last year to this year. All schools are seeing increases, some large some small but everyone is making improvements. Workplace violence prevention survey has been sent to all staff, and plans should be followed through to go into effect on July 1st. AMPS Board of Directors will have a retreat on July 31st.

## VII. 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 10:48 PM.

Respectfully Submitted,  
G. Lopez Jr.

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## Amethod Public Schools

### Special Meeting of the AMPS Board of Directors

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#### Date and Time

Tuesday June 18, 2024 at 7:00 PM PDT

#### Location

1450 Marina Way South, Richmond CA, 94804

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The Board of Directors (Board) and employees of Amethod Public Schools will be holding this meeting in person at **1450 Marina Way South, Richmond, CA 94804**.

Members of the public who wish to attend in person can join us in the Home Office's Board Room at 1450 Marina Way South, Richmond, CA 94804. Or members of the public may meet via the Zoom meeting platform at:

<https://us02web.zoom.us/j/83187954557>

We also offer two-way teleconference locations for the public to attend in our Oakland school sites:

Oakland Charter High School- 2365 Coolidge Ave, Oakland, CA 94601

Downtown Charter Academy- 2000 Dennison St, Oakland, CA 94606

Oakland Charter Academy- 4215 Foothill Blvd, Oakland, CA 94601

**Participating by Telephone:** 669-900-9128 Meeting ID: 831 8795 4557

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ORDER OF BUSINESS MAY BE CHANGED WITHOUT NOTICE

## Agenda

	Purpose	Presenter	Time
<b>I. Opening Items</b>			<b>7:00 PM</b>
<b>A.</b> Call the Meeting to Order		Gilbert Lopez Jr.	5 m
<b>B.</b> Record Attendance		Sally Li	2 m
<b>C.</b> Announcements			2 m
<b>D.</b> Public Comments on Non-Agenda Items			2 m
Members of the public may comment here on non-agenda items that relate to one or more schools operated by Amethod Public Schools.			
<b>II. Consent</b>			<b>7:11 PM</b>
<b>A.</b> Approval of 06/12/2024 Regular Board Meeting Minutes	Approve Minutes		2 m
<b>B.</b> Approval of AMPS Employee Handbook 2024-2025	Vote		2 m
<b>C.</b> Approval of Math Placement Policy 2024- John Henry High School	Vote		2 m
<b>D.</b> Approval of Math Placement Policy 2024- Oakland Charter High School	Vote		2 m

	Purpose	Presenter	Time
<b>E.</b> Approval of Harassment, Intimidation, Discrimination and Bullying Policy Effective August 1, 2024	Vote		2 m
<b>F.</b> Approval of Title IX Policy Effective August 1, 2024	Vote		2 m

### **III. Business 7:23 PM**

<b>A.</b> Approval of Rojas Building Solutions Janitorial Services Contract 2024-2025  Public Comment: Members of the public may comment here.	Vote	Adrienne Barnes and David Pearson	5 m
<b>B.</b> Approval of ESSER III Spending Plans for BJE, RCA, JHHS, DCA, OCA, OCHS  Public Comment: Members of the public may comment here.	Vote	Maurice Williams	10 m
<b>C.</b> Approval of Classroom Furniture Quote- Benito Juarez Elementary (Funded by ELOP)  Public Comment: Members of the public may comment here.	Vote	Maurice Williams	5 m
<b>D.</b> Approval of Music & Arts Instruments Quote- Benito Juarez Elementary (Funded by ELOP)  Public Comment: Members of the public may comment here.	Vote	Maurice Williams	5 m
<b>E.</b> Approval of iReady 2024-2025 (Funded by ESSERS III)  Public Comment: Members of the public may comment here.	Vote	Maurice Williams	5 m
<b>F.</b> Approval of John Henry's TCI History Curriculum 6 Year License (Funded by ESSERS III)  Public Comment: Members of the public may comment here.	Vote	Maurice Williams	5 m

	Purpose	Presenter	Time
<b>G.</b> Approval of Worthington Direct Furniture Quote- Oakland Charter Academy  (Funded by ESSER III)  Public Comment: Members of the public may comment here.	Vote	Maurice Williams	5 m
<b>H.</b> Approval of Worthington Direct Furniture Quote- Oakland Charter High School  (Funded by ESSER III)  Public Comment: Members of the public may comment here.	Vote	Maurice Williams	5 m
<b>I.</b> Approval of Character Programs (Mental Health / Bullying PDs)  (Funded by ESSER III)  Public Comment: Members of the public may comment here.	Vote	Maurice Williams	5 m
<b>J.</b> Approval of Ed Sped Solutions Contract 2024- 2025  Public Comment: Members of the public may comment here.	Vote	Mary Busby	5 m
<b>K.</b> Approval of 2024-2025 CharterSafe Insurance Contract  Public Comment: Members of the public may comment here.	Vote	Maria Arechiga	2 m

#### IV. Closing Items

8:20 PM

<b>A.</b> Adjourn Meeting	FYI	Gilbert Lopez Jr.	1 m
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APPROVED



# Amethod Public Schools

## Minutes

### Special Meeting of the AMPS Board of Directors

---

#### Date and Time

Tuesday June 18, 2024 at 7:00 PM

#### Location

1450 Marina Way South, Richmond CA, 94804

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### Directors Present

E. Gallegos, E. Quiroz, G. Lopez Jr.

### Directors Absent

A. Emmanuelli

### Guests Present

G. Barriga, S. Flores, S. Li

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## I. Opening Items

### A. Call the Meeting to Order

Board President Gilbert has made an announcement at 7:04 that quorum is not established, as per best practice we will wait until 7:15 for additional Board Member to arrive.

A follow up announcement was made from Gilbert stating a board member is running 30 minutes late, we will wait until Board Member arrives to begin meeting.

Board Vice Chair Edgar has arrived at 7:38.

G. Lopez Jr. called a meeting of the board of directors of Amethod Public Schools to order on Tuesday Jun 18, 2024 at 7:38 PM.

### B. Record Attendance

### C. Announcements

No Announcements.

#### **D. Public Comments on Non-Agenda Items**

No public comments.

### **II. Consent**

#### **A. Approval of 06/12/2024 Regular Board Meeting Minutes**

E. Quiroz made a motion to approve the minutes from Regular Meeting of the AMPS Board of Directors on 06-12-24.

E. Gallegos seconded the motion.

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

##### **Roll Call**

G. Lopez Jr. Aye

E. Quiroz Aye

A. Emmanuelli Absent

E. Gallegos Aye

#### **B. Approval of AMPS Employee Handbook 2024-2025**

E. Quiroz made a motion to Approve of AMPS Employee Handbook 2024-2025.

E. Gallegos seconded the motion.

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

##### **Roll Call**

E. Quiroz Aye

A. Emmanuelli Absent

E. Gallegos Aye

G. Lopez Jr. Aye

#### **C. Approval of Math Placement Policy 2024- John Henry High School**

E. Quiroz made a motion to Approve of Math Placement Policy 2024- John Henry High School.

E. Gallegos seconded the motion.

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

##### **Roll Call**

E. Gallegos Aye

E. Quiroz Aye

G. Lopez Jr. Aye

A. Emmanuelli Absent

#### **D. Approval of Math Placement Policy 2024- Oakland Charter High School**

E. Quiroz made a motion to Approve of Math Placement Policy 2024- Oakland Charter High School.

E. Gallegos seconded the motion.

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

**Roll Call**

A. Emmanuelli Absent  
G. Lopez Jr. Aye  
E. Quiroz Aye  
E. Gallegos Aye

**E. Approval of Harassment, Intimidation, Discrimination and Bullying Policy**

E. Quiroz made a motion to Approve of Harassment, Intimidation, Discrimination and Bullying Policy.

E. Gallegos seconded the motion.

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

**Roll Call**

G. Lopez Jr. Aye  
A. Emmanuelli Absent  
E. Quiroz Aye  
E. Gallegos Aye

**F. Approval of Title IX Policy**

E. Quiroz made a motion to Approve of Title IX Policy.

E. Gallegos seconded the motion.

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

**Roll Call**

G. Lopez Jr. Aye  
E. Quiroz Aye  
A. Emmanuelli Absent  
E. Gallegos Aye

**III. Business**

**A. Approval of Rojas Building Solutions Janitorial Services Contract 2024-2025**

E. Gallegos made a motion to Approval of Rojas Building Solutions Janitorial Services Contract 2024-2025.

E. Quiroz seconded the motion.

Dave Pearson presents Rojas Building Solutions Janitorial Services Contract 2024-2025.

He mentions 11 month contract is good to go. No public comments.

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

**Roll Call**

A. Emmanuelli Absent  
G. Lopez Jr. Aye  
E. Quiroz Aye  
E. Gallegos Aye

**B. Approval of ESSER III Spending Plans for BJE, RCA, JHHS, DCA, OCA, OCHS**

E. Quiroz made a motion to Approve of ESSER III Spending Plans for BJE, RCA, JHHS, DCA, OCA, OCHS.

E. Gallegos seconded the motion.

Chief Academic Officer Maurice Williams Presents ESSER III Spending Plans for BJE, RCA, JHHS, DCA, OCA, OCHS. Curriculum is the biggest cost, as well as classroom furniture. Spending will also include Professional Development and teacher incentives to attract and retain good teachers. No public comments.

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

**Roll Call**

E. Quiroz      Aye  
G. Lopez Jr.   Aye  
E. Gallegos    Aye  
A. Emmanuelli Absent

**C. Approval of Classroom Furniture Quote- Benito Juarez Elementary**

E. Gallegos made a motion to Approve of Classroom Furniture Quote- Benito Juarez Elementary.

E. Quiroz seconded the motion.

Maurice presents a furniture quote for BJE. BJE has set aside 200K for furniture. This covers the cost for the expanded learning portion. \$175k was also set aside to cover differences. Total cost should be about \$250k. Board Vice Chair questions when the furniture will be here, Furniture should arrive before the beginning of the new school year. The board **VOTED** to approve the motion.

**Roll Call**

A. Emmanuelli Absent  
E. Quiroz      Aye  
E. Gallegos    Aye  
G. Lopez Jr.   Aye

**D. Approval of Music & Arts Instruments Quote- Benito Juarez Elementary**

E. Quiroz made a motion to Approval of Music & Arts Instruments Quote- Benito Juarez Elementary.

E. Gallegos seconded the motion.

Maurice presents Approval of Music & Arts Instruments Quote- Benito Juarez Elementary. There is \$80 k set aside for student instruments, instruments are to become available to all kids so that they can be used. Prices comes out to about \$64k for instruments, the remainder portion will be used for instrument closets to ensure that there is a storage space. Board member Elisa asks about the teachers available to teach, Maurice states that we will gather the instruments first and then look for the right individual to teach. Maurice feels that instruments should be included in the curriculum.

Board Vice Chair asks about access to instruments and whether other schools would have access to them, Maurice states they would just be for BJE. No public comments. The board **VOTED** to approve the motion.

**Roll Call**

G. Lopez Jr. Aye  
A. Emmanuelli Absent  
E. Gallegos Aye  
E. Quiroz Aye

**E. Approval of iReady 2024-2025**

E. Quiroz made a motion to Approve of Music & Arts Instruments Quote- Benito Juarez Elementary.

E. Gallegos seconded the motion.

Maurice presents Contract for iReady for BJE. BJE has the most resources and they have decided to invest heavily in multiple resources. The cost is \$155k for a 3 year contract which includes resource books for all K-5 students. No public comments.

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

**Roll Call**

E. Quiroz Aye  
E. Gallegos Aye  
A. Emmanuelli Absent  
G. Lopez Jr. Aye

**F. Approval of John Henry's TCI History Curriculum**

E. Gallegos made a motion to Approve of John Henry's TCI History Curriculum.

E. Quiroz seconded the motion.

Maurice presents a 6 year license quote for JHHS Book Curriculum for all 4 History books needed. Includes physical text books and online access. No public comments.

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

**Roll Call**

E. Quiroz Aye  
E. Gallegos Aye  
A. Emmanuelli Absent  
G. Lopez Jr. Aye

**G. Approval of Worthington Direct Furniture Quote- Oakland Charter Academy**

E. Quiroz made a motion to Approve of Worthington Direct Furniture Quote- Oakland Charter Academy.

E. Gallegos seconded the motion.

Maurice presents Furniture Quote from Worthington for OCA. Money has been set aside from ESSER and would like to invest in lunch tables, classroom furniture, and classroom

seating. Board member Elisa asks if we are getting a good deal, Maurice states that we are. No public comments.

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

**Roll Call**

G. Lopez Jr. Aye  
E. Gallegos Aye  
E. Quiroz Aye  
A. Emmanuelli Absent

**H. Approval of Worthington Direct Furniture Quote- Oakland Charter High School**

E. Gallegos made a motion to Approve of Worthington Direct Furniture Quote- Oakland Charter High School.

E. Quiroz seconded the motion.

OCHS has needs for updating furniture and its spaces. Parents are making the decision as to where to send their kids based on how a school look, this would give the school a much needed face lift. No Board Member comments. No public Comments.

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

**Roll Call**

E. Quiroz Aye  
A. Emmanuelli Absent  
E. Gallegos Aye  
G. Lopez Jr. Aye

**I. Approval of Character Programs (Mental Health / Bullying PDs)**

E. Quiroz made a motion to Approve of Character Programs (Mental Health / Bullying PDs).

E. Gallegos seconded the motion.

Maurice presents Tom Thelen who presents a slideshow titled Character Programs, Three Solutions for Schools. He mentions he has worked with Maurice for about 7 years at his previous school, AIMS. He mentions he has spoken all over the world, and mentions benefits to having his program on campus. He talks about his book, Mental Health 101 for Teens which has digital curriculum and a teachers guide. There is an app available which has the availability to report Bullying. Mr. Thelen goes over the reporting software. He mentions the scope of services he provides. He will do 6 school assemblies on Bullying Prevention, 5 school assemblies on Mental Health Skills, 2 professional development Trainings for Educators, 1 parent and community program. This also includes a 3 year curriculum subscription for Nobullyingschools.com and mentalhealth101.org. As well as 1800 Mental Health 101 Books for students. Board member Elisa asks about how the program is doing in a foreign language as Mr. Thelen has mentioned that the program has been translated into other languages. Mr. Thelen says that he has been working with translator professionals to try to ensure that all ideas come through for students and parents. Elisa asks about what language the parent program will be in, and feels that more than 1 class is possibly needed. Mr. Thelen states

that the book has a family resource page to share with the family. The webpage is able to be translated into multiple languages so that parents from a diverse background can access. Board member Edgar asks about peer assistance, or a leadership club for students who may be interested in being a peer leader. Mr. Thelen mentions that while there is no separate component for that, the chapters of the book allow for the individual student to assess their own mental health and well being. Maurice shares a personal story about an 8th grade student who was a victim of bullying who took her own life. He mentions that this curriculum offers students resources and allows them to know they are not alone. Maurice mentions that this works well in our diverse community, and that the book is an easy read. He mentions parents were very happy about this program. This is a one of a kind program, given that there are no other programs like this in the nation. Elisa asks about adding more parent trainings. No public comments.

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

**Roll Call**

E. Quiroz Aye  
G. Lopez Jr. Aye  
A. Emmanuelli Absent  
E. Gallegos Aye

**J. Approval of Ed Sped Solutions Contract 2024-2025**

E. Gallegos made a motion to Approval of Ed Sped Solutions Contract 2024-2025.

E. Quiroz seconded the motion.

Chief Executive Officer presents Ed Sped Solutions Contract 2024-2025, wants to continue partnership with them to contract behavior aides. They are trained specifically for providing behavior support to students. They would help us with vision and hearing screenings as well. Functional behavior assessment is done every 3 years, or if a student shows a need. Estimated cost for all 6 school sites \$242,000. Last year we spend \$745,000. We have done a lot of hiring internally and have been able to cut that cost. No public comments.

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

**Roll Call**

E. Gallegos Aye  
G. Lopez Jr. Aye  
A. Emmanuelli Absent  
E. Quiroz Aye

**K. Approval of 2024-2025 CharterSafe Insurance Contract**

E. Quiroz made a motion to Approve of 2024-2025 CharterSafe Insurance Contract.

E. Gallegos seconded the motion.

Maria recommends we approve the 2024-2025 CharterSafe Insurance Contract. Maria has been shopping the market and the quotes that have been received have been just as high or higher. Recommends that we stay with them given our options and the benefits that they provide. No public comments.

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

**Roll Call**

E. Gallegos Aye  
A. Emmanuelli Absent  
E. Quiroz Aye  
G. Lopez Jr. Aye

**IV. 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 8:45 PM.

Respectfully Submitted,  
G. Lopez Jr.

---

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#### Date and Time

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<b>D.</b> Public Comments on Non-Agenda Items			2 m
Members of the public may comment here on non-agenda items that relate to one or more schools operated by Amethod Public Schools.			
<b>II. Consent</b>			<b>7:11 PM</b>
<b>A.</b> Approval of 06/18/2024 Special Board Meeting Minutes	Approve Minutes		2 m
<b>III. Business</b>			<b>7:13 PM</b>
<b>A.</b> Approval of Updated 2024-2025 Budgets for Benito Juarez Elementary	Vote		5 m
Public Comment: Members of the public may comment here.			

	Purpose	Presenter	Time
<b>B.</b> Approval of Updated 2024-2025 Budgets for Richmond Charter Academy	Vote		5 m
Public Comment: Members of the public may comment here.			
<b>C.</b> Approval of Updated 2024-2025 Budgets for John Henry High School	Vote		5 m
Public Comment: Members of the public may comment here.			
<b>D.</b> Approval of Updated 2024-2025 Budgets for Downtown Charter Academy	Vote		5 m
Public Comment: Members of the public may comment here.			
<b>E.</b> Approval of Updated 2024-2025 Budgets for Oakland Charter Academy	Vote		5 m
Public Comment: Members of the public may comment here.			
<b>F.</b> Approval of Updated 2024-2025 Budgets for Oakland Charter High School	Vote		5 m
Public Comment: Members of the public may comment here.			

**IV. Closing Items****7:43 PM**

<b>A.</b> Adjourn Meeting	FYI	Gilbert Lopez Jr.	1 m
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APPROVED



# Amethod Public Schools

## Minutes

### Special Meeting of the AMPS Board of Directors

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#### Date and Time

Friday June 21, 2024 at 7:00 PM

#### Location

1450 Marina Way South, Richmond, CA 94804

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The Board of Directors (Board) and employees of Amethod Public Schools will be holding this meeting in person at **1450 Marina Way South, Richmond, CA 94804**.

Members of the public who wish to attend in person can join us in the Home Office's Board Room at 1450 Marina Way South, Richmond, CA 94804. Or members of the public may meet via the Zoom meeting platform at:

<https://us02web.zoom.us/j/83187954557>

We also offer two-way teleconference locations for the public to attend in our Oakland school sites:

Oakland Charter High School- 2365 Coolidge Ave, Oakland, CA 94601

Downtown Charter Academy- 2000 Dennison St, Oakland, CA 94606

Oakland Charter Academy- 4215 Foothill Blvd, Oakland, CA 94601

**Participating by Telephone:** 669-900-9128 Meeting ID: 831 8795 4557

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ORDER OF BUSINESS MAY BE CHANGED WITHOUT NOTICE

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**Directors Present**

E. Gallegos, E. Quiroz, G. Lopez Jr.

**Directors Absent**

A. Emmanuelli

**Guests Present**

G. Barriga

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**I. Opening Items**

**A. Call the Meeting to Order**

G. Lopez Jr. called a meeting of the board of directors of Amethod Public Schools to order on Friday Jun 21, 2024 at 7:45 PM.

**B. Record Attendance**

**C. Announcements**

Board President Gilbert makes an announcement that finance vendor is still working, and that final numbers should be in within 30 minutes.

**D. Public Comments on Non-Agenda Items**

**II. Consent**

**A.**

### **Approval of 06/18/2024 Special Board Meeting Minutes**

E. Quiroz made a motion to approve the minutes from Special Meeting of the AMPS Board of Directors on 06-18-24.

E. Gallegos seconded the motion.

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

#### **Roll Call**

G. Lopez Jr. Aye

A. Emmanuelli Absent

E. Quiroz Aye

E. Gallegos Aye

### **III. Business**

#### **A. Approval of Updated 2024-2025 Budgets for Benito Juarez Elementary**

E. Quiroz made a motion to Approval of Updated 2024-2025 Budgets for Benito Juarez Elementary.

E. Gallegos seconded the motion.

There was a change in the approved Budget plan, changes were all under 3.5% all sites have projected surpluses in the future. Board President Gilbert thanks Chief Operating Officer Adrienne Barnes and Chief Executive Officer Sylvia Flores for their work. No public comments.

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

#### **Roll Call**

G. Lopez Jr. Aye

A. Emmanuelli Absent

E. Gallegos Aye

E. Quiroz Aye

#### **B. Approval of Updated 2024-2025 Budgets for Richmond Charter Academy**

E. Gallegos made a motion to Approval of Updated 2024-2025 Budgets for Richmond Charter Academy.

E. Quiroz seconded the motion.

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

#### **Roll Call**

E. Quiroz Aye

A. Emmanuelli Absent

E. Gallegos Aye

G. Lopez Jr. Aye

#### **C. Approval of Updated 2024-2025 Budgets for John Henry High School**

E. Quiroz made a motion to Approval of Updated 2024-2025 Budgets for John Henry High School.

E. Gallegos seconded the motion.

No public comments

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

**Roll Call**

E. Gallegos Aye

A. Emmanuelli Absent

G. Lopez Jr. Aye

E. Quiroz Aye

**D. Approval of Updated 2024-2025 Budgets for Downtown Charter Academy**

E. Gallegos made a motion to Approval of Updated 2024-2025 Budgets for Downtown Charter Academy.

E. Quiroz seconded the motion.

No public comments.

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

**Roll Call**

G. Lopez Jr. Aye

E. Quiroz Aye

A. Emmanuelli Absent

E. Gallegos Aye

**E. Approval of Updated 2024-2025 Budgets for Oakland Charter Academy**

E. Quiroz made a motion to Approval of Updated 2024-2025 Budgets for Oakland Charter Academy.

E. Gallegos seconded the motion.

No public comments.

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

**Roll Call**

E. Quiroz Aye

G. Lopez Jr. Aye

E. Gallegos Aye

A. Emmanuelli Absent

**F. Approval of Updated 2024-2025 Budgets for Oakland Charter High School**

E. Gallegos made a motion to Approval of Updated 2024-2025 Budgets for Oakland Charter High School.

E. Quiroz seconded the motion.

No public comments.

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

**Roll Call**

E. Quiroz Aye

G. Lopez Jr. Aye

**Roll Call**

E. Gallegos Aye

A. Emmanuelli Absent

**IV. 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 7:57 PM.

Respectfully Submitted,

G. Lopez Jr.

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## Amethod Public Schools

### Special Meeting of the AMPS Board of Directors

---

#### Date and Time

Tuesday July 16, 2024 at 6:30 PM PDT

#### Location

1450 Marina Way South, Richmond CA 94804

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The Board of Directors (Board) and employees of Amethod Public Schools will be holding this meeting in person at **1450 Marina Way South, Richmond, CA 94804**.

Members of the public who wish to attend in person can join us in the Home Office's Board Room at 1450 Marina Way South, Richmond, CA 94804. Or members of the public may meet via the Zoom meeting platform at:

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Oakland Charter Academy- 4215 Foothill Blvd, Oakland, CA 94601

**Participating by Telephone:** 669-900-9128 Meeting ID: 831 8795 4557

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ORDER OF BUSINESS MAY BE CHANGED WITHOUT NOTICE

## Agenda

	Purpose	Presenter	Time
<b>I. Opening Items</b>			<b>6:30 PM</b>
<b>A.</b> Call the Meeting to Order		Gilbert Lopez Jr.	5 m
<b>B.</b> Record Attendance		Grace Barriga	2 m
<b>C.</b> Announcements			2 m
<b>D.</b> Public Comments on Non-Agenda Items			2 m
Members of the public may comment here on non-agenda items that relate to one or more schools operated by Amethod Public Schools.			
<b>II. Consent</b>			<b>6:41 PM</b>
<b>A.</b> Approval of 06/21/2024 Special Board Meeting Minutes	Approve Minutes		2 m
<b>III. Business</b>			<b>6:43 PM</b>
<b>A.</b> Approval of History Curriculum Quote for John Henry High School	Vote	Maurice Williams	5 m
Public Comment: Members of the public may comment here.			

	Purpose	Presenter	Time
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**IV. Closed Session****6:48 PM**

- |   |         |  |      |
|---|---------|--|------|
| <b>A.</b> CONFERENCE WITH LEGAL COUNSEL – EXISTING LITIGATION Paragraph (1) of Subdivision (d) of 54956.9 Name of Case: The Stepping Stones Group v. Amethod Public Schools (Case No. 4:23-cv-00199-HSG). | Discuss |  | 30 m |
| <b>B.</b> CONFERENCE WITH LEGAL COUNSEL – EXISTING LITIGATION Paragraph (1) of Subdivision (d) of 54956.9 Name of Case: Amethod Public Schools v. WFCS, LLC (Case No. JAMS No. 512000097)                 | Discuss |  | 30 m |

**V. Closing Items****7:48 PM**

- |                           |     |                   |     |
|---------------------------|-----|-------------------|-----|
| <b>A.</b> Adjourn Meeting | FYI | Gilbert Lopez Jr. | 1 m |
|---------------------------|-----|-------------------|-----|

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# Amethod Public Schools

## Minutes

### Special Meeting of the AMPS Board of Directors

---

#### Date and Time

Tuesday July 16, 2024 at 6:30 PM

#### Location

1450 Marina Way South, Richmond CA 94804

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The Board of Directors (Board) and employees of Amethod Public Schools will be holding this meeting in person at **1450 Marina Way South, Richmond, CA 94804**.

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Oakland Charter Academy- 4215 Foothill Blvd, Oakland, CA 94601

**Participating by Telephone:** 669-900-9128 Meeting ID: 831 8795 4557

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## ORDER OF BUSINESS MAY BE CHANGED WITHOUT NOTICE

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### Directors Present

E. Gallegos, E. Quiroz, G. Lopez Jr.

### Directors Absent

A. Emmanuelli

### Guests Present

G. Barriga

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## I. Opening Items

### A. Call the Meeting to Order

G. Lopez Jr. called a meeting of the board of directors of Amethod Public Schools to order on Tuesday Jul 16, 2024 at 6:37 PM.

### B. Record Attendance

### C. Announcements

Beloved staff member and Art Teacher Mitchell Rajeski has passed away in Early June. The Board sends their condolences to the family. We took a moment of silence to honor him.

### D. Public Comments on Non-Agenda Items

No public comments

## II. Consent

### A. Approval of 06/21/2024 Special Board Meeting Minutes

E. Gallegos made a motion to approve the minutes from Special Meeting of the AMPS Board of Directors on 06-21-24.

E. Quiroz seconded the motion.

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

#### Roll Call

G. Lopez Jr. Aye

E. Quiroz Aye

E. Gallegos Aye

## III. Business

### A. Approval of History Curriculum Quote for John Henry High School

E. Quiroz made a motion to Approve of History Curriculum Quote for John Henry High School.

E. Gallegos seconded the motion.

Replacing History curriculum for 9-12 grade, includes textbooks, online access, and teacher designed curriculum.

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

#### Roll Call

E. Gallegos Aye

E. Quiroz Aye

G. Lopez Jr. Aye

## IV. Closed Session

### A. CONFERENCE WITH LEGAL COUNSEL – EXISTING LITIGATION Paragraph (1) of Subdivision (d) of 54956.9 Name of Case: The Stepping Stones Group v. Amethod Public Schools (Case No. 4:23-cv-00199-HSG).

The board unanimously voted in favor of settling the legal matter with Stepping stones group LLC. Board President Gilbert and Ms. Flores have been granted full right to sign agreement. There were no other reportable action taken in the closed session - specific to the Wonderful Co.

### B. CONFERENCE WITH LEGAL COUNSEL – EXISTING LITIGATION Paragraph (1) of Subdivision (d) of 54956.9 Name of Case: Amethod Public Schools v. WFCS, LLC (Case No. JAMS No. 512000097)

## 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 8:13 PM.

Respectfully Submitted,  
G. Lopez Jr.

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## Amethod Public Schools

### AMPS Board Retreat

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#### Date and Time

Wednesday July 31, 2024 at 8:30 AM PDT

#### Location

1450 Marina Way South, Richmond, CA 94804

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The Board of Directors (Board) and employees of Amethod Public Schools will be holding this meeting in person at **1450 Marina Way South, Richmond, CA 94804**.

Members of the public who wish to attend in person can join us in the Home Office's Board Room at 1450 Marina Way South, Richmond, CA 94804. Or members of the public may meet via the Zoom meeting platform at:

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ORDER OF BUSINESS MAY BE CHANGED WITHOUT NOTICE

Agenda

	Purpose	Presenter	Time
I. Opening Items			8:30 AM
A. Record Attendance			1 m
B. Call the Meeting to Order		Gilbert Lopez Jr.	
C. Announcements	Discuss		2 m
D. Public Comments on Non-Agenda Items	Discuss		2 m
Members of the public may comment here on non-agenda items that relate to one or more schools operated by Amethod Public Schools.			
II. Business			8:35 AM
A. Board Retreat			355 m
III. Closing Items			2:30 PM
A. Adjourn Meeting	Vote	Gilbert Lopez Jr.	

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# Amethod Public Schools

## Minutes

### AMPS Board Retreat

---

#### Date and Time

Wednesday July 31, 2024 at 8:30 AM

#### Location

1450 Marina Way South, Richmond, CA 94804

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#### ORDER OF BUSINESS MAY BE CHANGED WITHOUT NOTICE

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##### **Directors Present**

A. Emmanuelli, E. Gallegos, E. Quiroz, G. Lopez Jr.

##### **Directors Absent**

*None*

##### **Guests Present**

G. Barriga, S. Flores, S. Li

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#### **I. Opening Items**

##### **A. Record Attendance**

##### **B. Call the Meeting to Order**

G. Lopez Jr. called a meeting to order on Wednesday Jul 31, 2024 at 9:11 AM.

##### **C. Announcements**

Ms. Crocker is resigning from JHHS, as she is moving to San Diego and will be taking another position there. Stacy Drakeford will be moving into the Site Director position at JHHS. Jocelyn Brooks will be stepping up to become the Site Director at OCA. AMPS is currently hiring for a Dean of Students at at OCA, and a Dean of Instruction at DCA. The board wishes Ms. Crocker the best on her new journey.

##### **D. Public Comments on Non-Agenda Items**

There are no public comments.

## II. Business

### A. Board Retreat

Ms. Sylvia Flores, The Chief Executive Officer presents the agenda: AMPS Visions and Priorities, Finance Training, Lunch, Governance Training, and Charter Renewal Review. Sylvia shares her background. The Board members share their background. After a break a Charter Impact does a Finance Training. After a lunch break, Sylvia goes over AMPS Vision, Mission, Priorities, Demographics, and Data Review.

## III. 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 2:25 PM.

Respectfully Submitted,  
G. Lopez Jr.

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 2:26 PM.

Respectfully Submitted,  
G. Lopez Jr.

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## Amethod Public Schools

### Regular Meeting of the AMPS Board of Directors

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#### Date and Time

Wednesday July 31, 2024 at 2:30 PM PDT

#### Location

1450 Marina Way South, Richmond CA 94804

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The Board of Directors (Board) and employees of Amethod Public Schools will be holding this meeting in person at **1450 Marina Way South, Richmond, CA 94804**.

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Downtown Charter Academy- 2000 Dennison St, Oakland, CA 94606

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**Participating by Telephone:** 669-900-9128 Meeting ID: 831 8795 4557

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ORDER OF BUSINESS MAY BE CHANGED WITHOUT NOTICE

## Agenda

	Purpose	Presenter	Time
<b>I. Opening Items</b>			<b>2:30 PM</b>
<b>A.</b> Call the Meeting to Order		Gilbert Lopez Jr.	5 m
<b>B.</b> Record Attendance		Sally Li	2 m
<b>C.</b> Announcements			2 m
<b>D.</b> Public Comments on Non-Agenda Items			2 m
Members of the public may comment here on non-agenda items that relate to one or more schools operated by Amethod Public Schools.			
<b>II. Consent</b>			<b>2:41 PM</b>
<b>A.</b> Approval of 07/16/2024 Special Board Meeting Minutes	Approve Minutes		2 m
<b>B.</b> Approval of Individual Suspension and Expulsion Policies from the Charter Petition for BJE, RCA, JHHS, DCA, OCA, and OCHS	Vote		2 m
<b>C.</b> Approval of Combined Suspension and Expulsion Policy for All 6 Schools	Vote		2 m

	Purpose	Presenter	Time
<b>D.</b> Approval of Revised School Wellness Policy 2024	Vote		2 m
<b>E.</b> Approval of Field Trip Policy	Vote		2 m
<b>F.</b> Approval of Immunization Policy	Vote		2 m
<b>G.</b> Approval of Graduation Policy	Vote		2 m
<b>H.</b> Approval of the Updated Organization Chart	Vote	Sylvia Flores	5 m
<b>III. Business</b>			<b>3:00 PM</b>
<b>A.</b> Approval of Fiscal Policies and Procedures	Vote	Adrienne Barnes	10 m
<b>B.</b> Approval of Declaration of Need for Fully Qualified Educators (CL-500) for Downtown Charter Academy	Vote	Adrienne Barnes	5 m
<b>C.</b> Approval of Celebrations Group Inc. Master Contract	Vote	Mary Busby	5 m
<b>D.</b> Approval of BJE Approval of McGraw Hill Wonders ELA /ELD 3-Year Contract	Vote	Maurice Williams	5 m
<b>IV. Closed Session</b>			<b>3:25 PM</b>
<b>A.</b> Conference with Labor Negotiator Agency Designated Representative: Board Chair Unrepresented Employee: Chief Academic Officer	Discuss		10 m
<b>V. Open Session Information/Action</b>			<b>3:35 PM</b>
<b>A.</b> Board Approval/Ratification of Compensation Comparability Study for Chief Strategy and Compliance Officer Position  Public Comment: Members of the public may comment here.	Vote		5 m
<b>B.</b> Board Chair: Required Oral Report Regarding Chief Strategy and Compliance Officer Employment Contract  Public Comment: Members of the public may comment here.	FYI	Gilbert Lopez Jr.	5 m

	Purpose	Presenter	Time
C. Board Ratification/Approval of Chief Strategy and Compliance Officer Employment Contract	Vote		5 m
Public Comment: Members of the public may comment here.			
VI. Closing Items			3:50 PM
A. Adjourn Meeting	FYI	Gilbert Lopez Jr.	1 m

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## Amethod Public Schools

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#### Date and Time

Wednesday July 31, 2024 at 2:00 PM PDT

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ORDER OF BUSINESS MAY BE CHANGED WITHOUT NOTICE

Agenda

	Purpose	Presenter	Time
I. Opening Items			2:00 PM
A. Call the Meeting to Order		Gilbert Lopez Jr.	5 m
B. Record Attendance		Grace Barriga	2 m
C. Announcements			2 m
D. Public Comments on Non-Agenda Items			2 m
Members of the public may comment here on non-agenda items that relate to one or more schools operated by Amethod Public Schools.			
II. Consent			2:11 PM
A. Approval of updated 24-25 School Calendar	Approve Minutes	Sylvia Flores	2 m
III. Closed Session			2:13 PM
A. Discussion of Public Employment for Chief Strategy and Compliance Officer	Discuss		10 m
IV. Closing Items			2:23 PM
A. Adjourn Meeting	FYI	Gilbert Lopez Jr.	1 m

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# Amethod Public Schools

## Minutes

### Regular Meeting of the AMPS Board of Directors

---

#### Date and Time

Wednesday July 31, 2024 at 2:30 PM

#### Location

1450 Marina Way South, Richmond CA 94804

---

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**Directors Present**

A. Emmanuelli, E. Gallegos, E. Quiroz, G. Lopez Jr.

**Directors Absent**

*None*

**Guests Present**

G. Barriga, S. Flores, S. Li

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**I. Opening Items**

**A. Call the Meeting to Order**

G. Lopez Jr. called a meeting of the board of directors of Amethod Public Schools to order on Wednesday Jul 31, 2024 at 9:11 AM.

**B. Record Attendance**

**C. Announcements**

No announcements.

**D. Public Comments on Non-Agenda Items**

No public comments on Non-Agenda Items.

**II. Consent**

**A. Approval of 07/16/2024 Special Board Meeting Minutes**

No public comments.

E. Quiroz made a motion to approve the minutes from Special Meeting of the AMPS Board of Directors on 07-16-24.

E. Gallegos seconded the motion.

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

**Roll Call**

G. Lopez Jr. Aye

E. Quiroz Aye

E. Gallegos Aye

A. Emmanuelli Aye

**B. Approval of Individual Suspension and Expulsion Policies from the Charter Petition for BJE, RCA, JHHS, DCA, OCA, and OCHS**

E. Quiroz made a motion to Approve Individual Suspension and Expulsion Policies from the Charter Petition for BJE, RCA, JHHS, DCA, OCA, and OCHS.

E. Gallegos seconded the motion.

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

**Roll Call**

E. Gallegos Aye

A. Emmanuelli Aye

G. Lopez Jr. Aye

E. Quiroz Aye

**C. Approval of Combined Suspension and Expulsion Policy for All 6 Schools**

E. Quiroz made a motion to Approve Combined Suspension and Expulsion Policy for All 6 Schools.

E. Gallegos seconded the motion.

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

**Roll Call**

G. Lopez Jr. Aye

A. Emmanuelli Aye

E. Quiroz Aye

E. Gallegos Aye

**D. Approval of Revised School Wellness Policy 2024**

Item removed from this agenda and will be brought back at a future meeting.

**E. Approval of Field Trip Policy**

E. Quiroz made a motion to Approve Field Trip Policy.

E. Gallegos seconded the motion.

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

**Roll Call**

G. Lopez Jr. Aye  
E. Quiroz Aye  
E. Gallegos Aye  
A. Emmanuelli Aye

**F. Approval of Immunization Policy**

E. Quiroz made a motion to Approve Immunization Policy.

E. Gallegos seconded the motion.

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

**Roll Call**

G. Lopez Jr. Aye  
A. Emmanuelli Aye  
E. Quiroz Aye  
E. Gallegos Aye

**G. Approval of Graduation Policy**

E. Quiroz made a motion to Approve Graduation Policy.

E. Gallegos seconded the motion.

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

**Roll Call**

G. Lopez Jr. Aye  
A. Emmanuelli Aye  
E. Quiroz Aye  
E. Gallegos Aye

**H. Approval of the Updated Organization Chart**

E. Quiroz made a motion to Approve the Updated Organization Chart.

E. Gallegos seconded the motion.

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

**Roll Call**

E. Gallegos Aye  
E. Quiroz Aye  
G. Lopez Jr. Aye  
A. Emmanuelli Aye

**III. Business**

**A. Approval of Fiscal Policies and Procedures**

A. Emmanuelli made a motion to Approve Fiscal Policies and Procedures.

E. Quiroz seconded the motion.

Chief Operations Officer Adrienne Barnes Reviews Fiscal Policies and Procedures. She goes over Expenditure Approvals for AMPS employees. She reviews bank accounts, credit cards, and cash policies, and suggest we diversify our assets. She goes over receipts and receivables, as well as position control and payroll.

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

**Roll Call**

E. Gallegos Aye  
A. Emmanuelli Aye  
E. Quiroz Aye

**B. Approval of Declaration of Need for Fully Qualified Educators (CL-500) for Downtown Charter Academy**

E. Gallegos made a motion to Approve Declaration of Need for Fully Qualified Educators (CL-500) for Downtown Charter Academy.

E. Quiroz seconded the motion.

A standard form that has to be approved by the board annually when there is a need.

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

**Roll Call**

E. Gallegos Aye  
A. Emmanuelli Aye  
E. Quiroz Aye  
G. Lopez Jr. Aye

**C. Approval of Celebrations Group Inc. Master Contract**

E. Quiroz made a motion to Approve Celebrations Group Inc. Master Contract.

A. Emmanuelli seconded the motion.

Mary Busby presents the Celebrations Group Inc Master Contract that hires speech pathologist, sped teachers, counselors, school psychologist. They are highly trained professionals. They are subcontracted individuals who have been interviewed by Mary and she has picked those that she felt would fit in with the AMPS Vision. This is a one year contract, 203 students are being served.

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

**Roll Call**

G. Lopez Jr. Aye  
E. Gallegos Aye  
A. Emmanuelli Aye  
E. Quiroz Aye

**D. Approval of BJE Approval of McGraw Hill Wonders ELA /ELD 3-Year Contract**

E. Gallegos made a motion to approve BJE Approval of McGraw Hill Wonders ELA /ELD 3-Year Contract.

A. Emmanuelli seconded the motion.

Maurice Williams present McGraw Hill Wonders ELA /ELD 3-Year Contract and mentions it is time to adopt new curriculum. This will be a full system that contains online access, books, student materials, teaching materials, and integrated plans for the students. The board **VOTED** unanimously to approve the motion.

**Roll Call**

E. Gallegos     Aye  
E. Quiroz       Aye  
G. Lopez Jr.    Aye  
A. Emmanuelli Aye

**IV. Closed Session**

**A. Conference with Labor Negotiator**

No reportable actions.

**V. Open Session Information/Action**

**A. Board Approval/Ratification of Compensation Comparability Study for Chief Strategy and Compliance Officer Position**

A. Emmanuelli made a motion to approve /ratify of Compensation Comparability Study for Chief Strategy and Compliance Officer Position.  
E. Gallegos seconded the motion.  
The board **VOTED** unanimously to approve the motion.

**Roll Call**

E. Gallegos     Aye  
E. Quiroz       Aye  
A. Emmanuelli Aye  
G. Lopez Jr.    Aye

**B. Board Chair: Required Oral Report Regarding Chief Strategy and Compliance Officer Employment Contract**

Board Chair reports Chief Strategy and Compliance Officer Employment Contract.

**C. Board Ratification/Approval of Chief Strategy and Compliance Officer Employment Contract**

E. Gallegos made a motion to Ratify/Approve of Chief Strategy and Compliance Officer Employment Contract for Maria Arechiga.  
A. Emmanuelli seconded the motion.  
The board **VOTED** unanimously to approve the motion.

**Roll Call**

G. Lopez Jr.    Aye  
A. Emmanuelli Aye

**Roll Call**

E. Quiroz      Aye  
E. Gallegos      Aye

**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 4:48 PM.

Respectfully Submitted,  
G. Lopez Jr.

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## Amethod Public Schools

### Minutes

#### Special Meeting of the AMPS Board of Directors

---

##### Date and Time

Wednesday July 31, 2024 at 2:00 PM

---

The Board of Directors (Board) and employees of Amethod Public Schools will be holding this meeting in person at **1450 Marina Way South, Richmond, CA 94804**.

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**Directors Present**

A. Emmanuelli, E. Gallegos, E. Quiroz, G. Lopez Jr.

**Directors Absent**

*None*

**Guests Present**

G. Barriga, S. Li

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**I. Opening Items**

**A. Call the Meeting to Order**

G. Lopez Jr. called a meeting of the board of directors of Amethod Public Schools to order on Wednesday Jul 31, 2024 at 2:26 PM.

**B. Record Attendance**

**C. Announcements**

No Announcements.

**D. Public Comments on Non-Agenda Items**

No public comments on Non-Agenda Items.

**II. Consent**

**A. Approval of updated 24-25 School Calendar**

E. Gallegos made a motion to Approve updated 24-25 School Calendar.

A. Emmanuelli seconded the motion.

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

**Roll Call**

E. Gallegos     Aye

G. Lopez Jr.    Aye

E. Quiroz       Aye

A. Emmanuelli   Aye

**III. Closed Session**

**A. Discussion of Public Employment for Chief Strategy and Compliance Officer**

No reportable actions.

**IV. 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 3:59 PM.

Respectfully Submitted,

G. Lopez Jr.

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## Amethod Public Schools

### Regular Meeting of the AMPS Board of Directors

---

#### Date and Time

Wednesday August 14, 2024 at 6:00 PM PDT

#### Location

1450 Marina Way South, Richmond CA 94804

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ORDER OF BUSINESS MAY BE CHANGED WITHOUT NOTICE

## Agenda

	Purpose	Presenter	Time
<b>I. Opening Items</b>			<b>6:00 PM</b>
<b>A.</b> Call the Meeting to Order		Gilbert Lopez Jr.	5 m
<b>B.</b> Record Attendance		Sally Li	2 m
<b>C.</b> Announcements			2 m
<b>D.</b> Public Comments on Non-Agenda Items			2 m
Members of the public may comment here on non-agenda items that relate to one or more schools operated by Amethod Public Schools.			
<b>II. Consent</b>			<b>6:11 PM</b>
<b>A.</b> Approval of 07/31/2024 AMPS Board Retreat Minutes	Approve Minutes		2 m
<b>B.</b> Approval of 07/31/2024 Special Board Meeting Minutes	Approve Minutes		2 m
<b>C.</b> Approval of 07/31/2024 Regular Board Meeting Minutes	Approve Minutes		2 m

	Purpose	Presenter	Time
<b>D.</b> Approval of Updated Organizational Chart	Vote	Sylvia Flores	2 m
<b>III. Business</b>			<b>6:19 PM</b>
<b>A.</b> Approval of Updated Employee Handbook Public Comment	Vote	Adrienne Barnes	5 m
<b>B.</b> Approval of List of Authorized Bank Account Signers Public Comment	Vote	Adrienne Barnes	5 m
<b>C.</b> CEO Report Topics discussed during this report include: Staffing, Data, Enrollment, and Charter Renewal.  Public Comment	Discuss	Sylvia Flores	5 m
<b>D.</b> Approval of appointment of CEO as authorized designee to submit the OCHS charter renewal petition to OUSD Public Comment	Vote	Sylvia Flores	5 m
<b>E.</b> Approval of Recommendation of the Nominating Committee to Appoint Monica Moncada to the Board of Directors Nominating Committee Report  Public Comment	Vote	Gilbert Lopez Jr.	5 m
<b>IV. Closed Session</b>			<b>6:44 PM</b>
<b>A.</b> ANTICIPATED LITIGATION Significant exposure to litigation pursuant to Paragraph (2) or (3) of subdivision (d) of Section 54956.9:(2 cases)	Discuss		30 m
<b>V. Closing Items</b>			<b>7:14 PM</b>
<b>A.</b> Adjourn Meeting	FYI	Gilbert Lopez Jr.	1 m

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APPROVED



# Amethod Public Schools

## Minutes

### Regular Meeting of the AMPS Board of Directors

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#### Date and Time

Wednesday August 14, 2024 at 6:00 PM

#### Location

1450 Marina Way South, Richmond CA 94804

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The Board of Directors (Board) and employees of Amethod Public Schools will be holding this meeting in person at **1450 Marina Way South, Richmond, CA 94804**.

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We also offer two-way teleconference locations for the public to attend in our Oakland school sites:

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Oakland Charter Academy- 4215 Foothill Blvd, Oakland, CA 94601

**Participating by Telephone:** 669-900-9128 Meeting ID: 831 8795 4557

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## ORDER OF BUSINESS MAY BE CHANGED WITHOUT NOTICE

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### **Directors Present**

A. Emmanuelli, E. Gallegos, E. Quiroz, G. Lopez Jr.

### **Directors Absent**

*None*

### **Guests Present**

G. Barriga, S. Flores

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## **I. Opening Items**

### **A. Call the Meeting to Order**

G. Lopez Jr. called a meeting of the board of directors of Amethod Public Schools to order on Wednesday Aug 14, 2024 at 6:04 PM.

### **B. Record Attendance**

### **C. Announcements**

No Announcements.

### **D. Public Comments on Non-Agenda Items**

No Public Comments on Non-Agenda Items.

## **II. Consent**

**A. Approval of 07/31/2024 AMPS Board Retreat Minutes**

E. Quiroz made a motion to approve the minutes from AMPS Board Retreat on 07-31-24.

A. Emmanuelli seconded the motion.

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

**Roll Call**

E. Gallegos     Absent

A. Emmanuelli   Aye

G. Lopez Jr.     Aye

E. Quiroz        Aye

**B. Approval of 07/31/2024 Special Board Meeting Minutes**

E. Quiroz made a motion to approve the minutes from Special Meeting of the AMPS Board of Directors on 07-31-24.

A. Emmanuelli seconded the motion.

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

**Roll Call**

E. Quiroz        Aye

E. Gallegos     Aye

A. Emmanuelli   Aye

G. Lopez Jr.     Aye

**C. Approval of 07/31/2024 Regular Board Meeting Minutes**

E. Quiroz made a motion to approve the minutes from Regular Meeting of the AMPS Board of Directors on 07-31-24.

A. Emmanuelli seconded the motion.

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

**Roll Call**

E. Gallegos     Aye

A. Emmanuelli   Aye

E. Quiroz        Aye

G. Lopez Jr.     Aye

**D. Approval of Updated Organizational Chart**

E. Quiroz made a motion to Approve Updated Organizational Chart.

A. Emmanuelli seconded the motion.

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

**Roll Call**

A. Emmanuelli   Aye

E. Quiroz        Aye

E. Gallegos     Aye

G. Lopez Jr.     Aye

### III. Business

#### A. Approval of Updated Employee Handbook

Motion to Approval of Updated Employee Handbook.

Adrienne goes over the Employee Handbook, Item L, Children in the Workplace and Paid Sick Leave which are the only changes made to the Employee Handbook for the 24-25 year.

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

##### Roll Call

E. Quiroz	Aye
A. Emmanuelli	Aye
E. Gallegos	Absent
G. Lopez Jr.	Aye

#### B. Approval of List of Authorized Bank Account Signers

A. Emmanuelli made a motion to Approval of List of Authorized Bank Account Signers.

E. Quiroz seconded the motion.

Adrienne Presents a list of Authorized Account Signers for applicable banks and authorized signers. No public comment.

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

##### Roll Call

G. Lopez Jr.	Aye
E. Quiroz	Aye
E. Gallegos	Absent
A. Emmanuelli	Aye

#### C. CEO Report

Chief Executive Officer, Sylvia Flores begins by going over Staffing Details. She states Home Office is almost fully staffed and. A chart with ELA Preliminary Data for each school is shown and Maurice goes over test scores between 2021 and 2024. After, Maurice presents the Math Preliminary Data Chart for each school for the years 2021 - 2024. Board Member Andres Emmanuelli is concerned with low scores. Maurice agrees and states that new curriculum has been purchased and is hopeful that we can improve. Sylvia agrees and states that there is work to do and feels that we are investing in appropriate resources to help support.

Sylvia then presents our current enrollment status. BJE has 483. RCA has 293. JHHS has 348. DCA has 300. OCA has 214. OCHS has 335. Total is 1,973. Board Member Edgar is wondering if we are still accepting students at JHHS since we seem to be full, Sylvia states only 11th grade is full and a few students can still be accepted for 9th, 10th, and 12th grade. Board President Gilbert asks about the waitlist. Chief of Staff Maria Arechiga states BJE has about 300, the rest of the schools have about 100 or less.

Oakland Charter High School Site Director, Jasmine Nash and Sylvia present school data and highlights from the past 17 years at Oakland Charter High School. She shows that students are mostly of color and come from low socioeconomic background. She shows a chart that shows that OCHS has outperformed the district and all neighborhood schools in Math Distance from Standard. In response to a higher need student population, OCHS has taken many steps to actively grow population. Ms. Nash states that Students are achieving at a high level, they are growing at higher than average rates. English language learners also improved by last years scores. She is actively working on the school culture and adding multiple multicultural events for inclusivity. Throughout its charter term, OCHS has outperformed the district, state, and all neighborhood schools. OCHS is considered a "High Poverty School" yet has maintained lower rates of chronic absenteeism compares to the district. OCHA emphasizes its key values such as Character Development, Leadership, Civic Engagement. As a Middle Track school under AB 1505, Oakland Charter High meets the criteria for renewal. The Board gives their feedback on the presentation, and congratulates Ms. Nash.

**D. Approval of appointment of CEO as authorized designee to submit the OCHS charter renewal petition to OUSD**

A. Emmanuelli made a motion to Approval of appointment of CEO as authorized designee to submit the OCHS charter renewal petition to OUSD.

E. Quiroz seconded the motion.

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

**Roll Call**

E. Quiroz	Aye
A. Emmanuelli	Aye
E. Gallegos	Absent
G. Lopez Jr.	Aye

**E. Approval of Recommendation of the Nominating Committee to Appoint Monica Moncada to the Board of Directors**

A. Emmanuelli made a motion to Approval of Recommendation of the Nominating Committee to Appoint Monica Moncada to the Board of Directors.

E. Quiroz seconded the motion.

The Nominating Committee which is made up of Gilbert and Edgar both strongly agree that she should be a part of the board. Ms. Moncada introduces herself and states she has plenty of experience in the Management sector and is excited to give back to students and staff.

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

**Roll Call**

E. Quiroz	Aye
A. Emmanuelli	Aye
E. Gallegos	Absent
G. Lopez Jr.	Aye

#### IV. Closed Session

##### A. ANTICIPATED LITIGATION Significant exposure to litigation pursuant to Paragraph (2) or (3) of subdivision (d) of Section 54956.9:(2 cases)

No reportable actions.

#### 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 8:33 PM.

Respectfully Submitted,  
G. Lopez Jr.

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## Amethod Public Schools

### Regular Meeting of the AMPS Board of Directors

---

#### Date and Time

Wednesday August 28, 2024 at 6:00 PM PDT

#### Location

1450 Marina Way South, Richmond CA 94804

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ORDER OF BUSINESS MAY BE CHANGED WITHOUT NOTICE

## Agenda

	Purpose	Presenter	Time
<b>I. Opening Items</b>			<b>6:00 PM</b>
<b>A.</b> Call the Meeting to Order		Gilbert Lopez Jr.	2 m
<b>B.</b> Record Attendance		Grace Barriga	2 m
<b>C.</b> Announcements			2 m
<b>D.</b> Public Comments on Non-Agenda Items			2 m
Members of the public may comment here on non-agenda items that relate to one or more schools operated by Amethod Public Schools.			
<b>II. Consent</b>			<b>6:08 PM</b>
<b>A.</b> Approval of 08/14/2024 Regular Board Meeting Minutes	Approve Minutes		2 m
<b>III. Business</b>			<b>6:10 PM</b>
<b>A.</b> Approval of Unaudited Actuals for Benito Juarez Elementary	Vote	Adrienne Barnes	5 m
Public Comment			

	Purpose	Presenter	Time
<b>B.</b> Approval of Unaudited Actuals for Richmond Charter Academy Public Comment	Vote	Adrienne Barnes	2 m
<b>C.</b> Approval of Unaudited Actuals for John Henry High School Public Comment	Vote	Adrienne Barnes	5 m
<b>D.</b> Approval of Unaudited Actuals for Downtown Charter Academy Public Comment	Vote	Adrienne Barnes	5 m
<b>E.</b> Approval of Unaudited Actuals for Oakland Charter Academy Public Comment	Vote	Adrienne Barnes	5 m
<b>F.</b> Approval of Unaudited Actuals for Oakland Charter High School Public Comment	Vote	Adrienne Barnes	5 m
<b>G.</b> Approval of List of Authorized Bank Account Signers Public Comment	Vote	Adrienne Barnes	5 m
<b>H.</b> Approval of Updated Fiscal Policy & Procedures Public Comment.	Vote	Adrienne Barnes	5 m
<b>I.</b> Approval of Bubbaloo Sublease Public Comment.	Vote	Sylvia Flores	5 m
<b>J.</b> Approval of EdTech JPA Resolution Public Comment	Vote	Adrienne Barnes	5 m
<b>K.</b> Approval of Declaration of Need for Fully Qualified Educators (CL-500) for Oakland Charter Academy Public Comment	Vote	Mary Busby	5 m
<b>L.</b> Approval of Declaration of Need for Fully Qualified Educators (CL-500) for Oakland Charter High School	Vote	Mary Busby	5 m

	Purpose	Presenter	Time
Public Comment			
M. Approval of Curriculum Associates	Vote	Mary Busby	5 m
Public Comment			
<b>IV. Closed Session</b>			<b>7:12 PM</b>
A. ANTICIPATED LITIGATION Significant exposure to litigation pursuant to Paragraph (2) or (3) of subdivision (d) of Section 54956.9:(2 cases)	Discuss		60 m
<b>V. Closing Items</b>			<b>8:12 PM</b>
A. Adjourn Meeting	FYI	Gilbert Lopez Jr.	1 m

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# Amethod Public Schools

## Minutes

### Regular Meeting of the AMPS Board of Directors

---

#### Date and Time

Wednesday August 28, 2024 at 6:00 PM

#### Location

1450 Marina Way South, Richmond CA 94804

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## ORDER OF BUSINESS MAY BE CHANGED WITHOUT NOTICE

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### **Directors Present**

E. Gallegos, E. Quiroz, G. Lopez Jr., M. Moncada

### **Directors Absent**

A. Emmanuelli

### **Guests Present**

A. Barnes, G. Barriga, M. Arechiga, S. Flores

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## **I. Opening Items**

### **A. Call the Meeting to Order**

G. Lopez Jr. called a meeting of the board of directors of Amethod Public Schools to order on Wednesday Aug 28, 2024 at 6:08 PM.

### **B. Record Attendance**

### **C. Announcements**

Maurice Williams is no longer working at AMPS, and Mary Busby who is the Director of Student Services and Special Education will be moving into the Interim Chief Academic Office role. The Board thanks Mary for stepping up to the role. Mary thanks the Board for the opportunity.

### **D. Public Comments on Non-Agenda Items**

There are no public comments.

## II. Consent

### A. Approval of 08/14/2024 Regular Board Meeting Minutes

E. Quiroz made a motion to approve the minutes from Regular Meeting of the AMPS Board of Directors on 08-14-24.

M. Moncada seconded the motion.

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

#### Roll Call

A. Emmanuelli Absent

E. Quiroz Aye

G. Lopez Jr. Aye

E. Gallegos Aye

M. Moncada Aye

E. Quiroz made a motion to approve the minutes from Regular Meeting of the AMPS Board of Directors on 08-14-24.

M. Moncada seconded the motion.

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

#### Roll Call

M. Moncada Aye

G. Lopez Jr. Aye

E. Quiroz Aye

A. Emmanuelli Absent

E. Gallegos Aye

## III. Business

### A. Approval of Unaudited Actuals for Benito Juarez Elementary

E. Quiroz made a motion to Approve Unaudited Actuals for Benito Juarez Elementary.

E. Gallegos seconded the motion.

Joyce Montgomery, our financial consultant has been working hard to prepare these financial documents. This is the most accurate financial report we have as of now. For BJE there was a surplus of about 2.2 million.

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

#### Roll Call

E. Gallegos Aye

E. Quiroz Aye

A. Emmanuelli Absent

G. Lopez Jr. Aye

M. Moncada Aye

### B. Approval of Unaudited Actuals for Richmond Charter Academy

E. Quiroz made a motion to Approve Unaudited Actuals for Richmond Charter Academy.  
M. Moncada seconded the motion.

For RCA There is about 1 million dollar loss, which is partially due to about 1.5 years of depreciation. Revenue also had increased from first interim to second interim, and it is now being decreased.

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

**Roll Call**

M. Moncada    Aye  
E. Gallegos    Aye  
G. Lopez Jr.    Aye  
E. Quiroz       Aye  
A. Emmanuelli Absent

**C. Approval of Unaudited Actuals for John Henry High School**

E. Gallegos made a motion to Approve Unaudited Actuals for John Henry High School.  
E. Quiroz seconded the motion.

For JHHS There is a surplus of about \$1.2 million. Moving towards having 3-4 months in reserves.

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

**Roll Call**

E. Quiroz       Aye  
M. Moncada    Aye  
G. Lopez Jr.    Aye  
E. Gallegos    Aye  
A. Emmanuelli Absent

**D. Approval of Unaudited Actuals for Downtown Charter Academy**

E. Quiroz made a motion to Approve Unaudited Actuals for Downtown Charter Academy.  
E. Gallegos seconded the motion.

For DCA There is a surplus of about \$190k.

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

**Roll Call**

E. Quiroz       Aye  
E. Gallegos    Aye  
M. Moncada    Aye  
G. Lopez Jr.    Aye  
A. Emmanuelli Absent

**E. Approval of Unaudited Actuals for Oakland Charter Academy**

E. Quiroz made a motion to Approval of Unaudited Actuals for Oakland Charter Academy.

M. Moncada seconded the motion.

For OCA There is a surplus of about \$445k.

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

**Roll Call**

G. Lopez Jr.	Aye
M. Moncada	Aye
A. Emmanuelli	Absent
E. Gallegos	Aye
E. Quiroz	Aye

**F. Approval of Unaudited Actuals for Oakland Charter High School**

E. Gallegos made a motion to Approve Unaudited Actuals for Oakland Charter High School.

Surplus of about 1.2 million.

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

**Roll Call**

G. Lopez Jr.	Aye
E. Gallegos	Aye
E. Quiroz	Aye
A. Emmanuelli	Absent
M. Moncada	Aye

**G. Approval of List of Authorized Bank Account Signers**

Item has been removed from the Agenda.

**H. Approval of Updated Fiscal Policy & Procedures**

E. Gallegos made a motion to Approve Updated Fiscal Policy & Procedures.

E. Quiroz seconded the motion.

Adrienne Barnes, Chief Operations Officer, Presents the Updated Fiscal Policy & Procedures which highlights a few major changes. Mostly requiring approval from CEO. A change was also made to establish Network credit card accounts.

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

**Roll Call**

A. Emmanuelli	Absent
E. Gallegos	Aye
M. Moncada	Aye
E. Quiroz	Aye
G. Lopez Jr.	Aye

**I. Approval of Bubbaloo Sublease**

E. Gallegos made a motion to Approve Bubbaloo Sublease.

E. Quiroz seconded the motion.

Approving extension term for the first amendment sublease where a clause was created where a tenant can request an additional 5 year term to their lease, we are bound by that

contract. It was signed October of 2020. We are approving that we are moving forward with the first amendment contract that was approved in 2020. Their base rent can also be swapped for a 5% gross sale fee, whichever is higher. They have historically paid 5% because that is higher. They also pay Utilities. The sublease, and the First Amendment is shown to the Board and public.

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

**Roll Call**

G. Lopez Jr. Aye  
M. Moncada Aye  
E. Quiroz Aye  
E. Gallegos Aye  
A. Emmanuelli Absent

**J. Approval of EdTech JPA Resolution**

E. Quiroz made a motion to Approve EdTech JPA Resolution.

E. Gallegos seconded the motion.

This is a purchasing collective, began in Orange County, recently it has opened up to other districts. No cost or obligation to use services. By joining we can take advantage of secured pricing.

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

**Roll Call**

E. Gallegos Aye  
E. Quiroz Aye  
A. Emmanuelli Absent  
M. Moncada Aye  
G. Lopez Jr. Aye

**K. Approval of Declaration of Need for Fully Qualified Educators (CL-500) for Oakland Charter Academy**

E. Gallegos made a motion to Approve Declaration of Need for Fully Qualified Educators (CL-500) for Oakland Charter Academy.

M. Moncada seconded the motion.

An opportunity for already credentialed teachers to join AMPS while obtaining the current appropriate credential.

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

**Roll Call**

G. Lopez Jr. Aye  
E. Gallegos Aye  
A. Emmanuelli Absent  
E. Quiroz Aye  
M. Moncada Aye

**L.**

## Approval of Declaration of Need for Fully Qualified Educators (CL-500) for Oakland Charter High School

Item has been removed from the Agenda.

### M. Approval of Curriculum Associates

E. Quiroz made a motion to Approve Curriculum Associates.

E. Gallegos seconded the motion.

Similar quote was brought in June 2024, but there have been a few changes and the quote has decreased by about \$22k. The quote is now \$126k.

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

#### Roll Call

E. Gallegos Aye

M. Moncada Aye

E. Quiroz Aye

A. Emmanuelli Absent

G. Lopez Jr. Aye

### IV. Closed Session

#### A. ANTICIPATED LITIGATION Significant exposure to litigation pursuant to Paragraph (2) or (3) of subdivision (d) of Section 54956.9:(2 cases)

There are no reportable actions.

### 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 8:24 PM.

Respectfully Submitted,

G. Lopez Jr.

---

### Documents used during the meeting

- BJE.xlsm - Alternative Form.pdf
- RCA.xlsm - Alternative Form.pdf
- JHHS.xlsm - Alternative Form.pdf
- DCA.xlsm - Alternative Form.pdf
- OCA.xlsm - Alternative Form.pdf
- OCHS.xlsm - Alternative Form.pdf

- AMPS Fiscal Policies & Procedures\_for Board Approval 8.28.2024.docx - Google Docs.pdf
- Board Briefing Sheet - Bubbaloo Sublease.pdf
- Bubbaloo Cafe First Amendment (1) (1).pdf
- Bubbaloo Cafe Lease (1).pdf
- EdTech JPA Resolution 8.28.2024.pdf
- Ed Tech JPA Associate Member Agreement.pdf
- 24-25 OCA DON CL-500.pdf
- Curriculum Associates Invoice \$126k.pdf

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## Amethod Public Schools

### Special Meeting of the AMPS Board of Directors

---

#### Date and Time

Wednesday September 11, 2024 at 7:00 PM PDT

#### Location

1450 Marina Way S, Richmond, CA 94520

---

The Board of Directors (Board) and employees of Amethod Public Schools will be holding this meeting in person at **1450 Marina Way South, Richmond, CA 94804**.

Members of the public who wish to attend in person can join us in the Home Office's Board Room at 1450 Marina Way South, Richmond, CA 94804. Or members of the public may meet via the Zoom meeting platform at:

<https://us02web.zoom.us/j/83187954557>

We also offer two-way teleconference locations for the public to attend in our Oakland school sites:

Oakland Charter High School- 2365 Coolidge Ave, Oakland, CA 94601

Downtown Charter Academy- 2000 Dennison St, Oakland, CA 94606

Oakland Charter Academy- 4215 Foothill Blvd, Oakland, CA 94601

**Participating by Telephone:** 669-900-9128 Meeting ID: 831 8795 4557

**Public Comment:** Members of the public attending in person who wish to comment on an agenda item please fill out a speaker card and submit it to a staff member. Members of the public who are joining via teleconference, please use raise hand tool in the reactions tab located at the bottom of the zoom screen or press star (\*) nine if joining by telephone. 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.

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**Access to Board Materials:** A copy of the written materials which have been submitted to the School Board with the agenda relating to open session items may be reviewed by any interested persons on the Amethod Public School's website at [www.amethodschools.org](http://www.amethodschools.org) following the posting of the agenda. Amethod reserves the right to show or distribute additional information and/or documents to the School Board at the meeting, and will make copies of such documents relating to open session items available to the public upon request.

**Disability Access:** Requests for disability-related modifications or accommodations to participate in this public meeting should be made 24 hours prior to the meeting by calling (510) 436-0172. 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

	Purpose	Presenter	Time
<b>I. Opening Items</b>			<b>7:00 PM</b>
<b>A.</b> Call the Meeting to Order		Gilbert Lopez Jr.	5 m
<b>B.</b> Record Attendance		Grace Barriga	2 m
<b>C.</b> Announcements			2 m
<b>D.</b> Public Comments on Non-Agenda Items			2 m
Members of the public may comment here on non-agenda items that relate to one or more schools operated by Amethod Public Schools.			
<b>II. Consent</b>			
<b>III. Closed Session</b>			<b>7:11 PM</b>
<b>A.</b> CONFERENCE WITH LEGAL COUNSEL— ANTICIPATED LITIGATION	Discuss		60 m
Significant exposure to litigation pursuant to Paragraph (2) or (3) of subdivision (d) of Section 54956.9:(one case)			
<b>IV. Closing Items</b>			<b>8:11 PM</b>
<b>A.</b> Adjourn Meeting	FYI	Gilbert Lopez Jr.	1 m

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## Amethod Public Schools

### Regular Meeting of the AMPS Board of Directors

---

#### Date and Time

Wednesday September 11, 2024 at 6:00 PM PDT

#### Location

1450 Marina Way South, Richmond CA 94804

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The Board of Directors (Board) and employees of Amethod Public Schools will be holding this meeting in person at **1450 Marina Way South, Richmond, CA 94804**.

Members of the public who wish to attend in person can join us in the Home Office's Board Room at 1450 Marina Way South, Richmond, CA 94804. Or members of the public may meet via the Zoom meeting platform at:

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ORDER OF BUSINESS MAY BE CHANGED WITHOUT NOTICE

## Agenda

	Purpose	Presenter	Time
<b>I. Opening Items</b>			<b>6:00 PM</b>
<b>A.</b> Call the Meeting to Order		Gilbert Lopez Jr.	2 m
<b>B.</b> Record Attendance		Grace Barriga	2 m
<b>C.</b> Announcements			2 m
<b>D.</b> Public Comments on Non-Agenda Items			2 m
Members of the public may comment here on non-agenda items that relate to one or more schools operated by Amethod Public Schools.			
<b>II. Consent</b>			<b>6:08 PM</b>
<b>A.</b> Approval of 08/28/2024 Regular Board Meeting Minutes	Approve Minutes		2 m
<b>III. Business</b>			<b>6:10 PM</b>
<b>A.</b> Approval of Updated Tuition Reimbursement Policy	Vote	Sylvia Flores	5 m
Public Comment			

	Purpose	Presenter	Time
<b>B.</b> Approval of 2023-24 Education Protection Account Report  Public Comment	Vote	Adrienne Barnes	5 m
<b>C.</b> CEO Report  Topics to include: School Enrollment/ADA, Attendance, Williams Act visits, and Charter Renewals.  Public Comment	Discuss	Sylvia Flores	20 m
<b>IV. Closing Items</b>			
<b>A.</b> Adjourn Meeting	FYI	Gilbert Lopez Jr.	1 m

6:40 PM

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DRAFT



# Amethod Public Schools

## Minutes

### Special Meeting of the AMPS Board of Directors

---

#### Date and Time

Wednesday September 11, 2024 at 7:00 PM

#### Location

1450 Marina Way S, Richmond, CA 94520

---

The Board of Directors (Board) and employees of Amethod Public Schools will be holding this meeting in person at **1450 Marina Way South, Richmond, CA 94804**.

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## ORDER OF BUSINESS MAY BE CHANGED WITHOUT NOTICE

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### Directors Present

E. Gallegos, E. Quiroz, G. Lopez Jr., M. Moncada

### Directors Absent

A. Emmanuelli

### Guests Present

G. Barriga

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## I. Opening Items

### A. Call the Meeting to Order

G. Barriga called a meeting of the board of directors of Amethod Public Schools to order on Wednesday Sep 11, 2024 at 7:06 PM.

### B. Record Attendance

### C. Announcements

No public announcements.

### D. Public Comments on Non-Agenda Items

No Public Comments on Non-Agenda Items.

## II. Closed Session

#### A. CONFERENCE WITH LEGAL COUNSEL—ANTICIPATED LITIGATION

No Reportable Actions.

### III. 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 8:30 PM.

Respectfully Submitted,  
G. Lopez Jr.

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## **CONFLICT OF INTEREST CODE FOR AMETHOD PUBLIC SCHOOLS**

The Political Reform Act (Government Code Section 81000, et seq.) requires state and local government agencies to adopt and promulgate conflict of interest codes. The Fair Political Practices Commission ("FPPC") has adopted a regulation (2 Cal. Code of Regs. Sec. 18730) which contains the terms of a standard conflict of interest code, which can be incorporated by reference in an agency's code. After public notice and hearing, it may be amended by the FPPC to conform to amendments in the Political Reform Act. Therefore, the terms of 2 California Code of Regulations Section 18730 and any amendments to it duly adopted by the FPPC are hereby incorporated by reference. This regulation and the attached Appendices, designating officials and employees and establishing disclosure categories, shall constitute the conflict of interest code of **Amethod Public Schools**.

Individuals holding designated positions shall file their statements of economic interest with **Amethod Public Schools**, which will make the statements available for public inspection and reproduction. (Gov. Code Section 81008.) All statements will be retained by **Amethod Public Schools**.

## CONFLICT OF INTEREST CODE FOR

### AMETHOD PUBLIC SCHOOLS

#### APPENDIX A

#### DESIGNATED POSITIONS

<u>Designated Position</u>	<u>Assigned Disclosure Category</u>
Board Members	1, 2, 4
Chief Executive Officer	1, 2
Chief Business Officer	1, 2
Chief Operating Officer	1, 2
Senior Director of Instruction	1, 2
Director of Technology	1, 2
Director of Finance	3
Site Director	3
Consultants/New Positions	*

\*Consultants/new positions shall be included in the list of designated positions and shall disclose pursuant to the broadest disclosure category in the code subject to the following limitation:

The Chief Executive Officer may determine in writing that a particular consultant or new position, although a “designated position,” is hired to perform a range of duties that is limited in scope and thus is not required to fully comply with the disclosure requirements described in this section. Such written determination shall include a description of the consultant’s or new position’s duties and, based upon that description, a statement of the extent of disclosure requirements. The Chief Executive Officer’s determination is a public record and shall be retained for public inspection in the same manner and location as this conflict of interest code. (Gov. Code Sec. 81008.)

## **APPENDIX B**

### **DISCLOSURE CATEGORIES**

Category 1. Designated positions assigned to this category must report:

- a. Interests in real property in whole in part within two (2) miles of any facility utilized by Amethod Public Schools, including any leasehold, beneficial, or ownership interest or option to acquire such interest in real property.
- b. Investments and business positions in business entities and income (including receipt of gifts, loans, and travel payments) from sources of the type that engage in the acquisition or disposal of real property or are engaged in building construction or design for charter schools.

Category 2. Designated positions assigned to this category must report:

Investments and business positions in business entities and income (including receipt of gifts, loans, and travel payments) that are from business entities engaged in the performance of work or services, or sources that manufacture, sell, repair, rent, or distribute school supplies, books, materials, school furnishings, or equipment, of the type utilized by Amethod Public Schools.

Category 3. Designated positions assigned to this category must report:

Investments and business positions in business entities and sources of income (including receipt of gifts, loans, and travel payments) that are from business entities engaged in the performance of work or services, or sources that manufacture, sell, repair, rent, or distribute school supplies, books, materials, school furnishings, or equipment, of the type utilized by the designated position's department. For the purposes of this category, a Site Director's department is his or her entire school.

Category 4. Designated positions assigned to this category must report:


Investments and business positions in business entities and sources of income (including receipt of gifts, loans, and travel payments) from sources of the type that provide financial accounting auditing services.

This is the last page of the conflict of interest code for **Amethod Public Schools**.



### CERTIFICATION OF FPPC APPROVAL

Pursuant to Government Code Section 87303, the conflict of interest code for the **Amethod Public Schools** was approved on 3/7/ 2022. This code will become effective on 4/6/ 2022.



John M. Feser, Jr.  
Senior Commission Counsel  
Fair Political Practices Commission

**CALIFORNIA FORM 700**  
 FAIR POLITICAL PRACTICES COMMISSION

**STATEMENT OF ECONOMIC INTERESTS  
COVER PAGE  
A PUBLIC DOCUMENT**

 Date Initial Filing Received  
 Filing Official Use Only

Please type or print in ink.

NAME OF FILER (LAST)	(FIRST)	(MIDDLE)
Flores	Sylvia	Mabel

**1. Office, Agency, or Court**

Agency Name (Do not use acronyms)

Amethod Public Schools

Division, Board, Department, District, if applicable

Your Position

Interim Chief Executive Officer

► If filing for multiple positions, list below or on an attachment. (Do not use acronyms)

Agency: \_\_\_\_\_ Position: \_\_\_\_\_

**2. Jurisdiction of Office (Check at least one box)**☐ State☐ Judge, Retired Judge, Pro Tem Judge, or Court Commissioner  
(Statewide Jurisdiction)☐ Multi-County \_\_\_\_\_☐ County of \_\_\_\_\_☐ City of \_\_\_\_\_☒ Other Charter Management Organization**3. Type of Statement (Check at least one box)**☐ **Annual:** The period covered is January 1, 2023, through  
December 31, 2023.

-or-

The period covered is \_\_\_\_/\_\_\_\_/\_\_\_\_, through  
December 31, 2023.☒ **Assuming Office:** Date assumed 02/26/2024☐ **Leaving Office:** Date Left \_\_\_\_/\_\_\_\_/\_\_\_\_  
(Check one circle.)☐ The period covered is January 1, 2023, through the date  
of leaving office.

-or-

☐ The period covered is \_\_\_\_/\_\_\_\_/\_\_\_\_, through  
the date of leaving office.☐ **Candidate:** Date of Election \_\_\_\_\_ and office sought, if different than Part 1: \_\_\_\_\_**4. Schedule Summary (required)**► **Total number of pages including this cover page:** \_\_\_\_\_**Schedules attached**☐ **Schedule A-1 - Investments** – schedule attached☒ **Schedule A-2 - Investments** – schedule attached☒ **Schedule B - Real Property** – schedule attached☒ **Schedule C - Income, Loans, & Business Positions** – schedule attached☐ **Schedule D - Income – Gifts** – schedule attached☐ **Schedule E - Income – Gifts – Travel Payments** – schedule attached-or- ☐ **None - No reportable interests on any schedule****5. Verification**MAILING ADDRESS STREET  
(Business or Agency Address Recommended - Public Document)

1450 Marina Way S

CITY

Richmond

STATE

CA

ZIP CODE

94804

DAYTIME TELEPHONE NUMBER

( 510 ) 436-0172

EMAIL ADDRESS

sflores@amethodschools.org

I have used all reasonable diligence in preparing this statement. I have reviewed this statement and to the best of my knowledge the information contained herein and in any attached schedules is true and complete. I acknowledge this is a public document.

I certify under penalty of perjury under the laws of the State of California that the foregoing is true and correct.

Date Signed 03/25/2024

(month, day, year)

Signature

(File the originally signed paper statement with your filing official.)

## SCHEDULE A-2

### Investments, Income, and Assets of Business Entities/Trusts

(Ownership Interest is 10% or Greater)

<b>CALIFORNIA FORM 700</b>
FAIR POLITICAL PRACTICES COMMISSION
Name <b>Sylvia Flores</b>

► 1. BUSINESS ENTITY OR TRUST

**EdNova Group LLC**

Name  
**164 Robles Way #294, Vallejo CA 94591**

Address (Business Address Acceptable)

Check one  
☐ Trust, go to 2    ☒ Business Entity, complete the box, then go to 2

GENERAL DESCRIPTION OF THIS BUSINESS  
**Educational Consulting**

FAIR MARKET VALUE      IF APPLICABLE, LIST DATE:

<input type="checkbox"/> \$0 - \$1,999	<b>09</b> / <b>11</b> / <b>23</b>	<b>23</b>
<input type="checkbox"/> \$2,000 - \$10,000		
<input checked="" type="checkbox"/> \$10,001 - \$100,000	ACQUIRED	DISPOSED
<input type="checkbox"/> \$100,001 - \$1,000,000		
<input type="checkbox"/> Over \$1,000,000		

NATURE OF INVESTMENT      **Limited Liability Comp**

☐ Partnership    ☐ Sole Proprietorship    ☒ Other

YOUR BUSINESS POSITION    **Owner**

► 2. IDENTIFY THE GROSS INCOME RECEIVED (INCLUDE YOUR PRO RATA SHARE OF THE GROSS INCOME TO THE ENTITY/TRUST)

<input checked="" type="checkbox"/> \$0 - \$499	<input type="checkbox"/> \$10,001 - \$100,000
<input type="checkbox"/> \$500 - \$1,000	<input type="checkbox"/> OVER \$100,000
<input type="checkbox"/> \$1,001 - \$10,000	

► 3. LIST THE NAME OF EACH REPORTABLE SINGLE SOURCE OF INCOME OF \$10,000 OR MORE (Attach a separate sheet if necessary.)

☒ None    or    ☐ Names listed below

► 4. INVESTMENTS AND INTERESTS IN REAL PROPERTY HELD OR LEASED BY THE BUSINESS ENTITY OR TRUST

Check one box:

☐ INVESTMENT    ☐ REAL PROPERTY

Name of Business Entity, if Investment, or  
Assessor's Parcel Number or Street Address of Real Property

Description of Business Activity or  
City or Other Precise Location of Real Property

FAIR MARKET VALUE      IF APPLICABLE, LIST DATE:

<input type="checkbox"/> \$2,000 - \$10,000	<b>23</b>	<b>23</b>
<input type="checkbox"/> \$10,001 - \$100,000		
<input type="checkbox"/> \$100,001 - \$1,000,000	ACQUIRED	DISPOSED
<input type="checkbox"/> Over \$1,000,000		

NATURE OF INTEREST

☐ Property Ownership/Deed of Trust    ☐ Stock    ☐ Partnership

☐ Leasehold    Yrs. remaining    ☐ Other

☐ Check box if additional schedules reporting investments or real property are attached

► 1. BUSINESS ENTITY OR TRUST

Name

Address (Business Address Acceptable)

Check one  
☐ Trust, go to 2    ☐ Business Entity, complete the box, then go to 2

GENERAL DESCRIPTION OF THIS BUSINESS

FAIR MARKET VALUE      IF APPLICABLE, LIST DATE:

<input type="checkbox"/> \$0 - \$1,999	<b>23</b>	<b>23</b>
<input type="checkbox"/> \$2,000 - \$10,000		
<input type="checkbox"/> \$10,001 - \$100,000	ACQUIRED	DISPOSED
<input type="checkbox"/> \$100,001 - \$1,000,000		
<input type="checkbox"/> Over \$1,000,000		

NATURE OF INVESTMENT

☐ Partnership    ☐ Sole Proprietorship    ☐ Other

YOUR BUSINESS POSITION

► 2. IDENTIFY THE GROSS INCOME RECEIVED (INCLUDE YOUR PRO RATA SHARE OF THE GROSS INCOME TO THE ENTITY/TRUST)

<input type="checkbox"/> \$0 - \$499	<input type="checkbox"/> \$10,001 - \$100,000
<input type="checkbox"/> \$500 - \$1,000	<input type="checkbox"/> OVER \$100,000
<input type="checkbox"/> \$1,001 - \$10,000	

► 3. LIST THE NAME OF EACH REPORTABLE SINGLE SOURCE OF INCOME OF \$10,000 OR MORE (Attach a separate sheet if necessary.)

☐ None    or    ☐ Names listed below

► 4. INVESTMENTS AND INTERESTS IN REAL PROPERTY HELD OR LEASED BY THE BUSINESS ENTITY OR TRUST

Check one box:

☐ INVESTMENT    ☐ REAL PROPERTY

Name of Business Entity, if Investment, or  
Assessor's Parcel Number or Street Address of Real Property

Description of Business Activity or  
City or Other Precise Location of Real Property

FAIR MARKET VALUE      IF APPLICABLE, LIST DATE:

<input type="checkbox"/> \$2,000 - \$10,000	<b>23</b>	<b>23</b>
<input type="checkbox"/> \$10,001 - \$100,000		
<input type="checkbox"/> \$100,001 - \$1,000,000	ACQUIRED	DISPOSED
<input type="checkbox"/> Over \$1,000,000		

NATURE OF INTEREST

☐ Property Ownership/Deed of Trust    ☐ Stock    ☐ Partnership

☐ Leasehold    Yrs. remaining    ☐ Other

☐ Check box if additional schedules reporting investments or real property are attached

Comments: \_\_\_\_\_

## SCHEDULE B

### Interests in Real Property

(Including Rental Income)

 Name  
 Sylvia Flores

**ASSESSOR'S PARCEL NUMBER OR STREET ADDRESS**

544-081-009-0

CITY

Richmond

FAIR MARKET VALUE

- ☐ \$2,000 - \$10,000  
☐ \$10,001 - \$100,000  
☒ \$100,001 - \$1,000,000  
☐ Over \$1,000,000

IF APPLICABLE, LIST DATE:

/ / 23	/ / 23
ACQUIRED	DISPOSED

NATURE OF INTEREST

☒ Ownership/Deed of Trust
 ☐ Easement

☐ Leasehold
 ☐ Yrs. remaining
 ☐ Other

IF RENTAL PROPERTY, GROSS INCOME RECEIVED

- ☐ \$0 - \$499    ☐ \$500 - \$1,000    ☐ \$1,001 - \$10,000  
☒ \$10,001 - \$100,000    ☐ OVER \$100,000

SOURCES OF RENTAL INCOME: If you own a 10% or greater interest, list the name of each tenant that is a single source of income of \$10,000 or more.

☐ None

 Maritza Dominguez  
 Courtney Foy  
 Anselmo Becerra  
 Ana Lima

**ASSESSOR'S PARCEL NUMBER OR STREET ADDRESS**

411-271-014-2

CITY

San Pablo

FAIR MARKET VALUE

- ☐ \$2,000 - \$10,000  
☐ \$10,001 - \$100,000  
☒ \$100,001 - \$1,000,000  
☐ Over \$1,000,000

IF APPLICABLE, LIST DATE:

/ / 23	/ / 23
ACQUIRED	DISPOSED

NATURE OF INTEREST

☒ Ownership/Deed of Trust
 ☐ Easement

☐ Leasehold
 ☐ Yrs. remaining
 ☐ Other

IF RENTAL PROPERTY, GROSS INCOME RECEIVED

- ☐ \$0 - \$499    ☐ \$500 - \$1,000    ☐ \$1,001 - \$10,000  
☒ \$10,001 - \$100,000    ☐ OVER \$100,000

SOURCES OF RENTAL INCOME: If you own a 10% or greater interest, list the name of each tenant that is a single source of income of \$10,000 or more.

☐ None

 Oscar Avalos  
 Margarita Aleman

\* You are not required to report loans from a commercial lending institution made in the lender's regular course of business on terms available to members of the public without regard to your official status. Personal loans and loans received not in a lender's regular course of business must be disclosed as follows:

NAME OF LENDER\*

ADDRESS (Business Address Acceptable)

BUSINESS ACTIVITY, IF ANY, OF LENDER

INTEREST RATE

TERM (Months/Years)

 \_\_\_\_\_ %    ☐ None

HIGHEST BALANCE DURING REPORTING PERIOD

- ☐ \$500 - \$1,000    ☐ \$1,001 - \$10,000  
☐ \$10,001 - \$100,000    ☐ OVER \$100,000  
☐ Guarantor, if applicable

NAME OF LENDER\*

ADDRESS (Business Address Acceptable)

BUSINESS ACTIVITY, IF ANY, OF LENDER

INTEREST RATE

TERM (Months/Years)

 \_\_\_\_\_ %    ☐ None

HIGHEST BALANCE DURING REPORTING PERIOD

- ☐ \$500 - \$1,000    ☐ \$1,001 - \$10,000  
☐ \$10,001 - \$100,000    ☐ OVER \$100,000  
☐ Guarantor, if applicable

Comments:

# SCHEDULE C

## Income, Loans, & Business Positions

(Other than Gifts and Travel Payments)

CALIFORNIA FORM **700**

FAIR POLITICAL PRACTICES COMMISSION

Name

Sylvia Flores

1. INCOME RECEIVED	1. INCOME RECEIVED
NAME OF SOURCE OF INCOME Northeastern University	NAME OF SOURCE OF INCOME
ADDRESS (Business Address Acceptable) 5000 MacArthur Blvd, Oakland CA	ADDRESS (Business Address Acceptable)
BUSINESS ACTIVITY, IF ANY, OF SOURCE University/College	BUSINESS ACTIVITY, IF ANY, OF SOURCE
YOUR BUSINESS POSITION Assistant Director of Programs	YOUR BUSINESS POSITION
GROSS INCOME RECEIVED <input type="checkbox"/> No Income - Business Position Only	GROSS INCOME RECEIVED <input type="checkbox"/> No Income - Business Position Only
<input type="checkbox"/> \$500 - \$1,000 <input type="checkbox"/> \$1,001 - \$10,000	<input type="checkbox"/> \$500 - \$1,000 <input type="checkbox"/> \$1,001 - \$10,000
<input checked="" type="checkbox"/> \$10,001 - \$100,000 <input type="checkbox"/> OVER \$100,000	<input type="checkbox"/> \$10,001 - \$100,000 <input type="checkbox"/> OVER \$100,000
CONSIDERATION FOR WHICH INCOME WAS RECEIVED	CONSIDERATION FOR WHICH INCOME WAS RECEIVED
<input checked="" type="checkbox"/> Salary <input type="checkbox"/> Spouse's or registered domestic partner's income (For self-employed use Schedule A-2.)	<input type="checkbox"/> Salary <input type="checkbox"/> Spouse's or registered domestic partner's income (For self-employed use Schedule A-2.)
<input type="checkbox"/> Partnership (Less than 10% ownership. For 10% or greater use Schedule A-2.)	<input type="checkbox"/> Partnership (Less than 10% ownership. For 10% or greater use Schedule A-2.)
<input type="checkbox"/> Sale of _____ (Real property, car, boat, etc.)	<input type="checkbox"/> Sale of _____ (Real property, car, boat, etc.)
<input type="checkbox"/> Loan repayment	<input type="checkbox"/> Loan repayment
<input type="checkbox"/> Commission or <input type="checkbox"/> Rental Income, list each source of \$10,000 or more	<input type="checkbox"/> Commission or <input type="checkbox"/> Rental Income, list each source of \$10,000 or more
_____ (Describe)	_____ (Describe)
<input type="checkbox"/> Other _____ (Describe)	<input type="checkbox"/> Other _____ (Describe)

### 2. LOANS RECEIVED OR OUTSTANDING DURING THE REPORTING PERIOD

\* You are not required to report loans from a commercial lending institution, or any indebtedness created as part of a retail installment or credit card transaction, made in the lender's regular course of business on terms available to members of the public without regard to your official status. Personal loans and loans received not in a lender's regular course of business must be disclosed as follows:

NAME OF LENDER*	INTEREST RATE	TERM (Months/Years)
ADDRESS (Business Address Acceptable)	_____% <input type="checkbox"/> None	_____
BUSINESS ACTIVITY, IF ANY, OF LENDER	SECURITY FOR LOAN	
HIGHEST BALANCE DURING REPORTING PERIOD	<input type="checkbox"/> None <input type="checkbox"/> Personal residence	
<input type="checkbox"/> \$500 - \$1,000	<input type="checkbox"/> Real Property _____	Street address
<input type="checkbox"/> \$1,001 - \$10,000	_____	City
<input type="checkbox"/> \$10,001 - \$100,000	<input type="checkbox"/> Guarantor _____	
<input type="checkbox"/> OVER \$100,000	<input type="checkbox"/> Other _____	(Describe)

Comments: \_\_\_\_\_

**CALIFORNIA FORM 700**  
 FAIR POLITICAL PRACTICES COMMISSION

**STATEMENT OF ECONOMIC INTERESTS  
COVER PAGE  
A PUBLIC DOCUMENT**

 Date Initial Filing Received  
 Filing Official Use Only

Please type or print in ink.

 NAME OF FILER (LAST) (FIRST) (MIDDLE)  
Barnes, Adrienne D.
**1. Office, Agency, or Court**

Agency Name (Do not use acronyms)

Amethod Public Schools

Division, Board, Department, District, if applicable

Your Position

Chief Operating Officer

► If filing for multiple positions, list below or on an attachment. (Do not use acronyms)

Agency: \_\_\_\_\_ Position: \_\_\_\_\_

**2. Jurisdiction of Office (Check at least one box)**☐ State☐ Judge, Retired Judge, Pro Tem Judge, or Court Commissioner  
(Statewide Jurisdiction)☐ Multi-County \_\_\_\_\_☐ County of \_\_\_\_\_☐ City of \_\_\_\_\_☒ Other Amethod Public Schools Network**3. Type of Statement (Check at least one box)**☐ **Annual:** The period covered is January 1, 2023, through  
December 31, 2023.☐ **Leaving Office:** Date Left \_\_\_\_/\_\_\_\_/\_\_\_\_  
(Check one circle.)

-or-

The period covered is \_\_\_\_/\_\_\_\_/\_\_\_\_, through  
December 31, 2023.☐ The period covered is January 1, 2023, through the date  
of leaving office.

-or-

☒ **Assuming Office:** Date assumed 6 / 3 / 2024☐ The period covered is \_\_\_\_/\_\_\_\_/\_\_\_\_, through  
the date of leaving office.☐ **Candidate:** Date of Election \_\_\_\_\_ and office sought, if different than Part 1: \_\_\_\_\_**4. Schedule Summary (required)**► **Total number of pages including this cover page:** \_\_\_\_\_**Schedules attached**☐ **Schedule A-1 - Investments** – schedule attached☐ **Schedule C - Income, Loans, & Business Positions** – schedule attached☐ **Schedule A-2 - Investments** – schedule attached☐ **Schedule D - Income – Gifts** – schedule attached☐ **Schedule B - Real Property** – schedule attached☐ **Schedule E - Income – Gifts – Travel Payments** – schedule attached-or- ☒ **None - No reportable interests on any schedule****5. Verification**MAILING ADDRESS STREET CITY STATE ZIP CODE  
(Business or Agency Address Recommended - Public Document)1450 Marina Way S, Suite 300, Richmond, CA 94804

DAYTIME TELEPHONE NUMBER

(510) 734-1555

EMAIL ADDRESS

ABarnes@amethodschools.org

I have used all reasonable diligence in preparing this statement. I have reviewed this statement and to the best of my knowledge the information contained herein and in any attached schedules is true and complete. I acknowledge this is a public document.

I certify under penalty of perjury under the laws of the State of California that the foregoing is true and correct.

Date Signed

June 12, 2024  
(month, day, year)

Signature

[Signature]  
(file the originally signed paper statement with your filing official.)

**CALIFORNIA FORM 700**  
FAIR POLITICAL PRACTICES COMMISSION**STATEMENT OF ECONOMIC INTERESTS  
COVER PAGE  
A PUBLIC DOCUMENT**Date Initial Filing Received  
Filing Official Use Only

Please type or print in ink.

NAME OF FILER (LAST) (FIRST) (MIDDLE)

Arechiga

Maria

**1. Office, Agency, or Court**

Agency Name (Do not use acronyms)

Amethod Public Schools

Senior Director of Operations &amp; Compliance

Division, Board, Department, District, if applicable

Your Position

► If filing for multiple positions, list below or on an attachment. (Do not use acronyms)

Agency: \_\_\_\_\_ Position: \_\_\_\_\_

**2. Jurisdiction of Office (Check at least one box)**☐ State☐ Judge, Retired Judge, Pro Tem Judge, or Court Commissioner  
(Statewide Jurisdiction)☐ Multi-County \_\_\_\_\_☐ County of \_\_\_\_\_☐ City of \_\_\_\_\_☒ Other \_\_\_\_\_**3. Type of Statement (Check at least one box)**☒ **Annual:** The period covered is January 1, 2023, through  
December 31, 2023.☐ **Leaving Office:** Date Left \_\_\_\_/\_\_\_\_/\_\_\_\_  
(Check one circle.)

-or-

The period covered is \_\_\_\_/\_\_\_\_/\_\_\_\_, through  
December 31, 2023.☐ The period covered is January 1, 2023, through the date  
of leaving office.

-or-

☐ **Assuming Office:** Date assumed \_\_\_\_/\_\_\_\_/\_\_\_\_☐ The period covered is \_\_\_\_/\_\_\_\_/\_\_\_\_, through  
the date of leaving office.☐ **Candidate:** Date of Election \_\_\_\_\_ and office sought, if different than Part 1: \_\_\_\_\_**4. Schedule Summary (required)**

► Total number of pages including this cover page: \_\_\_\_\_

**Schedules attached**☐ **Schedule A-1 - Investments** – schedule attached☐ **Schedule C - Income, Loans, & Business Positions** – schedule attached☐ **Schedule A-2 - Investments** – schedule attached☐ **Schedule D - Income – Gifts** – schedule attached☐ **Schedule B - Real Property** – schedule attached☐ **Schedule E - Income – Gifts – Travel Payments** – schedule attached-or- ☐ **None - No reportable interests on any schedule****5. Verification**MAILING ADDRESS STREET CITY STATE ZIP CODE  
(Business or Agency Address Recommended - Public Document)

1450 Marina Way South

Richmond

CA

94804

DAYTIME TELEPHONE NUMBER

(510) 599-3996

EMAIL ADDRESS

marechiga@amethodschools.org

I have used all reasonable diligence in preparing this statement. I have reviewed this statement and to the best of my knowledge the information contained herein and in any attached schedules is true and complete. I acknowledge this is a public document.

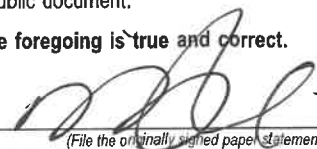
I certify under penalty of perjury under the laws of the State of California that the foregoing is true and correct.

Date Signed

04/01/24

(month, day, year)

Signature



(File the originally signed paper statement with your filing official.)

**STATEMENT OF ECONOMIC INTERESTS**  
**COVER PAGE**  
**A PUBLIC DOCUMENT**

 Date Initial Filing Received  
 Filing Official Use Only

Please type or print in ink.

NAME OF FILER (LAST)	(FIRST)	(MIDDLE)
Busby	Mary	

**1. Office, Agency, or Court**

Agency Name (Do not use acronyms)

Amethod Public Schools

Division, Board, Department, District, if applicable

Your Position

Director of Special Education

► If filing for multiple positions, list below or on an attachment. (Do not use acronyms)

Agency: \_\_\_\_\_ Position: \_\_\_\_\_

**2. Jurisdiction of Office (Check at least one box)**☐ State☐ Judge, Retired Judge, Pro Tem Judge, or Court Commissioner  
(Statewide Jurisdiction)☒ Multi-County West Contra Costa and Alameda☐ County of \_\_\_\_\_☐ City of \_\_\_\_\_☐ Other \_\_\_\_\_**3. Type of Statement (Check at least one box)**☐ Annual: The period covered is January 1, 2023, through  
December 31, 2023.☐ Leaving Office: Date Left \_\_\_\_/\_\_\_\_/\_\_\_\_  
(Check one circle.)

-or-

The period covered is \_\_\_\_/\_\_\_\_/\_\_\_\_, through  
December 31, 2023.☐ The period covered is January 1, 2023, through the date  
of leaving office.

-or-

☒ Assuming Office: Date assumed 03/13/2024☐ The period covered is \_\_\_\_/\_\_\_\_/\_\_\_\_, through  
the date of leaving office.☐ Candidate: Date of Election \_\_\_\_\_ and office sought, if different than Part 1: \_\_\_\_\_**4. Schedule Summary (required)**

► Total number of pages including this cover page: \_\_\_\_\_

**Schedules attached**☐ Schedule A-1 - Investments – schedule attached☐ Schedule C - Income, Loans, & Business Positions – schedule attached☐ Schedule A-2 - Investments – schedule attached☐ Schedule D - Income – Gifts – schedule attached☐ Schedule B - Real Property – schedule attached☐ Schedule E - Income – Gifts – Travel Payments – schedule attached-or- ☒ None - No reportable interests on any schedule**5. Verification**

MAILING ADDRESS	STREET	CITY	STATE	ZIP CODE
(Business or Agency Address Recommended - Public Document)				
1450 Marina Way South		Richmond	CA	94804
DAYTIME TELEPHONE NUMBER		EMAIL ADDRESS		
(510) 436-0172		mbusby@amethodschools.org		

I have used all reasonable diligence in preparing this statement. I have reviewed this statement and to the best of my knowledge the information contained herein and in any attached schedules is true and complete. I acknowledge this is a public document.

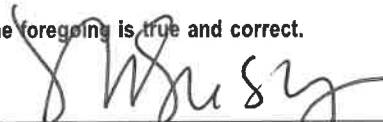
I certify under penalty of perjury under the laws of the State of California that the foregoing is true and correct.

Date Signed

3/27/24

(month, day, year)

Signature



(File the originally signed paper statement with your filing official.)

**STATEMENT OF ECONOMIC INTERESTS  
COVER PAGE  
A PUBLIC DOCUMENT**

 Date Initial Filing Received  
 Filing Official Use Only

Please type or print in ink.

NAME OF FILER (LAST)	(FIRST)	(MIDDLE)
Emmanelli	Andres	

**1. Office, Agency, or Court**

Agency Name (Do not use acronyms)

Amethod Public Schools

Division, Board, Department, District, if applicable

Board of Directors

Your Position

Board Member

► If filing for multiple positions, list below or on an attachment. (Do not use acronyms)

Agency: \_\_\_\_\_ Position: \_\_\_\_\_

**2. Jurisdiction of Office (Check at least one box)**☐ State☐ Judge, Retired Judge, Pro Tem Judge, or Court Commissioner  
(Statewide Jurisdiction)☒ Multi-County Alameda and West Contra Costa☐ County of \_\_\_\_\_☐ City of \_\_\_\_\_☐ Other \_\_\_\_\_**3. Type of Statement (Check at least one box)**☒ **Annual:** The period covered is January 1, 2023, through  
December 31, 2023.☐ **Leaving Office:** Date Left \_\_\_\_/\_\_\_\_/\_\_\_\_  
(Check one circle.)

-or-

The period covered is \_\_\_\_/\_\_\_\_/\_\_\_\_, through  
December 31, 2023.☐ The period covered is January 1, 2023, through the date  
of leaving office.

-or-

☐ **Assuming Office:** Date assumed \_\_\_\_/\_\_\_\_/\_\_\_\_☐ The period covered is \_\_\_\_/\_\_\_\_/\_\_\_\_, through  
the date of leaving office.☐ **Candidate:** Date of Election \_\_\_\_\_ and office sought, if different than Part 1: \_\_\_\_\_**4. Schedule Summary (required)**► **Total number of pages including this cover page:** \_\_\_\_\_**Schedules attached**☐ **Schedule A-1 - Investments** – schedule attached☐ **Schedule C - Income, Loans, & Business Positions** – schedule attached☐ **Schedule A-2 - Investments** – schedule attached☐ **Schedule D - Income – Gifts** – schedule attached☐ **Schedule B - Real Property** – schedule attached☐ **Schedule E - Income – Gifts – Travel Payments** – schedule attached-or- ☒ **None - No reportable interests on any schedule****5. Verification**MAILING ADDRESS STREET CITY STATE ZIP CODE  
(Business or Agency Address Recommended - Public Document)

1450 Marina Way South

Richmond

CA

94603

DAYTIME TELEPHONE NUMBER

EMAIL ADDRESS

( 510 ) 436-0172

aemmanuelli@amethodschools.org

I have used all reasonable diligence in preparing this statement. I have reviewed this statement and to the best of my knowledge the information contained herein and in any attached schedules is true and complete. I acknowledge this is a public document.

I certify under penalty of perjury under the laws of the State of California that the foregoing is true and correct

Date Signed

03/27/2024  
(month, day, year)

Signature

  
(File the originally signed paper statement with your filing official.)

**CALIFORNIA FORM 700**  
FAIR POLITICAL PRACTICES COMMISSION

**STATEMENT OF ECONOMIC INTERESTS  
COVER PAGE  
A PUBLIC DOCUMENT**

Date Initial Filing Received  
Filing Official Use Only

Please type or print in ink.

NAME OF FILER (LAST) (FIRST) (MIDDLE)  
Lopez Gilbert

**1. Office, Agency, or Court**

Agency Name (Do not use acronyms)

Amethod Public Schools

Chair - Board of Directors

Division, Board, Department, District, if applicable

Your Position

Amethod Public Schools Board of Directors

► If filing for multiple positions, list below or on an attachment. (Do not use acronyms)

Agency: \_\_\_\_\_ Position: \_\_\_\_\_

**2. Jurisdiction of Office (Check at least one box)**

☐ State

☐ Judge, Retired Judge, Pro Tem Judge, or Court Commissioner  
(Statewide Jurisdiction)

☒ Multi-County Alameda and West Contra Costa

☐ County of \_\_\_\_\_

☐ City of \_\_\_\_\_

☐ Other \_\_\_\_\_

**3. Type of Statement (Check at least one box)**

☒ **Annual:** The period covered is January 1, 2022, through December 31, 2022.

☐ **Leaving Office:** Date Left \_\_\_\_\_  
(Check one circle.)

-or- The period covered is 01 / 01 / 2023 through December 31, 2023

☐ The period covered is January 1, 2022, through the date of leaving office.

☐ **Assuming Office:** Date assumed \_\_\_\_\_

-or- ☐ The period covered is \_\_\_\_\_ through the date of leaving office.

☐ **Candidate:** Date of Election \_\_\_\_\_ and office sought, if different than Part 1: \_\_\_\_\_

**4. Schedule Summary (required)**

► Total number of pages including this cover page: 2

**Schedules attached**

☐ **Schedule A-1 - Investments** – schedule attached

☐ **Schedule C - Income, Loans, & Business Positions** – schedule attached

☒ **Schedule A-2 - Investments** – schedule attached

☐ **Schedule D - Income – Gifts** – schedule attached

☐ **Schedule B - Real Property** – schedule attached

☐ **Schedule E - Income – Gifts – Travel Payments** – schedule attached

-or- ☐ **None** - No reportable interests on any schedule

**5. Verification**

MAILING ADDRESS STREET  
(Business or Agency Address Recommended - Public Document)

CITY

STATE

ZIP CODE

1450 Marina Way South

Richmond

CA

94804

DAYTIME TELEPHONE NUMBER

EMAIL ADDRESS

( 510 ) 436-0172

gilopez@amethodschools.org

I have used all reasonable diligence in preparing this statement. I have reviewed this statement and to the best of my knowledge the information contained herein and in any attached schedules is true and complete. I acknowledge this is a public document.

I certify under penalty of perjury under the laws of the State of California that the foregoing is true and correct.

Date Signed 3/31/2024

(month, day, year)

Signature

(File the originally signed paper statement with your filing official.)

FPPC Form 700 - Cover Page (2022/2023)  
advice@fppc.ca.gov • 866-275-3772 • www.fppc.ca.gov

Page - 1 of 2

## SCHEDULE A-2

### Investments, Income, and Assets of Business Entities/Trusts

(Ownership Interest is 10% or Greater)

**CALIFORNIA FORM 700**  
FAIR POLITICAL PRACTICES COMMISSION

Name \_\_\_\_\_

#### 1. BUSINESS ENTITY OR TRUST

Lopez Family Revocable Living Trust

Name

525 Merchant St., Vacaville CA, 95688

Address (Business Address Acceptable)

Check one

☒ Trust, go to 2

☐ Business Entity, complete the box, then go to 2

#### GENERAL DESCRIPTION OF THIS BUSINESS

FAIR MARKET VALUE

- ☐ \$0 - \$1,999  
☐ \$2,000 - \$10,000  
☐ \$10,001 - \$100,000  
☐ \$100,001 - \$1,000,000  
☐ Over \$1,000,000

IF APPLICABLE, LIST DATE:

       / 22 / 22  
 ACQUIRED                      DISPOSED

NATURE OF INVESTMENT

☐ Partnership ☐ Sole Proprietorship ☐ Other \_\_\_\_\_

YOUR BUSINESS POSITION \_\_\_\_\_

#### 1. BUSINESS ENTITY OR TRUST

Name \_\_\_\_\_

Address (Business Address Acceptable)

Check one

☐ Trust, go to 2

☐ Business Entity, complete the box, then go to 2

#### GENERAL DESCRIPTION OF THIS BUSINESS

FAIR MARKET VALUE

- ☐ \$0 - \$1,999  
☐ \$2,000 - \$10,000  
☐ \$10,001 - \$100,000  
☐ \$100,001 - \$1,000,000  
☐ Over \$1,000,000

IF APPLICABLE, LIST DATE:

       / 22 / 22  
 ACQUIRED                      DISPOSED

NATURE OF INVESTMENT

☐ Partnership ☐ Sole Proprietorship ☐ Other \_\_\_\_\_

YOUR BUSINESS POSITION \_\_\_\_\_

#### 2. IDENTIFY THE GROSS INCOME RECEIVED (INCLUDE YOUR PRO RATA SHARE OF THE GROSS INCOME TO THE ENTITY/TRUST)

- ☒ \$0 - \$499                      ☐ \$10,001 - \$100,000  
☐ \$500 - \$1,000                ☐ OVER \$100,000  
☐ \$1,001 - \$10,000

#### 3. LIST THE NAME OF EACH REPORTABLE SINGLE SOURCE OF INCOME OF \$10,000 OR MORE (Attach a separate sheet if necessary.)

☒ None or ☐ Names listed below

#### 2. IDENTIFY THE GROSS INCOME RECEIVED (INCLUDE YOUR PRO RATA SHARE OF THE GROSS INCOME TO THE ENTITY/TRUST)

- ☐ \$0 - \$499                      ☐ \$10,001 - \$100,000  
☐ \$500 - \$1,000                ☐ OVER \$100,000  
☐ \$1,001 - \$10,000

#### 3. LIST THE NAME OF EACH REPORTABLE SINGLE SOURCE OF INCOME OF \$10,000 OR MORE (Attach a separate sheet if necessary.)

☐ None or ☐ Names listed below

#### 4. INVESTMENTS AND INTERESTS IN REAL PROPERTY HELD OR LEASED BY THE BUSINESS ENTITY OR TRUST

Check one box:

☒ INVESTMENT

☐ REAL PROPERTY

Charles Scwhab and Co./ Brokerage Account

Name of Business Entity, If Investment, or  
 Assessor's Parcel Number or Street Address of Real Property

Securities Brokerage

Description of Business Activity or  
 City or Other Precise Location of Real Property

FAIR MARKET VALUE

- ☐ \$2,000 - \$10,000  
☒ \$10,001 - \$100,000  
☐ \$100,001 - \$1,000,000  
☐ Over \$1,000,000

IF APPLICABLE, LIST DATE:

0 / 22 / 22  
 ACQUIRED                      DISPOSED

NATURE OF INTEREST

☐ Property Ownership/Deed of Trust ☐ Stock ☐ Partnership

☐ Leasehold \_\_\_\_\_ ☒ Other Trustee  
 Yrs. remaining

☐ Check box if additional schedules reporting investments or real property are attached

#### 4. INVESTMENTS AND INTERESTS IN REAL PROPERTY HELD OR LEASED BY THE BUSINESS ENTITY OR TRUST

Check one box:

☐ INVESTMENT

☐ REAL PROPERTY

Name of Business Entity, If Investment, or  
 Assessor's Parcel Number or Street Address of Real Property

Description of Business Activity or  
 City or Other Precise Location of Real Property

FAIR MARKET VALUE

- ☐ \$2,000 - \$10,000  
☐ \$10,001 - \$100,000  
☐ \$100,001 - \$1,000,000  
☐ Over \$1,000,000

IF APPLICABLE, LIST DATE:

       / 22 / 22  
 ACQUIRED                      DISPOSED

NATURE OF INTEREST

☐ Property Ownership/Deed of Trust ☐ Stock ☐ Partnership

☐ Leasehold \_\_\_\_\_ ☐ Other \_\_\_\_\_  
 Yrs. remaining

☐ Check box if additional schedules reporting investments or real property are attached

Comments: \_\_\_\_\_

**STATEMENT OF ECONOMIC INTERESTS**  
**COVER PAGE**  
**A PUBLIC DOCUMENT**

 Date Initial Filing Received  
 Filing Official Use Only

Please type or print in ink.

NAME OF FILER (LAST)	(FIRST)	(MIDDLE)
Gallegos- Jackson	Elisa	

**1. Office, Agency, or Court**

Agency Name (Do not use acronyms)

Amethod Public Schools

Division, Board, Department, District, if applicable

Board of Directors

Your Position

Board Member

► If filing for multiple positions, list below or on an attachment. (Do not use acronyms)

Agency: \_\_\_\_\_ Position: \_\_\_\_\_

**2. Jurisdiction of Office (Check at least one box)**☐ State☐ Judge, Retired Judge, Pro Tem Judge, or Court Commissioner  
(Statewide Jurisdiction)☒ Multi-County Alameda and West Contra Costa☐ County of \_\_\_\_\_☐ City of \_\_\_\_\_☐ Other \_\_\_\_\_**3. Type of Statement (Check at least one box)**☒ **Annual:** The period covered is January 1, 2023, through December 31, 2023.

-or-

The period covered is \_\_\_\_/\_\_\_\_/\_\_\_\_, through December 31, 2023.

☐ **Leaving Office:** Date Left \_\_\_\_/\_\_\_\_/\_\_\_\_  
(Check one circle.)☐ The period covered is January 1, 2023, through the date of leaving office.

-or-

☐ The period covered is \_\_\_\_/\_\_\_\_/\_\_\_\_, through the date of leaving office.☐ **Assuming Office:** Date assumed \_\_\_\_/\_\_\_\_/\_\_\_\_☐ **Candidate:** Date of Election \_\_\_\_\_ and office sought, if different than Part 1: \_\_\_\_\_**4. Schedule Summary (required)**

► Total number of pages including this cover page: \_\_\_\_\_

**Schedules attached**☐ **Schedule A-1 - Investments** – schedule attached☐ **Schedule C - Income, Loans, & Business Positions** – schedule attached☐ **Schedule A-2 - Investments** – schedule attached☐ **Schedule D - Income – Gifts** – schedule attached☐ **Schedule B - Real Property** – schedule attached☐ **Schedule E - Income – Gifts – Travel Payments** – schedule attached-or- ☒ **None - No reportable interests on any schedule****5. Verification**

MAILING ADDRESS	STREET	CITY	STATE	ZIP CODE
(Business or Agency Address Recommended - Public Document)				
1450 Marina Way South		Richmond	CA	94603
DAYTIME TELEPHONE NUMBER		EMAIL ADDRESS		
(510) 436-0172		egallegos@amethodschools.org		

I have used all reasonable diligence in preparing this statement. I have reviewed this statement and to the best of my knowledge the information contained herein and in any attached schedules is true and complete. I acknowledge this is a public document.

I certify under penalty of perjury under the laws of the State of California that the foregoing is true and correct.

Date Signed 03/13/2024  
(month, day, year)Signature Elisa Gallegos Jackson  
(File the originally signed paper statement with your filing official.)

**STATEMENT OF ECONOMIC INTERESTS**  
**COVER PAGE**  
**A PUBLIC DOCUMENT**

 Date Initial Filing Received  
 Filing Official Use Only

Please type or print in ink.

NAME OF FILER (LAST)	(FIRST)	(MIDDLE)
Quiroz	Edgar	

**1. Office, Agency, or Court**

Agency Name (Do not use acronyms)

Amethod Public Schools

Division, Board, Department, District, if applicable

Board of Directors

Your Position

Board Vice Chair

► If filing for multiple positions, list below or on an attachment. (Do not use acronyms)

Agency: \_\_\_\_\_ Position: \_\_\_\_\_

**2. Jurisdiction of Office (Check at least one box)**☐ State☐ Judge, Retired Judge, Pro Tem Judge, or Court Commissioner  
(Statewide Jurisdiction)☒ Multi-County Alameda and West Contra Costa☐ County of \_\_\_\_\_☐ City of \_\_\_\_\_☐ Other \_\_\_\_\_**3. Type of Statement (Check at least one box)**☒ **Annual:** The period covered is January 1, 2023, through  
December 31, 2023.

-or-

The period covered is \_\_\_\_/\_\_\_\_/\_\_\_\_, through  
December 31, 2023.☐ **Leaving Office:** Date Left \_\_\_\_/\_\_\_\_/\_\_\_\_  
(Check one circle.)☐ The period covered is January 1, 2023, through the date  
of leaving office.

-or-

☐ **Assuming Office:** Date assumed \_\_\_\_/\_\_\_\_/\_\_\_\_☐ The period covered is \_\_\_\_/\_\_\_\_/\_\_\_\_, through  
the date of leaving office.☐ **Candidate:** Date of Election \_\_\_\_ and office sought, if different than Part 1: \_\_\_\_\_**4. Schedule Summary (required)**► **Total number of pages including this cover page:** \_\_\_\_\_**Schedules attached**☐ **Schedule A-1 - Investments** – schedule attached☐ **Schedule C - Income, Loans, & Business Positions** – schedule attached☐ **Schedule A-2 - Investments** – schedule attached☐ **Schedule D - Income – Gifts** – schedule attached☐ **Schedule B - Real Property** – schedule attached☐ **Schedule E - Income – Gifts – Travel Payments** – schedule attached-or- ☒ **None - No reportable interests on any schedule****5. Verification**MAILING ADDRESS STREET CITY STATE ZIP CODE  
(Business or Agency Address Recommended - Public Document)

1450 Marina Way South

Richmond

CA

94804

DAYTIME TELEPHONE NUMBER

( 510 ) 436-0172

EMAIL ADDRESS

equiroz@amethodschools.org

I have used all reasonable diligence in preparing this statement. I have reviewed this statement and to the best of my knowledge the information contained herein and in any attached schedules is true and complete. I acknowledge this is a public document.

I certify under penalty of perjury under the laws of the State of California that the foregoing is true and correct.

Date Signed

2/21/24  
(month, day, year)

Signature



(File the originally signed paper statement with your filing official.)

CALIFORNIA FORM **700**  
FAIR POLITICAL PRACTICES COMMISSION

**STATEMENT OF ECONOMIC INTERESTS**  
**COVER PAGE**  
**A PUBLIC DOCUMENT**

Date Initial Filing Received  
Filing Official Use Only

Please type or print in ink.

NAME OF FILER (LAST) (FIRST) (MIDDLE)  
Lee Claudia M

**1. Office, Agency, or Court**

Agency Name (Do not use acronyms)

Downtown Charter Academy Site Director

Division, Board, Department, District, if applicable

Your Position

► If filing for multiple positions, list below or on an attachment. (Do not use acronyms)

Agency: \_\_\_\_\_ Position: \_\_\_\_\_

**2. Jurisdiction of Office (Check at least one box)**

☐ State

☐ Judge, Retired Judge, Pro Tem Judge, or Court Commissioner  
(Statewide Jurisdiction)

☐ Multi-County \_\_\_\_\_

☐ County of \_\_\_\_\_

☒ City of Oakland

☐ Other \_\_\_\_\_

**3. Type of Statement (Check at least one box)**

☒ **Annual:** The period covered is January 1, 2023, through  
December 31, 2023.

-or-

The period covered is \_\_\_\_\_ through  
December 31, 2023.

☐ **Leaving Office:** Date Left \_\_\_\_\_  
(Check one circle.)

☐ The period covered is January 1, 2023, through the date  
of leaving office.

-or-

☐ The period covered is \_\_\_\_\_ through  
the date of leaving office.

☐ **Assuming Office:** Date assumed \_\_\_\_\_

☐ **Candidate:** Date of Election \_\_\_\_\_ and office sought, if different than Part 1: \_\_\_\_\_

**4. Schedule Summary (required)**

► Total number of pages including this cover page: 1

**Schedules attached**

☐ **Schedule A-1 - Investments** – schedule attached

☐ **Schedule C - Income, Loans, & Business Positions** – schedule attached

☐ **Schedule A-2 - Investments** – schedule attached

☐ **Schedule D - Income - Gifts** – schedule attached

☐ **Schedule B - Real Property** – schedule attached

☐ **Schedule E - Income - Gifts - Travel Payments** – schedule attached

-or- ☒ **None - No reportable interests on any schedule**

**5. Verification**

MAILING ADDRESS STREET CITY STATE ZIP CODE  
(Business or Agency Address Recommended - Public Document)

2000 Dennison St. Oakland, CA 94606

DAYTIME TELEPHONE NUMBER

(510) 499-0453

EMAIL ADDRESS

cllee@amethodschools.org

I have used all reasonable diligence in preparing this statement. I have reviewed this statement and to the best of my knowledge the information contained herein and in any attached schedules is true and complete. I acknowledge this is a public document.

I certify under penalty of perjury under the laws of the State of California that the foregoing is true and correct.

Date Signed

03/06/24  
(month, day, year)

Signature

Claudia Lee  
(File the originally signed paper statement with your filing official.)

**STATEMENT OF ECONOMIC INTERESTS  
COVER PAGE  
A PUBLIC DOCUMENT**

 Date Initial Filing Received  
 Filing Official Use Only

Please type or print in ink.

NAME OF FILER (LAST)

Pearson

(FIRST)

David

(MIDDLE)

Whitfield

**1. Office, Agency, or Court**

Agency Name (Do not use acronyms)

Amethod Public Schools

Division, Board, Department, District, if applicable

Facilities

Your Position

Director of Facilities

► If filing for multiple positions, list below or on an attachment. (Do not use acronyms)

Agency: \_\_\_\_\_

Position: \_\_\_\_\_

**2. Jurisdiction of Office (Check at least one box)**☐ State☐ Judge, Retired Judge, Pro Tem Judge, or Court Commissioner  
(Statewide Jurisdiction)☒ Multi-County Alameda and Contra Costa☐ County of \_\_\_\_\_☐ City of \_\_\_\_\_☐ Other \_\_\_\_\_**3. Type of Statement (Check at least one box)**☒ **Annual:** The period covered is January 1, 2023, through  
December 31, 2023.

-or-

The period covered is \_\_\_\_/\_\_\_\_/\_\_\_\_, through  
December 31, 2023.☐ **Leaving Office:** Date Left \_\_\_\_/\_\_\_\_/\_\_\_\_  
(Check one circle.)☐ The period covered is January 1, 2023, through the date  
of leaving office.

-or-

☐ The period covered is \_\_\_\_/\_\_\_\_/\_\_\_\_, through  
the date of leaving office.☐ **Assuming Office:** Date assumed \_\_\_\_/\_\_\_\_/\_\_\_\_☐ **Candidate:** Date of Election \_\_\_\_\_ and office sought, if different than Part 1: \_\_\_\_\_**4. Schedule Summary (required)**► Total number of pages including this cover page: 3**Schedules attached**☐ **Schedule A-1 - Investments** – schedule attached☒ **Schedule A-2 - Investments** – schedule attached☐ **Schedule B - Real Property** – schedule attached☒ **Schedule C - Income, Loans, & Business Positions** – schedule attached☐ **Schedule D - Income – Gifts** – schedule attached☐ **Schedule E - Income – Gifts – Travel Payments** – schedule attached-or- ☐ **None - No reportable interests on any schedule****5. Verification**

MAILING ADDRESS

STREET

CITY

STATE

ZIP CODE

(Business or Agency Address Recommended - Public Document)

1450 Marnia Way

Richmond

CA

DAYTIME TELEPHONE NUMBER

EMAIL ADDRESS

(510) 660-3014

dpearson@amethodschools.org

I have used all reasonable diligence in preparing this statement. I have reviewed this statement and to the best of my knowledge the information contained herein and in any attached schedules is true and complete. I acknowledge this is a public document.

I certify under penalty of perjury under the laws of the State of California that the foregoing is true and correct.

Date Signed 04/01/2024

(month, day, year)

Signature

David Pearson, M.Ed.

Digitally signed by David Pearson, M.Ed.  
Date: 2024.04.01 16:12:59 -07'00'

(File the originally signed paper statement with your filing official.)

**SCHEDULE A-1****Investments****Stocks, Bonds, and Other Interests**  
(Ownership Interest is Less Than 10%)*Investments must be itemized.**Do not attach brokerage or financial statements.***CALIFORNIA FORM 700**  
FAIR POLITICAL PRACTICES COMMISSION

Name

David Pearson

► NAME OF BUSINESS ENTITY  
**MET LIFE**

GENERAL DESCRIPTION OF THIS BUSINESS  
**EE 401K Contribution 497.12**

FAIR MARKET VALUE  
☒ \$2,000 - \$10,000 ☐ \$10,001 - \$100,000  
☐ \$100,001 - \$1,000,000 ☐ Over \$1,000,000

NATURE OF INVESTMENT  
☒ Stock ☐ Other \_\_\_\_\_ (Describe)  
☐ Partnership ☐ Income Received of \$0 - \$499  
☐ Income Received of \$500 or More (Report on Schedule C)

IF APPLICABLE, LIST DATE:  
**03** / \_\_\_\_ / **23**      \_\_\_\_ / \_\_\_\_ / **23**  
ACQUIRED                      DISPOSED

► NAME OF BUSINESS ENTITY

GENERAL DESCRIPTION OF THIS BUSINESS

FAIR MARKET VALUE  
☐ \$2,000 - \$10,000 ☐ \$10,001 - \$100,000  
☐ \$100,001 - \$1,000,000 ☐ Over \$1,000,000

NATURE OF INVESTMENT  
☐ Stock ☐ Other \_\_\_\_\_ (Describe)  
☐ Partnership ☐ Income Received of \$0 - \$499  
☐ Income Received of \$500 or More (Report on Schedule C)

IF APPLICABLE, LIST DATE:  
\_\_\_\_ / \_\_\_\_ / **23**      \_\_\_\_ / \_\_\_\_ / **23**  
ACQUIRED                      DISPOSED

► NAME OF BUSINESS ENTITY

GENERAL DESCRIPTION OF THIS BUSINESS

FAIR MARKET VALUE  
☐ \$2,000 - \$10,000 ☐ \$10,001 - \$100,000  
☐ \$100,001 - \$1,000,000 ☐ Over \$1,000,000

NATURE OF INVESTMENT  
☐ Stock ☐ Other \_\_\_\_\_ (Describe)  
☐ Partnership ☐ Income Received of \$0 - \$499  
☐ Income Received of \$500 or More (Report on Schedule C)

IF APPLICABLE, LIST DATE:  
\_\_\_\_ / \_\_\_\_ / **23**      \_\_\_\_ / \_\_\_\_ / **23**  
ACQUIRED                      DISPOSED

► NAME OF BUSINESS ENTITY  
**MET LIFE**

GENERAL DESCRIPTION OF THIS BUSINESS  
**EE 401K Roth 451.92**

FAIR MARKET VALUE  
☒ \$2,000 - \$10,000 ☐ \$10,001 - \$100,000  
☐ \$100,001 - \$1,000,000 ☐ Over \$1,000,000

NATURE OF INVESTMENT  
☒ Stock ☐ Other \_\_\_\_\_ (Describe)  
☐ Partnership ☐ Income Received of \$0 - \$499  
☐ Income Received of \$500 or More (Report on Schedule C)

IF APPLICABLE, LIST DATE:  
**03** / \_\_\_\_ / **23**      \_\_\_\_ / \_\_\_\_ / **23**  
ACQUIRED                      DISPOSED

► NAME OF BUSINESS ENTITY

GENERAL DESCRIPTION OF THIS BUSINESS

FAIR MARKET VALUE  
☐ \$2,000 - \$10,000 ☐ \$10,001 - \$100,000  
☐ \$100,001 - \$1,000,000 ☐ Over \$1,000,000

NATURE OF INVESTMENT  
☐ Stock ☐ Other \_\_\_\_\_ (Describe)  
☐ Partnership ☐ Income Received of \$0 - \$499  
☐ Income Received of \$500 or More (Report on Schedule C)

IF APPLICABLE, LIST DATE:  
\_\_\_\_ / \_\_\_\_ / **23**      \_\_\_\_ / \_\_\_\_ / **23**  
ACQUIRED                      DISPOSED

► NAME OF BUSINESS ENTITY

GENERAL DESCRIPTION OF THIS BUSINESS

FAIR MARKET VALUE  
☐ \$2,000 - \$10,000 ☐ \$10,001 - \$100,000  
☐ \$100,001 - \$1,000,000 ☐ Over \$1,000,000

NATURE OF INVESTMENT  
☐ Stock ☐ Other \_\_\_\_\_ (Describe)  
☐ Partnership ☐ Income Received of \$0 - \$499  
☐ Income Received of \$500 or More (Report on Schedule C)

IF APPLICABLE, LIST DATE:  
\_\_\_\_ / \_\_\_\_ / **23**      \_\_\_\_ / \_\_\_\_ / **23**  
ACQUIRED                      DISPOSED

Comments: Job related

# SCHEDULE A-2

## Investments, Income, and Assets of Business Entities/Trusts

(Ownership Interest is 10% or Greater)

<b>CALIFORNIA FORM 700</b> <small>FAIR POLITICAL PRACTICES COMMISSION</small>
Name <u>David Pearson</u>

### ▶ 1. BUSINESS ENTITY OR TRUST

David Pearson

Name

Address (Business Address Acceptable)

Check one

☐ Trust, go to 2    ☒ Business Entity, complete the box, then go to 2

#### GENERAL DESCRIPTION OF THIS BUSINESS

Shanky Good Senior Environments.

#### FAIR MARKET VALUE

- ☐ \$0 - \$1,999  
☐ \$2,000 - \$10,000  
☒ \$10,001 - \$100,000  
☐ \$100,001 - \$1,000,000  
☐ Over \$1,000,000

#### IF APPLICABLE, LIST DATE:

01 / 06 / 23           /        / 23  
 ACQUIRED                      DISPOSED

#### NATURE OF INVESTMENT

☒ Partnership    ☐ Sole Proprietorship           Other

YOUR BUSINESS POSITION Owner and Consultant

### ▶ 1. BUSINESS ENTITY OR TRUST

Name

Address (Business Address Acceptable)

Check one

☐ Trust, go to 2    ☐ Business Entity, complete the box, then go to 2

#### GENERAL DESCRIPTION OF THIS BUSINESS

#### FAIR MARKET VALUE

- ☐ \$0 - \$1,999  
☐ \$2,000 - \$10,000  
☐ \$10,001 - \$100,000  
☐ \$100,001 - \$1,000,000  
☐ Over \$1,000,000

#### IF APPLICABLE, LIST DATE:

       /        / 23           /        / 23  
 ACQUIRED                      DISPOSED

#### NATURE OF INVESTMENT

☐ Partnership    ☐ Sole Proprietorship           Other

YOUR BUSINESS POSITION       

### ▶ 2. IDENTIFY THE GROSS INCOME RECEIVED (INCLUDE YOUR PRO RATA SHARE OF THE GROSS INCOME TO THE ENTITY/TRUST)

- ☐ \$0 - \$499    ☒ \$10,001 - \$100,000  
☐ \$500 - \$1,000    ☐ OVER \$100,000  
☐ \$1,001 - \$10,000

### ▶ 2. IDENTIFY THE GROSS INCOME RECEIVED (INCLUDE YOUR PRO RATA SHARE OF THE GROSS INCOME TO THE ENTITY/TRUST)

- ☐ \$0 - \$499    ☐ \$10,001 - \$100,000  
☐ \$500 - \$1,000    ☐ OVER \$100,000  
☐ \$1,001 - \$10,000

### ▶ 3. LIST THE NAME OF EACH REPORTABLE SINGLE SOURCE OF INCOME OF \$10,000 OR MORE (Attach a separate sheet if necessary.)

☒ None    or    ☐ Names listed below

### ▶ 3. LIST THE NAME OF EACH REPORTABLE SINGLE SOURCE OF INCOME OF \$10,000 OR MORE (Attach a separate sheet if necessary.)

☐ None    or    ☐ Names listed below

### ▶ 4. INVESTMENTS AND INTERESTS IN REAL PROPERTY HELD OR LEASED BY THE BUSINESS ENTITY OR TRUST

Check one box:

☐ INVESTMENT    ☐ REAL PROPERTY

Name of Business Entity, if Investment, or  
 Assessor's Parcel Number or Street Address of Real Property

Description of Business Activity or  
 City or Other Precise Location of Real Property

#### FAIR MARKET VALUE

- ☐ \$2,000 - \$10,000  
☐ \$10,001 - \$100,000  
☐ \$100,001 - \$1,000,000  
☐ Over \$1,000,000

#### IF APPLICABLE, LIST DATE:

       /        / 23           /        / 23  
 ACQUIRED                      DISPOSED

#### NATURE OF INTEREST

☐ Property Ownership/Deed of Trust    ☐ Stock    ☐ Partnership

☐ Leasehold        Yrs. remaining    ☐ Other       

☐ Check box if additional schedules reporting investments or real property are attached

### ▶ 4. INVESTMENTS AND INTERESTS IN REAL PROPERTY HELD OR LEASED BY THE BUSINESS ENTITY OR TRUST

Check one box:

☐ INVESTMENT    ☐ REAL PROPERTY

Name of Business Entity, if Investment, or  
 Assessor's Parcel Number or Street Address of Real Property

Description of Business Activity or  
 City or Other Precise Location of Real Property

#### FAIR MARKET VALUE

- ☐ \$2,000 - \$10,000  
☐ \$10,001 - \$100,000  
☐ \$100,001 - \$1,000,000  
☐ Over \$1,000,000

#### IF APPLICABLE, LIST DATE:

       /        / 23           /        / 23  
 ACQUIRED                      DISPOSED

#### NATURE OF INTEREST

☐ Property Ownership/Deed of Trust    ☐ Stock    ☐ Partnership

☐ Leasehold        Yrs. remaining    ☐ Other       

☐ Check box if additional schedules reporting investments or real property are attached

Comments: First-5 CA- ECC Facilities Contracted Consultant

# SCHEDULE C

## Income, Loans, & Business Positions

(Other than Gifts and Travel Payments)

CALIFORNIA FORM 700

FAIR POLITICAL PRACTICES COMMISSION

Name

David Pearson

1. INCOME RECEIVED	1. INCOME RECEIVED
NAME OF SOURCE OF INCOME	NAME OF SOURCE OF INCOME
Facilities Consultant	
ADDRESS (Business Address Acceptable)	ADDRESS (Business Address Acceptable)
BUSINESS ACTIVITY, IF ANY, OF SOURCE	BUSINESS ACTIVITY, IF ANY, OF SOURCE
YOUR BUSINESS POSITION	YOUR BUSINESS POSITION
Consultant and owner	
GROSS INCOME RECEIVED	GROSS INCOME RECEIVED
<input type="checkbox"/> No Income - Business Position Only	<input type="checkbox"/> No Income - Business Position Only
<input type="checkbox"/> \$500 - \$1,000	<input type="checkbox"/> \$500 - \$1,000
<input type="checkbox"/> \$1,001 - \$10,000	<input type="checkbox"/> \$1,001 - \$10,000
<input checked="" type="checkbox"/> \$10,001 - \$100,000	<input type="checkbox"/> \$10,001 - \$100,000
<input type="checkbox"/> OVER \$100,000	<input type="checkbox"/> OVER \$100,000
CONSIDERATION FOR WHICH INCOME WAS RECEIVED	CONSIDERATION FOR WHICH INCOME WAS RECEIVED
<input type="checkbox"/> Salary	<input type="checkbox"/> Salary
<input type="checkbox"/> Spouse's or registered domestic partner's income	<input type="checkbox"/> Spouse's or registered domestic partner's income
(For self-employed use Schedule A-2.)	(For self-employed use Schedule A-2.)
<input type="checkbox"/> Partnership (Less than 10% ownership. For 10% or greater use Schedule A-2.)	<input type="checkbox"/> Partnership (Less than 10% ownership. For 10% or greater use Schedule A-2.)
<input type="checkbox"/> Sale of	<input type="checkbox"/> Sale of
(Real property, car, boat, etc.)	(Real property, car, boat, etc.)
<input type="checkbox"/> Loan repayment	<input type="checkbox"/> Loan repayment
<input type="checkbox"/> Commission or	<input type="checkbox"/> Commission or
<input type="checkbox"/> Rental Income, list each source of \$10,000 or more	<input type="checkbox"/> Rental Income, list each source of \$10,000 or more
(Describe)	(Describe)
<input checked="" type="checkbox"/> Other 1099	<input type="checkbox"/> Other
(Describe)	(Describe)

### 2. LOANS RECEIVED OR OUTSTANDING DURING THE REPORTING PERIOD

\* You are not required to report loans from a commercial lending institution, or any indebtedness created as part of a retail installment or credit card transaction, made in the lender's regular course of business on terms available to members of the public without regard to your official status. Personal loans and loans received not in a lender's regular course of business must be disclosed as follows:

NAME OF LENDER*	INTEREST RATE	TERM (Months/Years)
	% <input type="checkbox"/> None	
ADDRESS (Business Address Acceptable)		
BUSINESS ACTIVITY, IF ANY, OF LENDER		
HIGHEST BALANCE DURING REPORTING PERIOD	SECURITY FOR LOAN	
<input type="checkbox"/> \$500 - \$1,000	<input type="checkbox"/> None	<input type="checkbox"/> Personal residence
<input type="checkbox"/> \$1,001 - \$10,000	<input type="checkbox"/> Real Property	Street address
<input type="checkbox"/> \$10,001 - \$100,000		City
<input type="checkbox"/> OVER \$100,000	<input type="checkbox"/> Guarantor	
	<input type="checkbox"/> Other	(Describe)

Comments:

**CALIFORNIA FORM 700**  
 FAIR POLITICAL PRACTICES COMMISSION

**STATEMENT OF ECONOMIC INTERESTS  
COVER PAGE  
A PUBLIC DOCUMENT**

 Date Initial Filing Received  
*Filing Official Use Only*

Please type or print in ink.

NAME OF FILER (LAST)	(FIRST)	(MIDDLE)
Clark	Dennis	James

**1. Office, Agency, or Court**

Agency Name (Do not use acronyms)

Amethod Public Schools

Division, Board, Department, District, if applicable

Technology Department

Your Position

Director of Technology

► If filing for multiple positions, list below or on an attachment. (Do not use acronyms)

Agency: \_\_\_\_\_ Position: \_\_\_\_\_

**2. Jurisdiction of Office (Check at least one box)**☐ State☐ Judge, Retired Judge, Pro Tem Judge, or Court Commissioner  
(Statewide Jurisdiction)☐ Multi-County \_\_\_\_\_☒ County of West Contra Costa☐ City of \_\_\_\_\_☐ Other \_\_\_\_\_**3. Type of Statement (Check at least one box)**☒ **Annual:** The period covered is January 1, 2023, through  
December 31, 2023.

-or-

The period covered is \_\_\_\_\_, through  
December 31, 2023.☐ **Assuming Office:** Date assumed \_\_\_\_\_☐ **Leaving Office:** Date Left \_\_\_\_\_  
(Check one circle.)☐ The period covered is January 1, 2023, through the date  
of leaving office.

-or-

☐ The period covered is \_\_\_\_\_, through  
the date of leaving office.☐ **Candidate:** Date of Election \_\_\_\_\_ and office sought, if different than Part 1: \_\_\_\_\_**4. Schedule Summary (required)**

► Total number of pages including this cover page: \_\_\_\_\_

**Schedules attached**☐ **Schedule A-1 - Investments** – schedule attached☐ **Schedule C - Income, Loans, & Business Positions** – schedule attached☐ **Schedule A-2 - Investments** – schedule attached☐ **Schedule D - Income – Gifts** – schedule attached☐ **Schedule B - Real Property** – schedule attached☐ **Schedule E - Income – Gifts – Travel Payments** – schedule attached-or- ☒ **None - No reportable interests on any schedule****5. Verification**MAILING ADDRESS STREET CITY STATE ZIP CODE  
(Business or Agency Address Recommended - Public Document)

1450 Marina Way South

Richmond

CA

94804

DAYTIME TELEPHONE NUMBER

( 510 ) 436-0172

EMAIL ADDRESS

ampscommunications@amethodschools.org

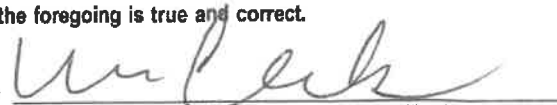
I have used all reasonable diligence in preparing this statement. I have reviewed this statement and to the best of my knowledge the information contained herein and in any attached schedules is true and complete. I acknowledge this is a public document.

I certify under penalty of perjury under the laws of the State of California that the foregoing is true and correct.

Date Signed

4/1/2024  
(month, day, year)

Signature



(File the original signed paper statement with your filing official.)

**CALIFORNIA FORM 700**  
FAIR POLITICAL PRACTICES COMMISSION**STATEMENT OF ECONOMIC INTERESTS  
COVER PAGE  
A PUBLIC DOCUMENT**Date Initial Filing Received  
Filing Official Use Only

Please type or print in ink.

NAME OF FILER (LAST)	(FIRST)	(MIDDLE)
Nash	Jasmine	

**1. Office, Agency, or Court**

Agency Name (Do not use acronyms)

Amethod Public Schools

Division, Board, Department, District, if applicable

Oakland Charter Highschool

Your Position

Site Director

► If filing for multiple positions, list below or on an attachment. (Do not use acronyms)

Agency: \_\_\_\_\_ Position: \_\_\_\_\_

**2. Jurisdiction of Office (Check at least one box)**☐ State☐ Judge, Retired Judge, Pro Tem Judge, or Court Commissioner  
(Statewide Jurisdiction)☐ Multi-County \_\_\_\_\_☒ County of Alameda☐ City of \_\_\_\_\_☐ Other \_\_\_\_\_**3. Type of Statement (Check at least one box)**☐ **Annual:** The period covered is January 1, 2022, through  
December 31, 2022.

-or-

The period covered is \_\_\_\_/\_\_\_\_/\_\_\_\_, through  
December 31, 2022.☐ **Leaving Office:** Date Left \_\_\_\_/\_\_\_\_/\_\_\_\_  
(Check one circle.)☐ The period covered is January 1, 2022, through the date of  
leaving office.

-or-

☐ The period covered is \_\_\_\_/\_\_\_\_/\_\_\_\_, through  
the date of leaving office.☒ **Assuming Office:** Date assumed 9 / 19 / 2023☐ **Candidate:** Date of Election \_\_\_\_\_ and office sought, if different than Part 1: \_\_\_\_\_**4. Schedule Summary (required)**► **Total number of pages including this cover page:** \_\_\_\_\_**Schedules attached**☐ **Schedule A-1 - Investments** – schedule attached☐ **Schedule C - Income, Loans, & Business Positions** – schedule attached☐ **Schedule A-2 - Investments** – schedule attached☐ **Schedule D - Income – Gifts** – schedule attached☐ **Schedule B - Real Property** – schedule attached☐ **Schedule E - Income – Gifts – Travel Payments** – schedule attached**-or- ☒ None - No reportable interests on any schedule****5. Verification**MAILING ADDRESS STREET CITY STATE ZIP CODE  
(Business or Agency Address Recommended - Public Document)

2433 Coolidge Ave

Oakland

CA

94601

DAYTIME TELEPHONE NUMBER

(510) 436-0101

EMAIL ADDRESS

jnash@amethodschools.org

I have used all reasonable diligence in preparing this statement. I have reviewed this statement and to the best of my knowledge the information contained herein and in any attached schedules is true and complete. I acknowledge this is a public document.

I certify under penalty of perjury under the laws of the State of California that the foregoing is true and correct.

Date Signed 9/19/2023  
(month, day, year)

Signature

(File the originally signed paper statement with your filing official.)

**CALIFORNIA FORM 700**  
 FAIR POLITICAL PRACTICES COMMISSION

**STATEMENT OF ECONOMIC INTERESTS  
COVER PAGE**  
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NAME OF FILER (LAST)	(FIRST)	(MIDDLE)
Crocker	Jennifer	Lynn

**1. Office, Agency, or Court**

Agency Name (Do not use acronyms)

John Henry High School - Amethod Schools

Division, Board, Department, District, if applicable

Amethod Schools

Your Position

Site Director

► If filing for multiple positions, list below or on an attachment. (Do not use acronyms)

Agency: \_\_\_\_\_ Position: \_\_\_\_\_

**2. Jurisdiction of Office (Check at least one box)**☐ State☐ Judge, Retired Judge, Pro Tem Judge, or Court Commissioner  
(Statewide Jurisdiction)☐ Multi-County \_\_\_\_\_☐ County of \_\_\_\_\_☐ City of Richmond☐ Other \_\_\_\_\_**3. Type of Statement (Check at least one box)**☐ **Annual:** The period covered is January 1, 2022, through  
December 31, 2022.

-or-

The period covered is \_\_\_\_/\_\_\_\_/\_\_\_\_, through  
December 31, 2022.☐ **Leaving Office:** Date Left \_\_\_\_/\_\_\_\_/\_\_\_\_  
(Check one circle.)☐ The period covered is January 1, 2022, through the date of  
leaving office.

-or-

☒ **Assuming Office:** Date assumed 8/1/2023☐ The period covered is \_\_\_\_/\_\_\_\_/\_\_\_\_, through  
the date of leaving office.☐ **Candidate:** Date of Election \_\_\_\_\_ and office sought, if different than Part 1: \_\_\_\_\_**4. Schedule Summary (required)**► **Total number of pages including this cover page:** \_\_\_\_\_**Schedules attached**☐ **Schedule A-1 - Investments** – schedule attached☐ **Schedule C - Income, Loans, & Business Positions** – schedule attached☐ **Schedule A-2 - Investments** – schedule attached☐ **Schedule D - Income – Gifts** – schedule attached☐ **Schedule B - Real Property** – schedule attached☐ **Schedule E - Income – Gifts – Travel Payments** – schedule attached-or- ☒ **None - No reportable interests on any schedule****5. Verification**MAILING ADDRESS STREET CITY STATE ZIP CODE  
(Business or Agency Address Recommended - Public Document)

1402 Marina Way South

Richmond

CA

94804

DAYTIME TELEPHONE NUMBER

(510) 235-2439

EMAIL ADDRESS

jcrocker@amethodschools.org

I have used all reasonable diligence in preparing this statement. I have reviewed this statement and to the best of my knowledge the information contained herein and in any attached schedules is true and complete. I acknowledge this is a public document.

I certify under penalty of perjury under the laws of the State of California that the foregoing is true and correct.

Date Signed 9/19/2023

(month, day, year)

Signature

(Be the originally signed paper statement with your filing official.)

**STATEMENT OF ECONOMIC INTERESTS**  
**COVER PAGE**  
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NAME OF FILER (LAST)	(FIRST)	(MIDDLE)
Walker	LaSonya	Michelle

**1. Office, Agency, or Court**

Agency Name (Do not use acronyms)

Amethod Public Schools

Division, Board, Department, District, if applicable

Benito Juarez Elementary School

Your Position

Site Director/Principal

► If filing for multiple positions, list below or on an attachment. (Do not use acronyms)

Agency: \_\_\_\_\_ Position: \_\_\_\_\_

**2. Jurisdiction of Office (Check at least one box)**☐ State☐ Judge, Retired Judge, Pro Tem Judge, or Court Commissioner  
(Statewide Jurisdiction)☐ Multi-County \_\_\_\_\_☐ County of \_\_\_\_\_☐ City of Richmond☐ Other \_\_\_\_\_**3. Type of Statement (Check at least one box)**☐ **Annual:** The period covered is January 1, 2022, through  
December 31, 2022.

-or-

The period covered is \_\_\_\_/\_\_\_\_/\_\_\_\_, through  
December 31, 2022.☒ **Assuming Office:** Date assumed 07 / 08 / 2023☐ **Leaving Office:** Date Left \_\_\_\_/\_\_\_\_/\_\_\_\_  
(Check one circle.)☐ The period covered is January 1, 2022, through the date of  
leaving office.

-or-

☐ The period covered is \_\_\_\_/\_\_\_\_/\_\_\_\_, through  
the date of leaving office.☐ **Candidate:** Date of Election \_\_\_\_\_ and office sought, if different than Part 1: \_\_\_\_\_**4. Schedule Summary (required)**

► Total number of pages including this cover page: \_\_\_\_\_

**Schedules attached**☐ **Schedule A-1 - Investments** – schedule attached☐ **Schedule C - Income, Loans, & Business Positions** – schedule attached☐ **Schedule A-2 - Investments** – schedule attached☐ **Schedule D - Income – Gifts** – schedule attached☐ **Schedule B - Real Property** – schedule attached☐ **Schedule E - Income – Gifts – Travel Payments** – schedule attached-or- ☒ **None - No reportable interests on any schedule****5. Verification**MAILING ADDRESS STREET CITY STATE ZIP CODE  
(Business or Agency Address Recommended - Public Document)

1450 Marina Way S

Richmond

CA

94804

DAYTIME TELEPHONE NUMBER

( 510 ) 374-8657

EMAIL ADDRESS

lawalker@amethodschools.org

I have used all reasonable diligence in preparing this statement. I have reviewed this statement and to the best of my knowledge the information contained herein and in any attached schedules is true and complete. I acknowledge this is a public document.

I certify under penalty of perjury under the laws of the State of California that the foregoing is true and correct.

Date Signed 09/19/2023

(month, day, year)

Signature



(File the originally signed paper statement with your filing official.)

**CALIFORNIA FORM 700**  
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**STATEMENT OF ECONOMIC INTERESTS  
COVER PAGE  
A PUBLIC DOCUMENT**

 Date Initial Filing Received  
 Filing Official Use Only

Please type or print in ink.

 NAME OF FILER (LAST) (FIRST) (MIDDLE)  
 Coleman Michelle Renee
**1. Office, Agency, or Court**

Agency Name (Do not use acronyms)

AMethod Public Schools

Site Director

Division, Board, Department, District, if applicable

Your Position

► If filing for multiple positions, list below or on an attachment. (Do not use acronyms)

Agency: Position:

**2. Jurisdiction of Office (Check at least one box)**☐ State☐ Judge, Retired Judge, Pro Tem Judge, or Court Commissioner  
(Statewide Jurisdiction)☒ Multi-County

Alameda &amp; Contra Costa County

☐ County of☐ City of☐ Other**3. Type of Statement (Check at least one box)**☐ Annual: The period covered is January 1, 2023, through  
December 31, 2023.

-or-

The period covered is / / , through  
December 31, 2023.☐ Leaving Office: Date Left / /  
(Check one circle.)☐ The period covered is January 1, 2023, through the date  
of leaving office.

-or-

☐ Assuming Office: Date assumed / /☐ The period covered is / / , through  
the date of leaving office.☐ Candidate: Date of Election and office sought, if different than Part 1:**4. Schedule Summary (required)**

► Total number of pages including this cover page:

**Schedules attached**☐ Schedule A-1 - Investments - schedule attached☐ Schedule C - Income, Loans, & Business Positions - schedule attached☐ Schedule A-2 - Investments - schedule attached☐ Schedule D - Income - Gifts - schedule attached☐ Schedule B - Real Property - schedule attached☐ Schedule E - Income - Gifts - Travel Payments - schedule attached-or- ☒ None - No reportable interests on any schedule**5. Verification**

MAILING ADDRESS STREET CITY STATE ZIP CODE

(Business or Agency Address Recommended - Public Document)

1450 Marina Way South Richmond CA 94804

DAYTIME TELEPHONE NUMBER

(510) 374-8064

EMAIL ADDRESS

mcoleman@amethodschools.org

I have used all reasonable diligence in preparing this statement. I have reviewed this statement and to the best of my knowledge the information contained herein and in any attached schedules is true and complete. I acknowledge this is a public document.

I certify under penalty of perjury under the laws of the State of California that the foregoing is true and correct.

Date Signed

4.1.24

(month, day, year)

Signature

M. Coleman

(File the originally signed paper statement with your filing official.)

**CALIFORNIA FORM 700**  
 FAIR POLITICAL PRACTICES COMMISSION

**STATEMENT OF ECONOMIC INTERESTS  
COVER PAGE  
A PUBLIC DOCUMENT**

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Please type or print in ink.

 NAME OF FILER (LAST) (FIRST) (MIDDLE)  
 Ellingsberg Philip Gerard
**1. Office, Agency, or Court**

Agency Name (Do not use acronyms)

Division, Board, Department, District, if applicable

Your Position

► If filing for multiple positions, list below or on an attachment. (Do not use acronyms)

Agency: Amethod Public Schools Position: Site Director

**2. Jurisdiction of Office (Check at least one box)**☐ State☐ Judge, Retired Judge, Pro Tem Judge, or Court Commissioner  
(Statewide Jurisdiction)☒ Multi-County Alameda, West Contra Costa☐ County of☐ City of☐ Other**3. Type of Statement (Check at least one box)**☒ **Annual:** The period covered is January 1, 2023, through December 31, 2023.☐ **Leaving Office:** Date Left \_\_\_\_/\_\_\_\_/\_\_\_\_  
(Check one circle.)

-or-

The period covered is \_\_\_\_/\_\_\_\_/\_\_\_\_, through December 31, 2023.

☐ The period covered is January 1, 2023, through the date of leaving office.

-or-

☐ **Assuming Office:** Date assumed \_\_\_\_/\_\_\_\_/\_\_\_\_☐ The period covered is \_\_\_\_/\_\_\_\_/\_\_\_\_, through the date of leaving office.☐ **Candidate:** Date of Election \_\_\_\_ and office sought, if different than Part 1: \_\_\_\_**4. Schedule Summary (required)**

► Total number of pages including this cover page: \_\_\_\_

**Schedules attached**☐ **Schedule A-1 - Investments** – schedule attached☐ **Schedule C - Income, Loans, & Business Positions** – schedule attached☐ **Schedule A-2 - Investments** – schedule attached☐ **Schedule D - Income – Gifts** – schedule attached☐ **Schedule B - Real Property** – schedule attached☐ **Schedule E - Income – Gifts – Travel Payments** – schedule attached-or- ☒ **None** - No reportable interests on any schedule**5. Verification**MAILING ADDRESS STREET  
(Business or Agency Address Recommended - Public Document)

CITY

STATE

ZIP CODE

1450 Marina Way

Richmond

CA

94804

DAYTIME TELEPHONE NUMBER

EMAIL ADDRESS

(510) 719-7810

Pellingberg@amethodschools.org

I have used all reasonable diligence in preparing this statement. I have reviewed this statement and to the best of my knowledge the information contained herein and in any attached schedules is true and complete. I acknowledge this is a public document.

I certify under penalty of perjury under the laws of the State of California that the foregoing is true and correct.

Date Signed

4/1/24  
(month, day, year)

Signature

Philip Ellingsberg  
(File the originally signed paper statement with your filing official.)

**STATEMENT OF ECONOMIC INTERESTS**  
**COVER PAGE**  
**A PUBLIC DOCUMENT**

 Date Initial Filing Received  
 Filing Official Use Only

Please type or print in ink.

NAME OF FILER (LAST)	(FIRST)	(MIDDLE)
Mata	Jaime	

**1. Office, Agency, or Court**

Agency Name (Do not use acronyms)

Amethod Public Schools

Division, Board, Department, District, if applicable

Your Position

Chief Executive Officer

► If filing for multiple positions, list below or on an attachment. (Do not use acronyms)

Agency: \_\_\_\_\_ Position: \_\_\_\_\_

**2. Jurisdiction of Office (Check at least one box)**☐ State☐ Judge, Retired Judge, Pro Tem Judge, or Court Commissioner  
(Statewide Jurisdiction)☒ Multi-County West Contra Costa and Alameda☐ County of \_\_\_\_\_☐ City of \_\_\_\_\_☐ Other \_\_\_\_\_**3. Type of Statement (Check at least one box)**☐ Annual: The period covered is January 1, 2022, through  
December 31, 2022.☐ Leaving Office: Date Left \_\_\_\_/\_\_\_\_/\_\_\_\_\_  
(Check one circle.)

-or-

The period covered is \_\_\_\_/\_\_\_\_/\_\_\_\_\_, through  
December 31, 2022.☐ The period covered is January 1, 2022, through the date of  
leaving office.☒ Assuming Office: Date assumed 12 / 13 / 2023

-or-

☐ The period covered is \_\_\_\_/\_\_\_\_/\_\_\_\_\_, through  
the date of leaving office.☐ Candidate: Date of Election \_\_\_\_\_ and office sought, if different than Part 1: \_\_\_\_\_**4. Schedule Summary (required)**

► Total number of pages including this cover page: \_\_\_\_\_

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(Business or Agency Address Recommended - Public Document)

1450 Marina Way South

Richmond

CA

94804

DAYTIME TELEPHONE NUMBER

EMAIL ADDRESS

( 510 ) 436-0172

jmata@amethodschools.org

I have used all reasonable diligence in preparing this statement. I have reviewed this statement and to the best of my knowledge the information contained herein and in any attached schedules is true and complete. I acknowledge this is a public document.

I certify under penalty of perjury under the laws of the State of California that the foregoing is true and correct.

Date Signed

10/20/2023  
(month, day, year)

Signature

(File the originally signed paper statement with your filing official.)

CALIFORNIA FORM 700  
FAIR POLITICAL PRACTICES COMMISSION

STATEMENT OF ECONOMIC INTERESTS  
COVER PAGE  
A PUBLIC DOCUMENT

Date Initial Filing Received  
Filing Official Use Only

Please type or print in ink.

NAME OF FILER (LAST) (FIRST) (MIDDLE)  
Villa Evelia

1. Office, Agency, or Court

Agency Name (Do not use acronyms)

Amethood Public Schools

Division, Board, Department, District, if applicable

Your Position

CEO

► If filing for multiple positions, list below or on an attachment. (Do not use acronyms)

Agency: Position:

2. Jurisdiction of Office (Check at least one box)

☐ State

☐ Judge, Retired Judge, Pro Tem Judge, or Court Commissioner  
(Statewide Jurisdiction)

☒ Multi-County West Contra Costa and Alameda

☐ County of

☐ City of

☐ Other

3. Type of Statement (Check at least one box)

☐ Annual: The period covered is January 1, 2023, through  
December 31, 2023.

☒ Leaving Office: Date Left 12 / 31 / 2023  
(Check one circle.)

-or-

The period covered is / / , through  
December 31, 2023.

☐ The period covered is January 1, 2023, through the date  
of leaving office.

-or-

☐ Assuming Office: Date assumed / /

☐ The period covered is / / , through  
the date of leaving office.

☐ Candidate: Date of Election and office sought, if different than Part 1:

4. Schedule Summary (required)

► Total number of pages including this cover page:

Schedules attached

☐ Schedule A-1 - Investments - schedule attached

☐ Schedule C - Income, Loans, & Business Positions - schedule attached

☐ Schedule A-2 - Investments - schedule attached

☐ Schedule D - Income - Gifts - schedule attached

☐ Schedule B - Real Property - schedule attached

☐ Schedule E - Income - Gifts - Travel Payments - schedule attached

-or- ☒ None - No reportable interests on any schedule

5. Verification

MAILING ADDRESS STREET CITY STATE ZIP CODE  
(Business or Agency Address Recommended - Public Document)

1450 Marina Way South

Richmond

CA

94804

DAYTIME TELEPHONE NUMBER

EMAIL ADDRESS

( 510 ) 436-0172

evilla@amethodschools.org

I have used all reasonable diligence in preparing this statement. I have reviewed this statement and to the best of my knowledge the information contained herein and in any attached schedules is true and complete. I acknowledge this is a public document.

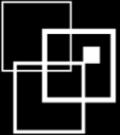
I certify under penalty of perjury under the laws of the State of California that the foregoing is true and correct.

Date Signed 12/31/23  
(month, day, year)

Signature

DocuSigned by:

71125504164804271  
(File the originally signed paper statement with your filing official.)



**Procopio<sup>®</sup>**  
**CERTIFICATE OF TRAINING**

This certifies that

**Andres Emmanuelli**

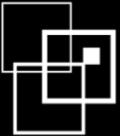
successfully completed the 1-Hour Brown Act Training  
presented by Kevin M. Davis of Procopio, Cory, Hargreaves & Savitch, LLP  
on February 28, 2024



Kevin M. Davis, Sr. Associate

February 28, 2024

Date



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CERTIFICATE OF TRAINING

This certifies that

**Gilbert Lopez**

successfully completed the 1-Hour Brown Act Training  
presented by Kevin M. Davis of Procopio, Cory, Hargreaves & Savitch, LLP  
on February 28, 2024



Kevin M. Davis, Sr. Associate

February 28, 2024

Date



AMETHOD PUBLIC SCHOOLS

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## BOARD OF GOVERNANCE

Board of Directors

AMPS Governance Public Portal

2024-2025 Board Meeting Schedule

Board Agendas & Minutes Archive

Video & Audio

Board of Governance Bylaws

Regular governance board meetings occur every other month beginning in August and ending in June at the address listed above. If the venue changes for any given reason, notice will be given accordance with open meeting laws. The Amethod Public Schools Governance Board adheres to the Ralph M. Brown Open Meeting Act and is guided by Parliamentary Law for order. All board meeting agendas are posted at every school sites and on the network website within the parameters of the Ralph M. Brown Act.

If you have any questions, please feel free to contact the school at your convenience.

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2020-21  [AMPS Board Agenda & Minutes](#)

2021-22  [AMPS Board Agenda & Minutes](#)

2022-23  [AMPS Board Agenda & Minutes](#)

2024-25  [AMPS Board Agenda & Minutes](#)

**BYLAWS**  
**of**  
**Amethod Public Schools**  
*(Formerly Oakland Charter Academy)*  
**A California Nonprofit Public Benefit Corporation**

**ARTICLE I**  
**NAME**

**Section 1.** The name of this corporation is Amethod Public Schools Inc. (formerly Oakland Charter Academy, Inc.) ("Corporation")

**ARTICLE II**  
**PRINCIPAL OFFICE OF THE CORPORATION**

**Section 1. PRINCIPAL OFFICE OF THE CORPORATION.** The principal office for the transaction of the activities and affairs of the Corporation is in the City of Oakland, Alameda County, California. The Board of Directors ("Board") may change the principal office from one location to another. Any such change must be noted by the Secretary of the Board. Alternatively, this Section may be amended to state the new location.

**Section 2. OTHER OFFICES OF THE CORPORATION.** The Board may at any time establish branch or subordinate offices at any place or places where the Corporation is qualified to conduct its activities.

**ARTICLE III**  
**GENERAL AND SPECIFIC PURPOSES; LIMITATIONS**

**Section 1. GENERAL AND SPECIFIC PURPOSES.** The purpose of this Corporation is to manage, operate, guide, direct, and promote the Amethod Public Schools ("the Organization" or "the Network") as public schools formed and operating under California's Charter School legislation, California Education Code Sections 47600, et. seq. The Corporation will manage, operate, guide, and direct the education of elementary, middle and high school-aged children in an environment that respects rigorous academics, hard work, and will carry out the objectives and purposes set forth in its approved school charter petitions ("Charter") and in the Corporation's Articles of Incorporation as amended. Notwithstanding any other provisions of the Articles of Incorporation, the Corporation shall not, except to an insubstantial degree, engage in any other activities or exercise any powers that do not further the purposes of the Corporation. The Corporation shall not carry on any other activities not permitted to be carried on by: (1) a corporation exempt from federal income tax under section 501(c)(3) of the Internal Revenue Code, or the corresponding section of any future federal tax code; or (b) a corporation, contributions to which are deductible under section 170(c)(2) of the Internal Revenue Code, or the corresponding section of any future federal tax code.

**ARTICLE IV**  
**DEDICATION OF ASSETS**

**Section 1. DEDICATION OF ASSETS.** Upon the dissolution or winding up of the Corporation, its assets remaining after payment of all debts and liabilities of the Corporation, shall be distributed to a non-profit fund, foundation, or association which is organized and operated exclusively for educational, public or charitable purposes and which has established its tax exempt status under section 501(c)(3) of the Internal Revenue Code, or the corresponding section of any future federal tax code, or shall be distributed to the federal government, or local government, for a public purpose. Any such assets not so disposed of shall be disposed of by a court of competent jurisdiction of the county in which the principal office of the corporation is then located, exclusively for educational, public or charitable purposes or to such organization or organizations, as said court shall determine, which are organized and operated exclusively for such educational, public or charitable purposes.

## **ARTICLE V CORPORATION WITHOUT MEMBERS**

**Section 1. CORPORATION WITHOUT MEMBERS.** The Corporation shall have no voting members within the meaning of the Non-Profit Corporation Law. Any action which would otherwise require approval by a majority of all members or approval by the members shall require only approval of the Board of Directors. All rights which would otherwise vest in the members shall vest in the Board. The Board may, in its discretion, admit individuals to one or more classes of nonvoting members; the class or classes shall have such rights and obligations as the Board finds appropriate.

**Section 2. ASSOCIATES.** Nothing in Article V, Section 1 shall be construed as limiting the right of the Corporation to refer to persons associated with it as "members" even though such persons are not members within the meaning of section 5056 of the California Nonprofit Corporation Law, and no such reference shall constitute anyone a member, within the same meaning. The Corporation may confer by amendment of its Articles or of these Bylaws some or all of the rights of a member, as set forth in the California Nonprofit Corporation law, upon any person or persons who is without the right to vote in the election of directors or on a disposition of substantially all of the assets of the Corporation or on a merger or on a dissolution or on changes to the Corporation's Articles or Bylaws. No such person, however, shall be a member within the meaning of said section 5056.

## **ARTICLE VI BOARD OF DIRECTORS**

**Section 1. GENERAL CORPORATE POWERS.** Subject to the provisions and limitations of California Nonprofit Public Benefit Corporation Law, the Articles of Incorporation, these Bylaws, and the Charter Schools Act of 1992, and any other applicable laws, the Corporation's activities, business, and affairs shall be managed, and all corporate powers shall be exercised, by or under the direction of the Board, except that the board may delegate day to day management, and hiring and removal of subordinate employees to the Chief Executive Officer /CEO pursuant to the provisions of these Bylaws or by resolution.

**Section 2. SPECIFIC POWERS.** Without prejudice to the general powers set forth in Article VI, section 1 of these Bylaws, but subject to the same limitations, the Board shall have the following powers in addition to other powers enumerated in these Bylaws and permitted by law:

- a. To select and remove at the pleasure of the Board, the Chief Executive Officer prescribe powers and duties for them as may be consistent with law, the Articles of Incorporation, and these Bylaws; to fix their compensation; and to require from them security for faithful service;
- b. To conduct, manage, and control the affairs and activities of the Corporation and to make such rules and regulations for this purpose, consistent with law, the Articles of Incorporation, and these Bylaws, as it deems best;
- c. Fix their compensation for corporate officers and employees; and to require from them security for faithful service;
- d. To adopt, make and use a corporate seal, and alter the form of the seal from time to time, as it deems best;
- e. To borrow money and incur indebtedness on behalf of the Corporation, and cause to be executed and delivered for the Corporation's purposes, in the corporate name, promissory notes, debentures, bonds, deeds of trust, mortgages, hypothecations, pledges, and other evidence of debt or securities;
- f. To carry on a business at a profit and apply any profit that results from the business activity to any activity in which it may lawfully engage;
- g. To act as trustee under any trust incidental to the principal object of the Corporation, and to receive, hold, administer, exchange and expend funds and property subject to such trust;
- h. To acquire by purchase, exchange, lease, gift, devise, bequest, and to hold, improve, sublease, mortgage, transfer in trust, encumber, convey or otherwise dispose of real personal property;
- i. To assume any obligations, enter into any contracts or other instruments, and do any and all other things incidental or expedient to the attainment of any corporate purpose;
- j. To carry out such other duties as are described in the Charter.

**Section 3. DELEGATION OF MANAGEMENT.** The Board may delegate the management of the Corporation's activities to any person or persons, management company, or committees, however composed, provided the activities and affairs of the Corporation shall be managed and all corporate powers shall be exercised under the ultimate direction of the Board. No assignment, referral, or delegation of authority by the Board or anyone acting under such

delegation shall preclude the Board from exercising full authority over the conduct of the Corporation's activities, and the Board may rescind any such assignment, referral, or delegation at any time.

**Section 4. NUMBER AND QUALIFICATION OF DIRECTORS.** The number of directors shall be no less than three (3) and no greater than nine (9) unless changed by amendment to these Bylaws. The desired and coveted qualifications for directors are as follows:

- a. One to two (1-2) Director(s) will be business owners /managers, employees, or executives of corporations, organizations, municipalities, or companies from the San Francisco Bay Area.
- b. One (1) Director will be affiliated with a college or University.
- c. One Director may be a university student, and/or alumni of the Amethod/Academy Program.
- d. One to two (1-2) Director(s) will be a person with background in finance, investments, city business and/or banking.
- e. The Chief Executive Officer may be a director.
- f. A person with a K-12 charter school leadership experience and background
- g. One (1) Director may be a lawyer affiliated with a professional law corporation.
- h. One Director may be a person affiliated or familiar with commercial real estate expertise and city planning and zoning regulations.

**Section 5. RESTRICTION ON INTERESTED PERSONS AS DIRECTORS.**  
No more than 49 percent of the persons serving on the Board may be interested persons. An interested person is:

- a. Any person compensated by the Corporation for services rendered to it within the previous 12 months, whether as a full- time or part- time employee, independent contractor, or otherwise, excluding any reasonable compensation paid to a director as director; and/or
- b. Any brother, sister, ancestor, descendant, spouse, brother- in-law, sister- in-law, son- in law , daughter- in-law, mother- in-law or father- in-law of such person. However, any violation of the provisions of this paragraph shall not affect the validity or enforceability of any transaction entered into by the Corporation.

**Section 6. NOMINATIONS, ELECTION, DESIGNATION, AND TERM OF OFFICE.**

The President of the board shall appoint a Board Nominating committee to nominate qualified candidates for election to the board at least 45 days before the date of any election of directors. The Board Nominating Committee shall make its report at least 10 days before the date

of the election, or as such other time that the board may set, and the secretary or president shall forward to each member of the board of directors, with notice of meeting required by the Bylaws, a list of candidates nominated by the committee.

Each director shall hold office for a term of three (3) years or until the director's death, removal, or resignation, whichever occurs first. Upon completion of an initial (3) year term, each director may serve one (1) additional three (3) term, subject to approval by a majority of the Board of Directors. No Directors shall serve in excess of two (2) consecutive terms, except as set forth herein. Nothing shall prevent a former director from rejoining the Board of Directors as long as that director has not been a member of the board with the preceding twelve (12) months. In the event that the Board of Directors consists of three (3) members or fewer, then those directors shall hold office until their respective successors are duly elected.

The Board Nominating Committee shall maintain and update the board roster as necessary after each election. Any director who is elected on or before June 30 shall be treated as though elected January 1 of that year for the purpose of term limits. Any director who is elected after June 30 of a given year shall be treated as though elected in January of the following year, effectively giving that director an additional six months during the director's first term.

**Section 7. VACANCIES ON THE BOARD.** A vacancy or vacancies on the Board shall exist on the occurrence of the following:

- a. The death or resignation of any director;
- b. The declaration by Board resolution of a vacancy of the office of a director who has been declared of unsound mind by an order of court or convicted of a felony or found by final order or judgment of any court to have breached a duty under California Non-Profit Public Benefit Corporation Law, Chapter 2, Article 3; or found to have neglected or violated his or her duties and responsibilities provided that notice of that meeting at which vote is taken and of the removal questions are given to each member of the board and to the director subject to the removal questions are given at least 10 days prior to the meeting. Any vacancy caused by the removal of a director shall be filled as provided in these Bylaws.
- c. Any director who does not attend three (3) successive board meetings will automatically be removed from the board without board resolution unless (a) the director requests a leave of absence for a limited time, and the leave is approved by the directors at a regular or special meeting( if such granted, the number of the board members will be reduced by one in determining quorum is present), (b) the director suffers from an illness or disability that prevents him or her from attending meetings and the board resolution waives the automatic removal procedure of this subsection; or (c) the board resolution of the majority of board members must agree before a director who has missed three meetings may be reinstated.

**Section 8. RESIGNATION OF DIRECTORS.** Except as provided below, any director may resign by giving written or verbal notice to the Chairperson of the Board, if any, or the President or the Secretary of the Board. The resignation shall be effective when the notice is given unless it specifies a later time for the resignation to become effective. If a director's resignation is effective at a later time, the Board may elect a successor to take office as of the date when the resignation becomes effective. The Board has the authority to declare that any director who has been absent without excuse from three or more Board meetings in one term has voluntarily resigned.

**Section 9. DIRECTOR MAY NOT RESIGN IF NO DIRECTOR REMAINS.** Except on notice to the California Attorney General, no director may resign if the Corporation would be left without a duly elected director or directors.

**Section 10. VACANCIES FILLED BY BOARD.** Vacancies on the Board may be filled by approval of the Board or, if the number of directors then in office is less than a quorum, by:

- a. the unanimous vote of the directors then in office;
- b. the affirmative vote of a majority of the directors then in office at a meeting held according to notice or waivers of notice complying with Corporations Code section 5211; or
- c. A sole remaining director.

**Section 11. NO VACANCY ON REDUCTION OF NUMBER OF DIRECTORS.** Any reduction of the authorized number of directors shall not result in the removal of any director before his or her term of office expires.

**Section 12. LOCATION OF BOARD MEETINGS.** Meetings of the Board shall be held at any place within California, in accordance with any applicable laws, as designated by resolution of the Board or in the notice of the meeting, or, if not so designated, at the principal office of the Corporation. Board meetings will be held quarterly.

**Section 13. MEETINGS BY TELEPHONE OR OTHER TELECOMMUNICATIONS EQUIPMENT.** Any Board meeting may be held by telephone conference, video screen communication, or other communications equipment. Participation in such a meeting shall constitute in person presence if all the following apply:

- a. Each member participating in the meeting can communicate concurrently with all other members;
- b. Each member is provided the means of participating in all matters before the Board, including the capacity to propose, or to interpose an objection to, a specific action to be taken by the Corporation;

- c. The Board has adopted and implemented a means of verifying both of the following: A person communicating by telephone, video screen, or other communications equipment is a director entitled to participate in the Board meeting; and
- d. All statements, questions, actions or votes were made by that director and not by another person not permitted to participate as a director.

The meeting must meet all the requirements of the Brown Act (Government Code section 54950 et seq.).

**Section 14. ANNUAL AND OTHER MEETINGS.** Pursuant to sufficient notice, the Board shall hold an annual meeting for the purposes of organization, selection of directors and officers, and the transactions of other business.

**Section 15. REGULAR MEETINGS.** Regular meetings of the Board shall be held at regularly as established by the majority of the board, unless otherwise noted. Such meetings shall comply with the notice and open meeting provisions of the Brown Act (Government Code section 54950 et seq.).

**Section 16. SPECIAL MEETINGS.** Special meetings of the Board for any purpose may be called by the chairperson of the Board, if any, the president, any vice president, the secretary or any two directors.

- a. Manner of Giving Notice. Notice of the time and place of special meetings shall be given to each director by one of the following methods:
  - 1. By personal delivery of written notice;
  - 2. By first-class mail, postage prepaid;
  - 3. By telephone, either directly to the director or to a person at the director's office who would reasonably be expected to communicate that notice promptly to the director; or
  - 4. By facsimile or telegram, charges prepaid.

All such notices shall be given or sent to the director's address or telephone number as shown on the records of the Corporation.

- b. Time Requirements. Special meetings of the Board may be held only after each director has received at least twenty-four (24) hours notice given personally or by telephone, telegraph, fax, or other similar means of communication in accordance with provisions of the Brown Act (Government Code section 54950 et seq.).
- c. Notice Content. The notice of a special meeting shall state the time and location of the meeting and shall briefly describe the items on the agenda.

**Section 17. EMERGENCY MEETINGS.** Emergency meetings may be held for those limited purposes as specified in the Brown Act. Notice and posting of agendas shall be

made in accordance with the Brown Act. An “emergency” as defined in Government code section 54956.5 includes “matters upon which prompt action is necessary due to the disruption of public facilities” such as a “work stoppage or other activity which severely impairs public health, safety, or both” or a “crippling disaster which severally impairs public health, safety, or both.”

**Section 18. NOTICE OF REGULAR MEETINGS.** Notice of the time and place of meetings shall be given to each director either by:

- a. personal delivery of written notice;
- b. first-class mail, postage prepaid;
- c. telephone, including via a voice messaging system or other system or technology designed to record and communicate messages, either director to the director, or to a person at the director’s office who would reasonably be expected to communicate that notice promptly to the director;
- d. telegram;
- e. facsimile;
- f. electronic mail; *or*
- g. other electronic means.

All such notices shall be given or sent to the director’s address or telephone number as shown on the Corporation’s records.

Notice sent by first-class mail shall be deposited in the U.S. mail at least four (4) days before the time set for the meeting. Notices given by personal delivery, telephone, electronic mail, or telegraph shall be delivered in accordance with the notice provisions of the Brown Act.

The notice shall state the time of the meeting and the place of the meeting if other than the Corporation’s principal office. The notice need not specify the purpose of the meeting.

**Section 19. QUORUM.** A majority of the current number of directors shall constitute a quorum for the transaction of business, except adjournment. Every action taken or decision made by a two-thirds vote of the directors present at a duly held meeting at which a quorum is present shall be the act of the Board, subject to the more stringent provisions of the California Nonprofit Public Benefit Corporation Law, including, without limitation, those provisions relating to: approval of contracts or transactions in which a director has a direct or indirect material financial interest; approval of certain transactions between Corporations having common directorships; creation of and appointments to committees of the Board; and indemnification of directors.

A meeting at which a quorum is initially present may continue to transact business, despite the withdrawal of directors, if any action taken or decision made is approved by at least a majority of the required quorum for that meeting.

**Section 20. WAIVER OF NOTICE.** Notice of a meeting need not be given to any director who, either before or after the meeting, signs a waiver of notice, a written consent to the holding of the meeting, or an approval of the minutes of the meeting. The waiver or notice or consent need not specify the purpose of the meeting. All such waivers, consents, and approvals shall be filed with the corporate records or made a part of the minutes of the meetings. Notice of a meeting need not be given to any director who attends the meeting and does not protest, before or at the commencement of the meeting, the lack of notice to him or her.

**Section 21. ADJOURNMENT.** A majority of the directors present, whether or not a quorum is present, may adjourn any meeting to another time and place.

**Section 22. NOTICE OF ADJOURNED MEETING.** Notice of the time and place of holding an adjourned meeting must be given at least 24 hours before the time of the meeting specified in the notice. Notice of any adjournment to another time and place shall be given, before the time of the adjourned meeting, to the directors who were not present at the time of the adjournment.

**Section 23. CONFLICT OF INTEREST.** Any Director, officer, key employee, or committee member having an interest in a contract, or transaction, or program presented to or discussed by the Board or committee for authorization, approval, or ratification shall make a prompt and clear disclosure of his or her interest to the board or committee prior to its acting on such contract or transaction.

Such disclosure shall include all relevant and material facts known to such person about the contract or transaction which might reasonably be construed to exist. If a conflict is deemed to exist, such person shall not vote on, nor use his or her personal influence on, nor be present during in the discussion or deliberations with respect to, such contract or transaction (other than to present factual information or to respond to questions prior to the discussion). The minutes of the meeting shall reflect the disclosure made the vote thereon and, where applicable, the abstention from voting.

*The policy requires:*

- Regular annual statements from directors, officers, key employees to disclose existing and potential conflict of interest, and;
- Corrective and disciplinary actions with respect to transgressions of such policies.

**Section 24. COMPENSATION AND REIMBURSEMENT.** Directors and members of committees shall receive no compensation for their services as directors, but may receive just and reasonable reimbursement for expenses.

**Section 25. STANDARD OF CARE.** A director shall perform all duties of a director, including duties as a member of any committee of the Board on which the director may serve, in good faith, in a manner the director believes to be in the best interests of the corporation and with such care, including the duty to make reasonable inquiries, as an ordinarily prudent person in a like situation would use under similar circumstances.

In performing the duties of a director, a director may rely on information, opinions, reports or statements, including financial statements and other financial data, in each case prepared or presented by:

- a. One or more officers or employees of the corporation whom the director believes to be reliable and competent in the matters presented;
- b. Legal counsel, independent accountants or other persons as to matters that the director believes to be within such person's professional or expert competence; or
- c. A committee of the Board upon which the director does not serve as to matters within its designated authority, provided the director believes that the committee merits confidence and the director acts in good faith, after reasonable inquiry when the need therefore is indicated by the circumstances, and without knowledge that would cause such reliance to be unwarranted.

Except with respect to assets that are directly related to the Corporation's charitable programs, the Board shall avoid speculation in investing, reinvesting, purchasing, acquiring, exchanging, selling and managing the Corporation's investments. Instead, the Board is to consider the permanent disposition of funds, the probable income, the probable safety of the Corporation's capital, and is to comply with the express terms of the instrument or agreement, if any, pursuant to which the assets were contributed to the Corporation.

**Section 26. RULES OF PROCEDURE.** All meetings of the Board and of the committees shall be conducted in accordance with Robert's Rules of Order.

**Section 27. COMPLIANCE WITH LAWS GOVERNING STUDENT RECORDS.** The Charter School and the Board of Directors shall comply with all applicable provisions of the Family Education Rights Privacy Act ("FERPA") as set forth in Title 20 of the United States Code Section 1232g and attendant regulations as they may be amended from time to time.

**Section 28. CONTRACTS WITH DIRECTORS AND OFFICERS.** No director of this Corporation nor any other corporation, firm, association, or other entity in which one or more of this Corporation's directors are directors or have a material financial interest, shall be interested, directly or indirectly, in the contract or transaction, unless (a) the material facts regarding that director's financial interest in such contract or transaction or regarding such common directorship, officership, or financial interest are fully disclosed in good faith and noted in the minutes, or are known to all members of the Board prior to the Board's consideration of such contract or transaction; (b) such contract or transaction is authorized in good faith by a

majority of the Board by a vote sufficient for that purpose without counting the votes of the interested directors; (c) before authorizing or approving the transaction, the Board considers and in good faith decides after reasonable investigation that the Corporation could not obtain a more advantageous arrangement with reasonable effort under the circumstances; (d) the corporation for its own benefit enters into the transaction, which is fair and reasonable to the corporation at the time the transaction was entered into.

This section does not apply to a transaction that is part of an educational or charitable program of this Corporation if it (a) is approved or authorized by the Corporation in good faith and without unjustified favoritism and (b) results in a benefit to one or more directors or their families because they are the class of persons intended to be benefited by the educational or charitable program of this Corporation. All actions taken under this Section must be made in compliance with all applicable conflict of interest laws.

**Section 29. LOANS TO DIRECTORS AND OFFICERS.** This Corporation shall not lend any money or property to, or guarantee the obligation of any director or officer without the approval of the California Attorney General; provided, however that the Corporation may advance money to a director or officer of the Corporation for expenses reasonably anticipated to be incurred in the performance of his or her duties if that director or officer would be entitled to reimbursement for such expenses by the Corporation.

**Section 30. TRAINING.** Every director who has not previously served on the Corporation's Board must commence attendance at a comprehensive, authorized training(s) regarding Board governance within 12 months of joining the Board as a director.

## **ARTICLE VII COMMITTEES**

**Section 1. COMMITTEES.** To facilitate the consideration and management of the Corporation under the Charter and as a corporate legal entity, the following committees may be created as set forth within this section. Any two committees or any particular duties of a committee may be combined, in the interest of efficiency or management. Unless otherwise directed by the Board, committees are empowered only to consider and make recommendations upon matters referred to them by the Board. All committees shall be composed of at least one board member. By majority vote of the committee members, each committee shall elect one of its members who are also Board members to act as chairperson of the committee.

- a. Executive Committee. The Executive Committee shall have the power to act in all matters pertaining to the Corporation, as directed by the Board, and, working in concert with the goals established by the committees, shall determine the Corporation's short-range and long-range goals. The Executive Committee shall review annually the conditions of employment of the Chief Executive Officer or Principal. The Executive Committee shall be composed of the President, Vice-President of the Board, Secretary and Treasurer.

- b. Audit Committee: The Corporation shall have an audit committee consisting of at least one director and may include nonvoting advisors. Board Directors who are employees or officers of the corporation or who receive, directly or indirectly in any consulting, advisory or other compensatory fee from the corporation (other than for service as a director) may not serve on audit committee. The audit committee shall perform the duties and adhere to the guidelines set forth in the audit committee description as amended from time to time by the board. Such duties include: (1) Assisting the board in choosing an auditor, if necessary; (2) Negotiating the auditor's compensation; (3) Conferring with the auditor regarding the corporation's financial affairs; and (4) Reviewing and accepting or rejecting the audit.
- c. Finance Committee: The Board President select the chairperson of the finance committee. The Treasurer should be a member of committee. The Finance Committee shall be responsible for the developing , recommending , and reviewing fiscal procedures , for the preparation and review of financial reports and projections of revenues and expenses, subject to approval by the board.
- d. Other Committees of the Board. The corporation or Board, may, from time to time be designated by resolution of the Board of Director. Such other committees may consist of persons who are not also members of the board. These additional committees shall act in an advisory capacity only to the board and shall be clearly titled "advisory" committees.

Meetings and actions of committees of the Board shall be governed by, held and taken in accordance with the provisions of these Bylaws, except that the time for regular meetings of such committees and the calling of special meetings of such committees may be determined by resolution of the committee of the Board or of the Board. Minutes of each meeting of any committee of the Board shall be kept and filed with the corporate records. The Board may adopt rules for the government of any committee that are consistent with these Bylaws or, in the absence of rules adopted by the Board, the committee may adopt such rules.

## **ARTICLE VIII OFFICERS OF THE CORPORATION**

**Section 1. OFFICERS OF THE CORPORATION.** The officers of the Corporation shall be a President , Vice-President, a secretary, director and a treasurer. . Any number of offices may be held by the same person, except that neither the secretary nor the treasurer may serve concurrently as either the president or the chairperson of the Board.

**Section 2. ELECTION OF OFFICERS.** The officers of the Corporation, and the officers of the School, except as appointed under Section 3 of this Article, shall be elected annually by the Board and each shall serve at the pleasure of the Board, subject to the rights, if any, of any officer under any contract of employment.

**Section 3. OTHER OFFICERS.** The Board may appoint and may authorize the president or other officer to appoint any other officers that the School or Corporation may require, each of whom shall have the title, hold office for the period, have the authority, and perform the duties determined by the Board.

**Section 4. DUPLICATION OF OFFICE HOLDERS.** Any number of offices may be held by the same person, except that neither the Secretary nor the Treasurer may serve concurrently as either the President or Chairman of the Board.

**Section 5. REMOVAL OF OFFICERS.** Without prejudice to any rights of an officer under any contract of employment, any officer may be removed, with or without cause, by the Board or by an officer on whom the Board may confer that power of removal. An officer that was not chosen by the Board may be removed by any other officer on whom the Board confers the power of removal.

**Section 6. RESIGNATION OF OFFICERS.** Any officer may resign at any time by giving written notice to the Corporation. The resignation shall take effect as of the date the notice is received or at any later time specified in the notice and, unless otherwise specified in the notice, the resignation need not be accepted to be effective. Any resignation shall be without prejudice to the rights, if any, of the Corporation under any contract to which the officer is a party.

**Section 7. VACANCIES IN OFFICE.** A vacancy in any office due to death, resignation, removal, disqualification, or any other cause shall be filled in the manner prescribed in these Bylaws for regular appointments to that office, provided that such vacancies shall be filled as they occur and not on an annual basis.

**Section 8. PRESIDENT.** Subject to such supervisory powers as the Board may give to the President of the Board, if any, the president shall, subject to the control of the Board, and in conjunction with the Officers of the School, assist in supervising and directing the business, activities, affairs and the officers of the Corporation.

**Section 9. VICE PRESIDENT.** In the absence or disability of the president, the vice presidents, if any, in order of their rank as fixed by the Board or, if not ranked, a vice president designated by the Board, shall perform all duties of the president. When so acting, a vice president shall have all powers of and be subject to all restrictions on the president. The vice presidents shall have such other powers and perform such other duties as the Board or the Bylaws may prescribe.

**Section 10. SECRETARY.** The secretary shall keep or cause to be kept, at the Corporation's principal office or such other place as the Board may direct, a book of minutes of all meetings, proceedings, and actions of the Board, or committees of the Board. The minutes of meetings shall include the time and place the meeting was held, whether the meeting was general or special and, if special, how authorized, the notice given, the names of those present at Board and committee meetings.

The secretary shall keep or have kept at the principal office in California, a copy of the Articles of Incorporation and Bylaws, as amended to date.

The secretary shall give, or cause to be given, all required notices of all meetings of the Board and of committees of the Board. The secretary shall keep the corporate seal in safe custody, and shall have such other powers and perform such other duties as the Board or the Bylaws may prescribe.

**Section 11. TREASURER.** The treasurer shall keep and maintain, or cause to be kept and maintained, adequate and correct books and records of accounts of the Corporation's properties and business transactions, including accounts of its assets, liabilities, receipts, disbursements, gains, losses, capital, retained earnings, and other matters customarily included in financial statements. The treasurer shall send or cause to be given to the directors such financial statements and reports as are required to be given by law by these Bylaws, or by the Board. The books of account shall be open to inspection by any director at all reasonable times.

The treasurer shall deposit, or cause to be deposited, all money and other valuables in the name and to the credit of the Corporation with such depositories as the Board may designate, shall disburse the Corporation's funds as the Board may order, shall render to the president and directors, when requested, an account of all transactions as treasurer and of the financial condition of the Corporation, and shall have such other powers and perform such other duties as the Board or the Bylaws may prescribe.

If required by the Board, the treasurer shall give the Corporation a bond in the amount and with the surety or sureties specified by the Board for faithful performance of the duties of his or her office and for restoration to the Corporation of all its books, papers, vouchers, money, and other property of every kind in his or her possession or under his or her control on his or her death, resignation, retirement, or removal from the office.

## **ARTICLE IX SCHOOL OFFICERS**

**Section 1. NUMBER, APPOINTMENT AND TERMS OF SCHOOL OFFICERS.** The officers of the School shall include an Chief Executive Officer or CEO. The Board may also elect, at its discretion, one or more assistants to the Chief Executive Officer, or CEO, and such other officers as may be appointed in accordance with Article VIII, section 3 of these Bylaws. All School officers shall be elected in accordance with Article VIII, section 2 of these Bylaws. The Chief Executive Officer, within general guidelines approved by the Board, may appoint other administrative staff as necessary to conduct the business of the School.

**Section 2. DUTIES AND AUTHORITY OF CHIEF EXECUTIVE OFFICER** The Chief Executive Officer shall be the executive and educational head of the Schools, organization, and shall carry out the policies of the Board, attend to all matters entrusted to his or her care by the Board and shall exercise such general supervision and direction over School affairs as will promote the highest efficiency of the School, including the following duties:

- a. Be the chief administrator of the School Network, responsible to the Board for the execution of all administrative functions;
- b. Report to the Board the appointment , reduction, or promotion of or change in the number of faculty and staff of the organization;
- c. Report to the Board at each of its meetings on matters of importance to the organization and schools and make a report at each meeting on the business and affairs of the schools during the preceding academic year and on its condition at the end of such year;
- d. Present for consideration at any Board meeting measures deemed necessary or expedient for the welfare of the School;

The Chief Executive Officer may be member of all committees. If the office of the Chief Executive Officer becomes vacant by reason of disability, death, resignation, removal or otherwise, the Board shall appoint an Acting Chief Executive Officer of the organization and schools.

**Section 3. DUTIES AND AUTHORITY OF ASSISTANTS TO THE CHIEF EXECUTIVE OFFICER.** If any assistant to the Chief Executive Officer is appointed, he or she shall be concerned with the administration of educational policies and regulations and with such other matters as may be delegated by the Chief Executive Officer of the organization and schools and approved by the Board.

**Section 4. OTHER OFFICERS.** Such other officers shall have such duties and responsibilities as shall be recommended by the Chief Executive Officer and approved by the Board.

## **ARTICLE X INDEMNIFICATION**

**Section 1. DEFINITIONS.** For the purpose of this Article X, "agent" means any person who is or was a director, officer, employee, or other agent of the Corporation, or is or was serving at the request of the Corporation as a director, officer, employee, or agent of another foreign or domestic corporation, partnership, joint venture, trust, or other enterprise, or was a director, officer, employee, or agent of a foreign or domestic corporation which was a predecessor corporation of the Corporation or of another enterprise at the request of such predecessor corporation; "proceeding" means any threatened, pending or completed action or proceeding, whether civil, criminal, administrative, or investigative; and "expense" includes, without limitation, attorneys' fees and any expenses of establishing a right to indemnification under Section 5 of this Article.

**Section 2. INDEMNIFICATION.** To the fullest extent permitted by law, this Corporation may indemnify its directors, officers, employees, and other persons described in Corporation Code section 5238(a), including persons formerly occupying any such positions, against all expenses, judgments, fines, settlements, and other amounts actually and reasonably

incurred by them in connection with any "proceeding," as that term is used in that section. "Expenses," as used in this Bylaw, shall have the same meaning as in that section of the Corporations Code.

On written request to the Board by any person seeking indemnification under the Corporations Code section 5238(b) or section 5238(c), the Board shall promptly decide under Corporations Code section 5238(e) whether the applicable standard of conduct set forth in Corporations Code section 5238(b) or section 5238(c) has been met and, if so, the Board shall authorize indemnification.

The Corporation shall have the power to indemnify any person who was or is a party or is threatened to be made a party to any threatened, pending, or completed action by or in the right of the Corporation, or brought under Section 5233 of the California Nonprofit Public Benefit Corporation Law, or brought by the Attorney General or a person granted relator status by the Attorney General for breach of duty relating to assets held in charitable trust, to procure a judgment in its favor by reason of the fact that such person is or was an agent of the Corporation, against expenses actually and reasonably incurred by such person in connection with the defense or settlement of such action if such person acted in good faith, in a manner such person believed to be in the best interests of the Corporation, and with such care, including reasonable inquiry, as an ordinarily prudent person in like position would use under similar circumstances.

No indemnification shall be made under this Section:

- a. In respect of any claim, issue, or matter as to which such person shall have been adjudged to be liable to the Corporation in the performance of such person's duty to the Corporation, unless and only to the extent that the court in which such proceeding is or was pending shall determine upon application that, in view of all the circumstances of the case, such person is fairly and reasonably entitled to indemnity for the expenses which such court shall determine;
- b. Of amounts paid in settling or otherwise disposing of a threatened or pending action, with or without court approval; or
- c. Of expense incurred in defending a threatened or pending action which is settled or otherwise disposed of without court approval, unless it is settled with the approval of the Attorney General.

**Section 3. INDEMNIFICATION AGAINST EXPENSES.** To the extent that an agent of the Corporation has been successful on the merits in defense of any proceeding referred to in Sections 2 of this Article or in defense of any claim, issue, or matter therein, the agent shall be indemnified against expenses actually and reasonably incurred by the agent in connection therewith.

**Section 4. REQUIRED DETERMINATIONS.** Except as provided in Section 3 of this Article, any indemnification under this Article shall be made by the Corporation only if authorized in the specific case, upon a determination that indemnification of the agent is proper

in the circumstances because the agent has met the applicable standard of conduct set forth in Section 2 of this Article, by:

- a. a majority vote of a quorum consisting of directors who are not parties to such proceeding; or
- b. the court in which such proceeding is or was pending upon application made by the Corporation or the agent or the attorney or other person rendering services in connection with the defense, whether or not such application by the agent, attorney, or other person is opposed by the Corporation.

**Section 5. ADVANCE OF EXPENSES.** Expenses incurred in defending any proceeding may be advanced by the Corporation prior to the final disposition of such proceeding upon receipt of an undertaking by or on behalf of the agent to repay such amount unless it shall be determined ultimately that the agent is entitled to be indemnified as authorized in this Article.

**Section 6. OTHER INDEMNIFICATION.** No provision made by the Corporation to indemnify its or its subsidiary's directors or officers for the defense of any proceeding, whether contained in the Articles, Bylaws, a resolution of members or directors, an agreement, or otherwise, shall be valid unless consistent with this Article. Nothing contained in this Article shall affect any right to indemnification to which persons other than such directors and officers may be entitled by contract or otherwise.

**Section 7. FORMS OF INDEMNIFICATION NOT PERMITTED.** No indemnification or advance shall be made under this Article except as provided in Sections 3 and 4 (b) of this Article, in any circumstances where it appears: that it would be inconsistent with a provision of the Articles, these Bylaws, or an agreement in effect at the time of the accrual of the alleged cause of action asserted in the proceeding in which the expenses were incurred or other amounts were paid, which prohibit or otherwise limit indemnification; or that it would be inconsistent with any condition expressly imposed by a court in approving a settlement.

**Section 8. NONAPPLICABILITY TO FIDUCIARIES OF EMPLOYEE BENEFIT PLANS.** This Article does not apply to any proceeding against any trustee, investment manager, or other fiduciary of an employee benefit plan in such person's capacity as such, even though such person may also be an agent of the Corporation. The Corporation shall have power to indemnify such trustee, investment manager, or other fiduciary to the extent permitted by Section 207 (f) of the California General Corporation Law.

## **ARTICLE XI INSURANCE**

**Section 1. INSURANCE.** The Corporation shall have right, and use its best efforts, to purchase and maintain insurance to the full extent permitted by law on behalf of its officers, directors, employees, and other agents, to cover any liability asserted against or incurred by any officer, director, employee or agent in such capacity or arising from the officer's, director's, employee's or agent's status as such.

## **ARTICLE XII MAINTENANCE AND INSPECTION OF CORPORATE RECORDS**

**Section 1. MAINTENANCE OF CORPORATE RECORDS.** The Corporation shall keep both adequate and correct books and records of accounts and written minutes of the proceedings of its Board, and committees of the Board.

**Section 2. INSPECTION BY DIRECTORS.** Every director shall have the absolute right at any reasonable time to inspect and copy all books, records, and documents of every kind and to inspect the physical properties of the Corporation for a purpose reasonably related to the director's interests as a director.

## **ARTICLE XIII ENDORSEMENT OF DOCUMENTS; CONTRACTS**

**Section 1. ENDORSEMENT OF DOCUMENTS; CONTRACTS.** Any contract or conveyance made in the name of the Corporation, which is authorized or ratified by the Board or done within the scope of authority conferred by the Board or within the agency power of the officer executing it, except as the Board's authority is limited by law, binds the Corporation and the Corporation acquires rights thereunder whether the contract is executed wholly or in part.

## **ARTICLE XIV REQUIRED REPORTS**

**Section 1. ANNUAL REPORTS.** The Board may cause an annual report to be sent to directors within 120 days after the end of the Corporation's fiscal year. That report shall contain the following information, in appropriate detail:

- a. The assets and liabilities, including the trust funds, or the Corporation as of the end of the fiscal year;
- b. The principal changes in assets and liabilities, including trust funds;
- c. The Corporation's revenue of receipts, both unrestricted and restricted to particular purposes;
- d. The Corporation's expenses or disbursement for both general and restricted purposes;
- e. An independent accountants' report or, if none, the certificate of an authorized officer of the corporation that such statements were prepared without audit from the Corporation's books and records; and
- f. Any other information the Board deems relevant.

This requirement of an annual report shall not apply if the Corporation receives less than \$25,000 in gross receipts during the fiscal year, provided, however, that the information

specified above for inclusion in an annual report must be furnished annually to all directors and to any member who requests it in writing.

**Section 2. ANNUAL STATEMENT OF CERTAIN TRANSACTIONS AND INDEMNIFICATIONS.** As part of the annual report to all directors, or as a separate document if no annual report is issued, the Corporation shall, within 120 days after the end of the Corporation's fiscal year, annually prepare and mail or deliver to each director a statement of any transaction or indemnification of the following kind:

- a. Any transaction (i) in which the Corporation, or its parent or subsidiary, was a party, (ii) in which an 'interest person' had a direct or indirect material financial interest, and (iii) which involved more than \$50,000 or was one of several transactions with the same interested person involved, in the aggregate, more than \$50,000. For this purpose, an 'interested person' is either:
  - Any director or officer of the Corporation, its parent, or subsidiary (but mere common directorship shall not be considered such an interest); or
  - Any holder of more than 10 percent of the voting power of the Corporation, its parent, or its subsidiary. The statement shall include a brief description of the transaction, the names of interested persons involved, their relationship to the Corporation, the nature of their interest, provided that if the transaction was with a partnership in which the interested person is a partner, only the interest of the partnership need be stated.
- b. Any indemnification or advances aggregating more than \$10,000 paid during the fiscal year to any officer or director of the Corporation as permitted under these Bylaws, unless the indemnification has already been approved by the directors under Corporation's code section 5238(e)(2).

## **ARTICLE XV OTHER PROVISIONS**

**Section 1. CONSTRUCTION AND DEFINITIONS.** Unless the context requires otherwise, the general provisions, rules of construction, and definitions in the California Nonprofit Corporation Law and in the California Nonprofit Public Benefit Law shall govern the construction of these Bylaws. Without limiting the generality of foregoing, words in these Bylaws shall be read as the masculine or feminine gender and as the singular or plural, as the context requires. The term "person" includes both a legal entity and a natural person. The captions and headings in these Bylaws are for convenience of reference only and are not intended to limit or define the scope or effect of any provision.

**Section 2. AMENDMENT OF BYLAWS.** New Bylaws may be adopted, or these Bylaws may be amended or repealed, by a majority vote of the Board.

**Section 3. VALIDITY OF INSTRUMENT.** Subject to the provisions of applicable law, any note, mortgage, evidence of indebtedness, contract, conveyance or other written instrument and any assignment or endorsement thereof executed or entered into between the Corporation and any other person, shall be valid and binding on the Corporation when signed by the President, Co-President, Vice-President, Secretary or Treasurer of the Corporation unless the other person has actual knowledge that the signing officers had no authority to execute the same. Any such instruments may be signed by any other person(s) and in such manner and from time to time shall be determined by the Board and, unless so authorized by the Board, no officer, agent or employee shall have any power or authority to bind the Corporation by any contract or engagement, to pledge its credit, or to render it liable for any purpose or amount.

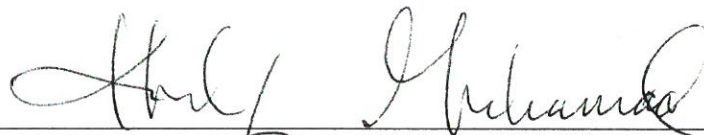
**Section 4. FISCAL YEAR.** The fiscal year of the Corporation shall be will be July 1, through June 30 or set by the Board.

**Section 5. INTERPRETATION OF THE CHARTER.** In any instance in which the provisions of these Bylaws are in conflict with the provisions of the Charter, the provisions of the Charter will prevail.

**CERTIFICATE OF SECRETARY**

I certify that I am the duly elected and acting Secretary of the Amethod Public Schools , a California non-profit public benefit corporation; that these Bylaws are the Bylaws of this corporation as adopted by the Board of Directors on; and that these Bylaws have not been amended or modified since that date.

Executed on 13th of June, 2011 at Oakland, California.

  
\_\_\_\_\_  
Khalif Muhammad, Secretary of the Board



**(AMENDED)  
BYLAWS OF  
AMETHOD PUBLIC SCHOOLS  
(Formerly Oakland Charter Academy)  
A California Nonprofit Public Benefit Corporation**

**Amended by**  
The Board of Directors  
January 18, 2023

**Adopted by**  
The Board of Directors  
June 16, 2006



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## **BYLAWS OF**

### **AMETHOD PUBLIC SCHOOLS**

**(Amendment Date: March 10, 2021)**

**A California Nonprofit Public Benefit Corporation**

## **ARTICLE I**

### **NAME**

**Section 1. NAME.** The name of this corporation is Amethod Public Schools, a California Nonprofit Public Benefit Corporation ("Corporation"), (formerly Oakland Charter Academy, Inc.).

## **ARTICLE II**

### **PRINCIPAL OFFICE OF THE CORPORATION**

**Section 1. PRINCIPAL OFFICE OF THE CORPORATION.** The principal office for the transaction of the activities and affairs of the Corporation shall be within the City of Oakland, Alameda County, California. The Board of Directors of the Corporation ("Board") may change the location of the principal office. Any such change of location must be noted by the Secretary of the Board; alternatively, this Section may be amended to state the new location.

**Section 2. OTHER OFFICES OF THE CORPORATION.** The Board may, at any time, establish branch or subordinate offices at any place or places where the Corporation is qualified to conduct its activities.

## **ARTICLE III**

### **GENERAL AND SPECIFIC PURPOSES**

**Section 1. GENERAL PURPOSE AND SPECIFIC PURPOSES.** The Corporation is a nonprofit public benefit corporation and is not organized for the private gain of any person. It is organized under the Nonprofit Corporation law of California for public and charitable purposes. The specific purposes for which this Corporation is organized are to manage, operate, guide, direct and promote one or more California public charter schools ("Charter Schools").

The Corporation is organized and operated exclusively for educational and charitable purposes pursuant to and within the meaning of Section 501 (c) (3) of the Internal Revenue Code or the corresponding provision of any future United States Internal Revenue law. Notwithstanding any other provision of these articles, the Corporation shall not, except to an insubstantial degree, engage in any other activities or exercise of power that do not further the purposes of the Corporation. The Corporation shall not carry on any other activities not permitted to be carried on by: (a) a corporation exempt from federal income tax under Section 501(c) (3) of the Internal Revenue code, or the corresponding section of any future federal tax code; or (b) by a corporation, contributions to which are deductible under Section 170(c) (2) of the Internal Revenue Code, or the



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corresponding section of any future federal tax code.

## **ARTICLE IV** **DEDICATION AND DISTRIBUTION OF ASSETS**

**Section 1. DEDICATION OF ASSETS.** The Corporation's assets are irrevocably dedicated to public benefit and/or charitable purposes. No part of the net earnings, properties, or assets of the Corporation, on dissolution or otherwise, shall inure to the benefit of any private person or individual, or to any Director or officer of the Corporation.

**Section 2. DISTRIBUTION OF ASSETS UPON DISSOLUTION.** Upon dissolution or winding up of the Corporation, its assets remaining after payment of all debts and liabilities of the Corporation shall be distributed to a nonprofit fund, foundation, or corporation which is organized and operated exclusively for educational, public or charitable purposes and which has established its tax exempt status under section 501(c)(3) of the Internal Revenue Code, or the corresponding section of any future federal tax code, or shall be distributed to the federal government, or to a state or local government, for public purposes. Any such assets not so disposed of shall be disposed of by a court of competent jurisdiction of the county in which the principal office of the Corporation is then located, exclusively for educational, public or charitable purposes or to such organization or organizations, as said court shall determine, which are organized and operated exclusively for such educational, public or charitable purposes.

## **ARTICLE V** **CORPORATION WITHOUT MEMBERS**

**Section 1. CORPORATION WITHOUT MEMBERS.** The Corporation shall have no "members" as that term is used in the California Nonprofit Public Benefit Corporation Law. All rights, which would otherwise vest in the members, shall vest in the Board.

## **ARTICLE VI BOARD** **OF DIRECTORS**

**Section 1. GENERAL POWERS.** Subject to the provisions and limitations of the California Nonprofit Public Benefit Corporation Law, the Articles of Incorporation of the Corporation, these Bylaws. The Charter Schools Act of 1992, and any other applicable laws, the Corporation's activities, business, and affairs shall be managed, and all corporate powers shall be exercised, by or under the direction of the Board, except as provided in Section 3 hereof. The Board may not delegate the responsibilities of budget approval or approval of fiscal and performance audits.

**Section 2. SPECIFIC POWERS.** Without prejudice to the general powers set forth in Section 1 above, but subject to the same limitations, the Board shall have the power to:

- a. To select and remove, at the pleasure of the Board, the Chief Executive Officer ("CEO"), and



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his/her subordinates, prescribe powers and duties for him/her, as may be consistent with law, the Articles of Incorporation, and these Bylaws; to fix his/her compensation and to require from her/him security for faithful performance.

- b. To conduct, manage, and control the affairs and activities of the Corporation and to make such rules and regulations for this purpose, consistent with law, the Articles of Incorporation, and these Bylaws, as it deems best;
- c. Fix the compensation for corporate officers and employees; and to require from them security for faithful service;
- d. To adopt, make and use a corporate seal, and alter the form of the seal from time to time, as it deems best;
- e. To borrow money and incur indebtedness on behalf of the Corporation, and cause to be executed and delivered for the Corporation's purposes, in the corporate name, promissory notes, debentures, bonds, deeds of trust, mortgages, hypothecations, pledges, and other evidence of debt or securities;
- f. To act as trustee under any trust incidental to the principal object of the Corporation, and to receive, hold, administer, exchange and expend funds and property to such trust;
- g. To acquire by purchase, exchange, lease, gift, devise, bequest, and to hold, improve, sublease, mortgage, transfer in trust, encumber, convey or otherwise dispose of real personal property;
- h. To assume any obligations, enter into any contracts or other instruments, and do any and all other things incidental or expedient to the attainment of any corporate purpose.
- 1. To carry out such other duties as are described in the Charter of each school.

**Section 3. DELEGATION OF MANAGEMENT.** The Board may delegate the management of the Corporation's activities to any person or persons, management company, or committees, however composed, provided the activities and affairs of the Corporation shall be managed and all corporate powers shall be exercised under the ultimate direction of the Board. No assignment, referral, or delegation of authority by the Board or anyone acting under such delegation shall preclude the Board from exercising full authority over the conduct of the Corporation's activities, and the Board may rescind any such assignment, referral, or delegation at any time.

**Section 4. NUMBER OF DIRECTORS.** The authorized number of Directors shall be no less than five (5) and no more than eleven (11), with the exact number to be fixed by the Board by resolution from time to time.

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**Section 5. RESTRICTION ON INTERESTED PERSONS AS DIRECTORS.** No more than 49 percent of the persons serving on the Board may be interested persons. An interested person is:

a. Any person compensated by the Corporation for services rendered to it within the previous 12 months, whether as a full-time or part-time employee, independent contractor, or otherwise, excluding any reasonable compensation paid to a Director as Director; and/or

b. Any brother, sister, ancestor, descendant, spouse, brother-in-law, sister-in-law, son-in-law, daughter-in-law, mother-in-law, or father-in-law of such person.

The Board may adopt other policies circumscribing potential conflicts of interest.

**Section 6. NOMINATIONS BY COMMITTEE.** In the event that there is a vacancy pursuant to Section 9 below, the Chair, will appoint an ad hoc advisory committee to nominate qualified candidates for election to the Board ("Nominating Committee"), which in turn will select a Chairman of the committee. The Nominating Committee's shall not be less than three (3) members and its duties are as follows:

(1) Identify a need/priority for the Corporation based on the Board composition and the expertise need described in Section 4 herein;

(2) Review every candidate(s) thoroughly, including meeting the candidate(s) in person, at which meeting a majority of the Nominating Committee is present;

(3) Vote as a majority to move the candidate(s) forward; if there is no majority then the candidate(s) cannot move forward.

(4) Schedule a meeting between the candidate(s) and the CEO; the meeting shall occur no later than thirty (30) days after the candidate(s) meets with the Nominating Committee;

(5) The candidate(s) who is voted to move forward shall attend a board meeting and meet the current Board Members;

(6) The Nominating Committee shall make an oral presentation on the candidate(s) to the Board at a regularly scheduled meeting.

**Section 7. TERM OF OFFICE.** Each Director shall hold office for a term of four (4) years or until the Director's death, removal, or resignation, and until a successor Director has been designated and qualified. Upon completion of an initial four (4) year term, each Director may serve one (1) additional four (4) term, subject to approval by a majority of the Board of Directors. No Directors shall serve in excess of two (2) consecutive terms, except as set forth herein. Nothing shall prevent a former Director from rejoining the Board as long as that Director has not been a member of the Board with the preceding twelve months.

**Section 8. BOARD ROSTER.** The Secretary shall maintain and update the Board roster as necessary after each election. Any director who is elected on or before June 30 shall be treated as though elected January



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1 of that year for the purpose of term limits. Any Director who is elected after June 30 of a given year shall be treated as though elected in January of the following year, effectively giving that Director up to an additional six months during the Director's first term.

**Section 9. EVENTS CAUSING VACANCIES ON BOARD.** A vacancy or vacancies on the Board of Directors shall occur in the event of:

The death, resignation, or removal of any Director;

The declaration by Board resolution of a vacancy of the office of a Director who has been declared of unsound mind by an order of court or convicted of a felony or found by final order or judgment of any court to have breached a duty under California Non -Profit Public Benefit Corporation Law, Chapter 2, Article 3; or found to have neglected or violated his or her duties and responsibilities provided that notice of that meeting at which vote is taken and of the removal questions are given to each member of the Board and to the Director subject to the removal questions are given at least 10 days prior to the meeting. Any vacancy caused by the removal of a Director shall be filled as provided in these Bylaws.

Any Director who does not attend three (3) successive board meetings will automatically be removed from the Board without Board resolution unless the Director suffers from an illness or disability that prevents him or her from attending meetings and the Board adopts a resolution waiving the automatic removal procedure of this subsection. A Director that has been removed from the Board pursuant to this subsection may be reinstated as a Director by resolution of the Board if the Director's seat on the Board remains vacant.

**Section 10. RESIGNATION OF DIRECTORS.** Except as provided below, any Director may resign by giving oral or written notice to the Chairman of the Board, or to the Secretary of the Board. The resignation shall be effective when the notice is given unless the notice specifies a later time for the resignation to become effective. If oral notice is given, confirmation of the resignation will be confirmed in writing by the Chairman of the Board within 72 hours of receiving oral notice. If a Director's resignation is effective at a later time, the Board may elect a successor to take office as of the date when the resignation becomes effective.

**Section 11. DIRECTOR MAY NOT RESIGN IF NO DIRECTOR REMAINS.** Except on notice to the California Attorney General, no Director may resign if the Corporation would be left without a duly elected director or directors.

**Section 12. NO REMOVAL ON REDUCTION OF NUMBER OF DIRECTORS.** No reduction of the authorized number of Directors shall have the effect of removing any Director before that Director's term of office expires unless the reduction also provides for the removal of that specified Director in accordance with these Bylaws and California Nonprofit Corporation Law.

**Section 13. REMOVAL OF DIRECTORS.** Any Director, other than a representative chosen by a chartering authority, may be removed, with or without cause, by the vote of the majority of the members of the entire Board at a special meeting called for that purpose, or at a regular meeting, provided that notice of that



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meeting and of the removal questions are given in compliance with the provisions of the Ralph M. Brown Act (Chapter 9 [commencing with Section 54950] of Division 2 of Title 5 of the Government Code). Any vacancy caused by the removal of a Director shall be filled as provided by the Bylaws. If a chartering authority has appointed a representative to the Board pursuant to Education Code Section 47604(c), the governing Board of the chartering authority may remove that Director at any time, with or without cause.

**Section 14. VACANCIES FILLED BY BOARD.** Vacancies on the Board may be filled by approval of the Board of Directors or, if the number of Directors then in office is less than a quorum, by:

- (a) the unanimous consent of the Directors then in office;
- (b) the affirmative vote of a majority of the Directors then in office at a meeting held according to notice or waivers of notice complying with Corporations Code Section 5211; or
- (c) a sole remaining Director.

**Section 15. COMPENSATION AND REIMBURSEMENT.** Directors shall serve without compensation except that they shall be allowed reasonable advancement or reimbursement of actual reasonable expenses incurred in carrying out his or her duties. Directors shall not otherwise be compensated.

**Section 16. NON-LIABILITY OF DIRECTORS.** No Director shall be personally liable for the debts, liabilities, or other obligations of the Corporation.

#### **Section 17. COMPLIANCE WITH LAWS GOVERNING STUDENT RECORDS.**

The Corporation and the Board shall comply with all applicable provisions of the Family Education Rights Privacy Act ("FERPA") as set forth in Title 20 of the United States Code Section 1232g and attendant regulations as they may be amended from time to time.

### **ARTICLE VII** **MEETINGS OF THE BOARD OF DIRECTORS**

**Section 1. LOCATION OF BOARD OF DIRECTORS MEETINGS.** The Board may designate that a meeting be held at any place within the physical boundaries of the county in which the greatest number of pupils enrolled in Amethod Public Schools reside. All meetings of the Board shall be called, held and conducted in accordance with the terms and provisions of the Ralph M. Brown Act, California Government Code Sections 54950, *et seq.*, as said chapter may be modified by subsequent legislation and Education Code Section 47604.1.

**1.1. Meetings by Telephone or Similar Communication Equipment.** A teleconference meeting is a meeting in which one or more Directors attend the meeting from a remote location via telephone or other electronic means, transmitting audio or audio/video. Any meeting may be held by conference telephone or other communications equipment permitted by California Nonprofit Corporation Law, and all



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Directors shall be deemed to be present in person at such meetings as long as all Directors participating in the meeting can communicate with one another and all other requirements of California Nonprofit Corporation Law are satisfied. Such meeting must also be noticed and conducted in compliance with Section 54953(b) of the Brown Act, including without limitation the following:

- (a) At a minimum, a quorum of the Board shall participate in the teleconference meeting from within the physical boundaries of the county in which the greatest number of pupils enrolled in Amethod Public Schools reside;
- (b) All votes taken during a teleconference meeting shall be by roll call;
- (c) The Board shall post agendas at all teleconference locations with each such location being identified in the notice and agenda of the meeting;
- (d) All locations where a Director participates in a teleconference meeting must be fully accessible to members of the public and shall be listed on the agenda .
- (e) Members of the public must be able to hear what is said during the meeting and shall be provided with an opportunity to address the Board directly at each teleconference location; and
- (f) The agenda shall indicate that members of the public attending a meeting conducted via teleconference need not give their name when entering the conference call.

**Section 2. ANNUAL MEETINGS.** Pursuant to sufficient notice, the Board shall hold an annual meeting for the purposes of organization, selection of directors and officers, and the transaction of other business.

**Section 3. REGULAR MEETINGS.** Regular meetings of the Board shall be held at regularly scheduled times as established by the majority of the Board, unless otherwise noted. Such meeting shall comply with the notice and open meeting requirements of the Brow Act (Govt. Code section 5490, *et seq.*) and Education Code Section 47604.1.

**Section 4. SPECIAL MEETINGS.** Special meetings of the Board for any purpose may be called at any time by the Chair of the Board, if there is such an officer, the Vice-Chair, the Secretary, or any two Directors. The party calling a special meeting shall determine the place, date, and time thereof.

## **Section 5. NOTICE OF MEETINGS.**

**5.1. Notice of Regular or Annual Meetings.** At least seventy-two (72) hours before an annual meeting or a regular meeting, the Board, or its designee, shall post an agenda containing a brief general description of each item of business to be transacted or discussed at the meeting, including items to be discussed



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in closed session. A brief general description of an item generally need not exceed twenty (20) words. The agenda shall specify the time and location of the meeting and shall be posted in a location that is freely accessible to members of the public, as well as on either the Corporation's or the charter school's website homepage with a prominent and direct link. The posting of the agenda and the contents of the agenda shall be in accordance with Section 54954.2 of the Brown Act. No action or discussion shall be undertaken at any annual or regular meeting on any item not appearing on the posted agenda, except as set forth in Section 54954.2 of the Brown Act.

## **5.2. Notice of Special Meetings.**

**5.2.1 Manner of Giving Notice.** Notice of the time and place of all regular and special meetings shall be given to each Director by one of the following methods:

- (a) Personal Delivery of written notice;
- (b) First-class mail, postage paid;
- (c) Telephone, including a voice messaging system or other system or technology designed to record and communicate messages; or
- (d) Facsimile, electronic mail ("e-mail") or other means of electronic transmission if the recipient has consented to accept notices in this manner.

All such notices shall be given or sent to the Director's address, phone number, facsimile number or e-mail address as shown on the records of the Corporation.

Notice of the time and place of all regular and special meetings shall be given to members of the public in the following ways:

- (a) Posting on the Corporation's website homepage with a prominent and direct link;
- (b) Posting in a location freely accessible location within the charter schools' jurisdiction to members of the public .

**5.2.2. Time Requirements.** Notices of special meetings of the Board sent by first-class mail shall be deposited in the United States mail at least 72 hours before the time set for the meeting. Notices given by personal delivery, telephone, or electronic transmission shall be delivered, telephoned, or transmitted at least twenty four (24) hours before the time set for the meeting. In addition to the foregoing, notice of the meeting shall comply with Section 54956 of the Brown Act, and the call of the meeting and notice shall also be posted at least twenty four (24) hours prior to the special meeting in a location within the charter schools' jurisdiction that is freely accessible to members of the public and on the Corporation's website homepage with a prominent and direct link.

**5.2.3. Notice of Content.** The call and notice of a special meeting of the Board shall state the time and place of the special meeting and the business to be transacted or discussed. No other business



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shall be considered at the special meeting. The notice of a special meeting shall comply with the requirements for special meetings set forth in The Brown Act.

**Section 6. EMERGENCY MEETINGS.** If there is an "emergency situation," as defined in Section 54956.5 of the Brown Act, involving matters upon which prompt action is necessary due to the disruption or threatened disruption of public facilities, the Board may hold an emergency meeting without complying with either the 24 hour posting requirement of Section 54956 of the Brown Act or both of the notice and posting requirements. The emergency meeting must be noticed and held in compliance with Section 54956.5 of the Brown Act.

**Section 7. QUORUM AND ACTION OF THE BOARD.**

7.1. **Quorum.** A majority of the voting Directors then in office shall constitute a quorum for the transaction of business, except adjournment.

7.2. **Minimum Vote Requirements for Valid Board Action.** Every action taken or decision made by a majority vote of the Directors then in office at a duly held meeting at which a quorum is present shall be the act of the Board, unless a greater number is expressly required by California Nonprofit Corporation Law, the Articles of Incorporation or these Bylaws. A meeting at which a quorum is initially present but due to the withdrawal of Directors, is no longer present, may not transact business; those Directors present may either: (a) elect to continue as a committee; or (b) adjourn to a future date. Directors may not vote by proxy.

**Section 8. WAIVER OF NOTICE.** Notice of a meeting need not be given to any Director who, either before or after the meeting, signs a waiver of notice, a written consent to the holding of the meeting, or an approval of the minutes of the meeting. The waiver or notice or consent need not specify the purpose of the meeting. All such waivers, consents, and approvals shall be filed with the corporate records or made a part of the minutes of the meetings. Notice of a meeting need not be given to any Director who attends the meeting and does not protest, before or at the commencement of the meeting, the lack of notice to him or her.

**Section 9. ADJOURNMENT.** A majority of the Directors present, whether or not a quorum is present, may adjourn any Board of Directors meeting to another time or place. If a meeting is adjourned for more than twenty-four (24) hours, notice of such adjournment to another time or place shall be given, prior to the time schedule for the continuation of the meeting, to the Directors who were not present at the time of the adjournment, and to the public in the manner prescribed by any applicable public open meeting law.

**Section 10. CONFLICT OF INTEREST.**

- a) **Contracts with Directors:** The Corporation shall not enter into a contract or transaction in which a director directly or indirectly has a material financial interest (nor shall the Resolute Academy enter not any contract or transaction with any other corporation, firm association, or other entity in which one or more of the Corporation's directors are directors and have a material financial interest.)

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- b) **Contracts with Non-Director Designated Employees:** The Corporation shall not enter into a contract or transaction in which a non-director designated employee (e.g., officers and other key decision-making employees) directly or indirectly has a material financial interest in compliance with Government Code Section 1090, et seq., as set forth in Education Code Section 47604.1, unless all of the requirements in the Corporation's Conflict of Interest Code have been fulfilled.

**Section 11. STANDARD OF CARE.** A Director shall perform all duties of a Director, including duties as a member of any committee of the Board on which the Director may serve, in good faith, in a manner the Director believes to be in the best interests of the Corporation and with such care, including the duty to make reasonable inquiries, as an ordinarily prudent person in a like situation would use under similar circumstances.

In performing the duties of a Director, a Director may rely on information, opinions, reports or statements, including financial statements and other financial data, in each case prepared or presented by:

- a. One or more officers or employees of the Corporation whom the Director believes to be reliable and competent in the matters presented;
- b. Legal counsel, independent accountants or other persons as to matters that the Director believes to be within such person's professional or expert competence; or
- c. A committee of the Board upon which the Director does not serve as to matters within its designated authority, provided the Director believes that the committee merits confidence and the Director acts in good faith, after reasonable inquiry when the need therefore is indicated by the circumstances, and without knowledge that would cause such reliance to be unwarranted.

Except with respect to assets that are directly related to the Corporation's charitable programs, the Board shall avoid speculation in investing, reinvesting, purchasing, acquiring, exchanging, selling and managing the Corporation's investments. Instead, the Board is to consider the permanent disposition of funds, the probable income, the probable safety of the Corporation's capital, and is to comply with the express terms of the instrument or agreement, if any, pursuant to which the assets were contributed to the Corporation.

**Section 12. CONDUCT OF MEETINGS.** Meetings of the Board shall be presided over by the Chair, or, if there is no Chair or the Chair is absent, the Vice-Chair or, in the absence of each of these persons, by a chair of the meeting, chosen by a majority of the Directors present at the meeting. The Secretary shall act as secretary of all meetings of the Board, provided that, if the Secretary is absent, the presiding officer shall appoint another person to act as secretary of the meeting. Meetings shall be governed by rules of procedure as may be determined by the Board from time to time, insofar as such rules are not inconsistent with or in conflict with these Bylaws, with the Articles, or with any provisions of law applicable to the Corporation.



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**Section 13. RULES OF PROCEDURE.** All meetings of the Board and of the committees shall be conducted in accordance with Robert's Rules of Order.

**Section 14. LOANS TO DIRECTORS AND OFFICERS.** The Corporation shall not lend any money or property to, or guarantee the obligation of any Director or officer without the approval of the California Attorney General; provided, however that the Corporation may advance money to a Director or officer of the Corporation for expenses reasonably anticipated to be incurred in the performance of his or her duties if that Director or officer would be entitled to reimbursement for such expenses by the Corporation.

**Section 15. TRAINING.** Every Director who has not previously served on the Corporation's Board must commence attendance at a comprehensive, authorized training(s) regarding Board governance within 12 months of joining the Board as a Director.

## **ARTICLE VIII** **COMMITTEES**

**Section 1. CREATION AND COMPOSITION OF COMMITTEES.** The Board may, by resolution adopted by a majority of the Directors then in office, create one or more Board Committees ("Committees"), each consisting of two or more Directors, and no persons who are not Directors, to serve at the discretion of the Board. Any two Committees or any particular duties of a Committee may be combined, in the interest of efficiency or management. Unless otherwise directed by the Board, Committees are empowered only to consider and make recommendations upon matters referred to them by the Board. All Committees shall be composed of at least one board member. By majority vote of the Committee members, each committee shall elect one of its members who are also Board members to act as chair of the committee. Any Committee, to the extent provided in the resolution of the Board and allowed by law, may be given the authority of the Board except that no Committee may:

- (a) approve any action for which the California Nonprofit Corporation Law also requires approval of the members or approval of a majority of all members;
- (b) fill vacancies on the Board or in any Committee which has the authority of the Board;
- (c) fix compensation of the Director for serving on the Board or on any Committee;
- (d) amend or repeal any resolution of the board which by its express terms is not so amendable or repealable;
- (e) appoint any other Committees or the members of these Committees;
- (f) expend corporate funds to support a nominee for Director after more person have been nominated than can be elected; or
- (g) approve any transaction (i) between the Corporation and one or more of its Director or

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(ii) between the Corporation and any entity in which one or more of its directors have a material financial interest.

To facilitate the consideration and management of the Corporation under the Charter and as a corporate legal entity, the following Committee may be created as set forth within this section:

**a. Executive Committee.** The Executive Committee shall have the power to act in all matters pertaining to the Corporation, as directed by the Board, and working in concert with the goals established by the committees, shall determine the Corporation's short-range and long-range goals. The Executive Committee shall review annually the conditions of employment of the Chief Executive Officer or Principal. The Executive Committee shall be composed of the Chair, Vice- Chair and such other members of the Board as the Board may elect.

**b. Audit Committee:** The Corporation shall have an audit committee consisting of at least one Director and may include nonvoting advisors. Directors who are employees or officers of the Corporation or who receive, directly or indirectly in any consulting, advisory or other compensatory fee from the Corporation (other than for service as a Director) may not serve on audit committee. The audit committee shall perform the duties and adhere to the guidelines set forth in the audit committee description as amended from time to time by the board. Such duties include:

(1) Assisting the Board in choosing an auditor, if necessary; (2) Negotiating the auditor's compensation; (3) Conferring with the auditor regarding the Corporation's financial affairs; and (4) Reviewing and accepting or rejecting the audit.

**c. Finance Committee:** The Board Chair shall select the chair of the finance committee. The Treasurer should be a member of the committee. The Finance Committee shall be responsible for developing, recommending, and reviewing fiscal procedures, for the preparation and review of financial reports and projections of revenues and expenses, subject to approval by the board.

**d. Other Committees of the Board:** Other committees may, from time to time, be designated by resolution of the Board. Such other Committees may consist of persons who are not also members of the board. These additional Committees shall act in an advisory capacity only to the board and shall be clearly titled "advisory" committees.

**Section 2. MEETINGS AND ACTION OF COMMITTEES.** Meetings and action of Committees shall be governed by, and held and taken in accordance with, the provisions of Article VIII concerning meetings of Directors, with such changes in the context of Article VIII as are necessary to substitute the Committee and its members for the Board and its members, except that the time for regular meetings of Committees may be determined by resolution of the Board, and special meetings of Committees may also be called by resolution of the Board. Minutes shall be kept of each meeting of any Committee and shall be filed with the corporate records. The Committee shall report to the Board from time to time as the Board may require. The Board may adopt rules for the governance of any Committee not inconsistent with the provisions of these Bylaws. In the absence of rules adopted by the Board, the Committee may adopt such rules.

**Section 3. QUORUM RULES FOR COMMITTEES.** A majority of the Committee members shall

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constitute a quorum for the transaction of Committee business, except to adjourn. A majority of the Committee members present, whether or not constituting a quorum, may adjourn any meeting to another time and place. Every act taken or decision made by a majority of the Committee members then in office at a meeting duly held at which a quorum is present shall be regarded as an act of the Committee, subject to the provisions of the California Nonprofit Corporation Law relating to actions that require a majority vote of the entire Board. Each Committee will hold its meetings in compliance with the Brown Act.

**Section 4. REVOCATION OF DELEGATED AUTHORITY.** The Board may, at any time, revoke or modify any or all of the authority that the Board has delegated to a Committee, increase or decrease (but not below two) the number of members of a Committee, and fill vacancies in a Committee from the members of the Board.

**Section 5. ADVISORY COMMITTEES.** The Board may create one or more advisory committees to serve at the pleasure of the Board. The action to create such advisory committees must be made pursuant to Brown Act requirements, meaning at a publicly noticed meeting with the item on the agenda. Appointments to such advisory committees need not, but may be, Directors. The Board shall appoint and discharge advisory committee members. All actions and recommendations of an advisory committee shall require ratification by the Board before being given effect. These advisory committee meetings are not subject to the notice and posting requirements of the Brown Act so long as the committee is comprised solely of Board members; consists of less than the number of Board members who, if present at a meeting, would be able to make a decision; a defined purpose and a time frame to accomplish that purpose; and is advisory.

## ARTICLE IX OFFICERS OF THE CORPORATION

**Section 1. OFFICERS OF THE CORPORATION.** The officers of the Corporation ("Officers") shall be a Chair, Vice-Chair, Chief Executive Officer ("CEO"), Secretary and Treasurer. The Corporation may also have, at the Board's discretion, one or more assistant secretaries, one or more assistant treasurers and such other officers as the Board may appoint. Other than the Chair and Vice-Chair, these persons may, but need not be, selected from among the Directors.

**Section 2. DUPLICATION OF OFFICE HOLDERS.** Any number of offices may be held by the same person, except that neither the Secretary, nor the Treasurer, may serve concurrently as the Chair of the Board.

**Section 3. ELECTION OF OFFICERS.** The Officers shall be chosen annually by the Board during the first meeting of the fiscal year, and shall serve at the discretion of the Board until his or her successor shall be elected, or his or her earlier resignation or removal.

**Section 4. TERM OF CHAIR AND VICE-CHAIR.** The Chair and the Vice-Chair shall serve for a term of one (1) year. The Chair and Vice-chair may serve a maximum of two (2) consecutive terms in the same office. Any officer may be removed at any time, with or without cause, by the affirmative vote of a majority of the Board.



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**Section 5. REMOVAL OF OFFICERS.** Subject to the rights, if any, of an Officer under any contract of employment, any Officer may be removed, with or without cause (i) by the Board, at any regular or special meeting of the Board or at the annual meeting of the Corporation; or (ii) by an Officer on whom such power of removal may be conferred by the Board.

**Section 6. RESIGNATION OF OFFICERS.** Any officer may resign at any time by giving written notice to the Corporation. The resignation shall take effect on the date the notice is received or at any later time specified in the notice; and, unless otherwise specified in the notice, the resignation need not be accepted to be effective. Any resignation shall be without prejudice to the rights, if any, of the Corporation under any contract to which the Officer is a party.

**Section 7. VACANCIES IN OFFICE.** A vacancy in any office due to death, resignation, removal, disqualification, or any other cause shall be filled in the manner prescribed in these Bylaws for regular appointment to that office, provided that such vacancies shall be filled as they occur and not on an annual basis.

## **Section 8. RESPONSIBILITIES OF OFFICERS.**

**Section 8.1. Chair.** The Chair of the Corporation shall preside at all meetings of the Board and exercise and perform such other powers and duties as may from time to time be assigned to him by the Board or prescribed by these bylaws. Subject to the supervisory powers as the Board may give to the Chair of the Board, if any, the Chair shall, subject to the control of the Board, and in conjunction with the officers of the Charter School, shall assist in supervising and directing the business, activities, affairs and the Officers of the Corporation.

**Section 8.2. Vice-Chair.** In the absence or disability of the Chair, the Vice-Chair, if any, shall perform all duties of the Chair. When so acting, the Vice-Chair shall have all powers of and be subject to all restrictions on the Chair. The Vice-Chair shall have such other powers and perform such other duties as the board or the Bylaws may prescribe.

**Section 8.3. CEO.** Subject to the control of the Board, the CEO shall be the chief executive officer and general manager of the corporation and shall have general supervision, direction and control of the business and officers of the corporation. He or she shall have the general power and duties of management usually vested in the office of chief executive officer of a corporation and shall have such other powers or duties as may be prescribed by the Board or these Bylaws. Subject to such limitations as may be imposed by the Board, any powers or duties vested in the CEO may be delegated by him or her to such subordinates as he or she may choose.

**Section 8.4. Secretary.** The Secretary of the Corporation attend to the following:

**8.4.1. Bylaws.** The Secretary shall certify and keep or cause to be kept at the principal office of the Corporation the original or a copy of these Bylaws as amended to date.

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**8.4.2. Minute Book.** The Secretary shall keep or cause to be kept a minute book as described herein in Article XV.

**8.4.3. Notices.** The Secretary shall give, or cause to be given, notice of all meetings of the board in accordance with these Bylaws.

**8.4.5. Corporate Records.** Upon request, the Secretary shall exhibit or cause to be exhibited at all reasonable times to any Director, or to his or her agent or attorney, these Bylaws and the minute book.

**8.4.6. Corporate Seal.** The Secretary shall keep or cause to be kept the seal of the Corporation, if any, in safe custody, and shall have such other powers and perform such other duties incident to office of Secretary as may be prescribed by the Board or these Bylaws.

**Section. 8.5. Treasurer.** The Treasurer of the Corporation shall attend to the following:

**8.5.1. Books of Account.** The Treasurer shall keep and maintain, or cause to be kept and maintained, adequate and correct books and records of accounts of the Corporation's properties and business transactions, including accounts of its assets, liabilities, receipts, disbursements, gains, losses, capital, retained earnings, and other matters customarily included in financial statements. The books of account shall be open to inspection by any Director at all reasonable times.

**8.5.2. Financial Reports.** The Treasurer shall send or cause to be given to the Directors such financial statements and reports as are required to be given by law, by these Bylaws, or by the Board.

**8.5.3. Deposit And Disbursement Of Money And Valuables.** The Treasurer shall deposit, or cause to be deposited, all money and other valuables in the name and to the credit of the Corporation with such depositories as the Board may designate, shall disburse the Corporation's funds as the Board may order, shall render to the Chair, and the Board, when requested, an account of all transactions as Treasurer and of the financial condition of the Corporation, and shall have such other powers and perform such other duties as the Board or the Bylaws may prescribe.

**8.5.4. Bond.** If required by the Board, the Treasurer shall give the Corporation a bond in the amount of and with the or sureties specified by the board for faithful performance of the duties of his or her office and for restoration to the Corporation of all its books, papers, vouchers, money, and other property of every kind in his or her possession or under his or her control on his or her death, resignation, retirement, or removal from the office.

## **Section 9. COMPENSATION OF OFFICERS.**

**9.1. Salaries Fixed By Board.** The salaries of Officers of the Corporation shall be fixed from time to time by resolution of the Board. In all cases, any salaries received by Officers of the Organization



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Corporation shall be reasonable and given in return for services actually rendered for the Corporation. No salaried Officer of the Corporation may serve as a Director.

**9.2. Fairness Of Compensation.** The Board shall periodically review the fairness of compensation, including benefits, paid to every person, regardless of title, with powers, duties, or responsibilities comparable to the CEO, or chief financial officer: (i) once such person is hired; (ii) upon any extension or renewal of such person's term of employment, and (iii) when such person's compensation is modified.

## **ARTICLE X** **INDEMNIFICATION**

**Section 1. DEFINITIONS.** For the purpose of this Article XII,

**1.1. Agent.** "Agent" means any person who is or was a Director, officer, employee, or other agent of the Corporation, or is or was serving at the request of the Corporation as a Director, officer, employee, or agent of another foreign or domestic corporation, partnership, joint venture, trust, or other enterprise, or was a director, officer, employee, or agent of a foreign or domestic corporation which was a predecessor corporation of the Corporation or of another enterprise at the request of such predecessor corporation.

**1.2. Proceeding.** "Proceeding" means any threatened, pending or completed action or proceeding, whether civil, criminal, administrative, or investigative.

**1.3. Expenses.** "Expenses" includes, without limitation, all reasonable attorneys' fees, costs and any other expenses reasonably incurred in the defense of any claims or proceedings against an Agent by reason of his or her position or relationship as Agent and all attorneys' fees, costs and other expenses reasonably incurred in establishing a right to indemnification under this Article XII.

### **Section 2. APPLICABILITY OF INDEMNIFICATION PROVISIONS.**

**2.1. Successful Defense by Agent.** To the extent that an Agent has been successful on the merits in the defense of any proceeding referred to in this Article XII, or in the defense of any claim, issue, or matter therein, the Agent shall be indemnified against expenses actually and reasonably incurred by the Agent in connection with the claim.

**2.2. Settlement or Unsuccessful Defense by Agent.** If an Agent either settles any proceeding referred to in this Article XII, or any claim, issue, or matter therein, or sustains a judgment rendered against him, then the provisions of Section 3 through Section 7 shall determine whether the Agent is entitled to indemnification.

**Section 3. ACTIONS BROUGHT BY PERSONS OTHER THAN THE CORPORATION.** This Section 3 applies to any proceeding other than an action "by or on behalf of the Corporation" as defined in Section 4 below. Such proceedings that are not brought by or on behalf of the



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Corporation are referred to in this Section 3 as "Third Party proceedings."

### **3.1. Scope of Indemnification in Third Party Proceedings.**

Subject to the required findings to be made pursuant to Section 3.2 the Corporation may indemnify any person who was or is a party, or is threatened to be made a party, to any Third Party proceeding, by reason of the fact that such person is or was an Agent, for all expenses, judgments, fines, settlements, and other amounts actually and reasonably incurred in connection with the proceeding.

### **3.2. Required Standard Of Conduct For Indemnification in Third Party Proceedings.**

Any indemnification granted to an Agent in Section 3.1 above is conditioned on the following: the Board must determine, in the manner provided hereof, that the Agent seeking reimbursement acted in good faith, in a manner he or she reasonably believed to be in the best interest of the Corporation, and, in the case of a criminal proceeding, he or she must have had no reasonable cause to believe that his or her conduct was unlawful. The termination of any proceeding by judgment, order, settlement, conviction, or on a plea of *nolo contendere* or its equivalent shall not, of itself, create a presumption that the person did not act in good faith or in a manner he or she reasonably believed to be in the best interest of the Corporation or that he or she had reasonable cause to believe that his or her conduct was unlawful.

## **Section 4. ACTION BROUGHT BY OR ON BEHALF OF THE CORPORATION.**

This Section 4 applies to any proceeding brought (i) by or in the right of the Corporation, or (ii) by an Officer, Director or person granted relator status by the Attorney General, or by the Attorney General, on the ground that the defendant Director was or is engaging in self-dealing within the meaning of section 5233 of the California Nonprofit Corporation Law, or (iii) by the Attorney General or person granted relator status by the Attorney General for any breach of duty relating to assets held in charitable trust (any such proceeding is referred to in these Bylaws as a proceeding "by or on behalf of the Corporation").

### **4.1. Scope Of Indemnification In Proceeding By Or On Behalf Of The Corporation.**

Subject to the required findings to be made pursuant to Section 4.2 and except as provided in Sections 4.3 and 4.4, the Corporation may indemnify any person who was or is a party, or is threatened to be made a party, to any proceeding by or on behalf of the Corporation, by reason of the fact that such person is or was an Agent, for all expenses actually and reasonably incurred in connection with the defense or settlement of such action.

### **4.2. Required Standard Of Conduct For Indemnification In Proceeding By Or On Behalf Of The Corporation.** Any indemnification granted to an Agent in Section

4.1 is conditioned on the following. The Board must determine, in the manner provided in Section 5 hereof, that the Agent seeking reimbursement acted in good faith, in a manner he or she believed to be in the best interest of the Corporation and with such care, including reasonable inquiry, as an ordinarily prudent person in a like position would use under similar circumstances.

**4.3. Claims Settled Out Of Court.** If any Agent settles or otherwise disposes of a threatened or pending action brought by or on behalf of the Corporation, with or without court approval, the Agent shall receive no indemnification for amounts paid pursuant to the terms of the settlement or other disposition. Also, in cases settled or otherwise disposed of without court approval, the Agent shall receive no indemnification for expenses reasonably incurred in defending against the proceeding, unless the proceeding is settled with the



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approval of the Attorney General.

**4.4. Claims And Suits Awarded Against Agent.** If any Agent is adjudged to be liable to the Corporation in the performance of the Agent's duty to the Corporation, the Agent shall receive no indemnification for amounts paid pursuant to the judgment, and any indemnification of such Agent under Section 4.1 for expenses actually and reasonably incurred in connection with the defense of that action shall be made only if both of the following conditions are met:

- (a) the determination of good faith conduct required by Section 4.2 must be made in the manner provided for in Section 5 hereof; and
- (b) upon application, the court in which the action was brought must determine that, in view of all of the circumstances of the case, the Agent is fairly and reasonably entitled to indemnity for the expenses incurred. If the Agent is found to be so entitled, the court shall determine the appropriate amount of expenses to be reimbursed.

**Section 5. DETERMINATION OF AGENT'S GOOD FAITH CONDUCT.** The indemnification granted to an Agent in Section 3 and Section 4, hereof, is conditioned on the findings required by those Sections being made by:

- (a) the Board by a majority vote of the Directors then in office, not counting any vote of parties to the proceeding; or
- (b) the court in which the proceeding is or was pending. Such determination may be made on application brought by the Corporation or the Agent or the attorney or other person rendering a defense to the Agent, whether or not the application by the Agent, attorney, or other person is opposed by the Corporation.

**Section 6. LIMITATIONS.** No indemnification or advance shall be made under this Article XII, except as provided in Section 2 or Section 7(b), in any circumstances when it appears:

- (a) that the indemnification or advance would be inconsistent with a provision of the Articles of Incorporation, as amended, or an agreement in effect at the time of the accrual of the alleged cause of action asserted in the proceeding in which the expenses were incurred or other amounts were paid, which prohibits or otherwise limits indemnification; or
- (b) that the indemnification would be inconsistent with any condition expressly imposed by a court in approving a settlement.

**Section 7. ADVANCE OF EXPENSES.** Expenses incurred in defending any proceeding may be advanced by the Corporation before the final disposition of the proceeding on receipt of an undertaking by or on behalf of the Agent to repay the amount of the advance unless it is determined ultimately that the Agent is entitled



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to be indemnified as authorized in this Article XII.

**Section 8. CONTRACTUAL RIGHTS OF NON-DIRECTORS AND NON-OFFICERS.** Nothing contained in this Article XII shall affect any right to indemnification to which persons other than Directors and Officers of the Corporation, or any of its subsidiaries, may be entitled by contract or otherwise.

**Section 9. INSURANCE.** The Board may adopt a resolution authorizing the purchase and maintenance of insurance on behalf of any Agent, as defined in this Article XII, against any liability asserted against or incurred by any Agent in such capacity or arising out of the Agent's status as such, whether or not the Corporation would have the power to indemnify the Agent against the liability under the provisions of this Article XII.

Pursuant to the purchase and maintenance of such insurance, any indemnification under this Article shall be made by the Corporation only if authorized in the specific case, upon a determination that indemnification of the Agent is proper in the circumstances because the Agent has met the applicable standard of conduct set forth in Section 7 of this Article XII, by:

a majority vote of the Directors then in office, not counting any vote of parties to such proceeding; or

the court in which such proceeding is or was pending upon application made by the Corporation or

the agent or the attorney or other person rendering services in connection with the defense, whether or not such application by the agent, attorney, or other person is opposed by the Corporation.

## **ARTICLE XI MAINTENANCE OF CORPORATE RECORDS**

**Section 1. MAINTENANCE OF CORPORATE RECORDS.** The Corporation shall keep:

- a. Adequate and correct books and records of account;
- b. Written minutes of the proceedings of its members, Board, and committees of the Board; and
- c. Such reports and records as required by law.

**Section 2. INSPECTION BY DIRECTORS.** Every Director shall have the absolute right at any reasonable time to inspect the Corporation's books, records, documents of every kind, physical properties, and the records of each subsidiary, if any, as permitted by California and federal law. The inspection may be made in person or by the Director's agent or attorney. The right of inspection includes the right to copy and make extracts of documents as permitted by California and federal law. This right to inspect may be circumscribed in instances where the right to inspect conflicts with California or federal law (e.g., restrictions on the release of educational records under FERPA) pertaining to access to books, records, and documents.

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**Section 3. ACCOUNTING RECORDS AND MINUTES.** On written demand on the Corporation, any Director may inspect, copy, and make extracts of the accounting books and records and the minutes of the proceedings of the Board and committees of the Board at any reasonable time for a purpose reasonably related to the Director's interest as a Director. Any such inspection and copying may be made in person or by the Director's agent or attorney. This right of inspection extends to the records of any subsidiary of the Corporation.

**Section 4. MAINTENANCE AND INSPECTION OF ARTICLES AND BYLAWS.**

This corporation shall keep at its principal California office the original or a copy of the articles of incorporation and bylaws, as amended to the current date, which shall be open to inspection by the Directors at all reasonable times during office hours. If the corporation has no business office in California, the Secretary shall, on the written request of any Director, furnish to that Director a copy of the articles of incorporation and bylaws, as amended to the current date.

## ARTICLE XII

### **ENDORSEMENT OF DOCUMENTS; CONTRACTS**

**Section 1. ENDORSEMENT OF DOCUMENTS; CONTRACTS.** Any contract or conveyance made in the name of the Corporation which is authorized or ratified by the Board or done within the scope of authority conferred by the Board or within the agency power of the Officer executing it, except as the Board's authority is limited by law, binds the Corporation and the Corporation acquires rights thereunder whether the contract is executed wholly or in part.

## ARTICLE XIII

### **REQUIRED REPORTS**

**Section 1. ANNUAL REPORTS.** The Board of Directors shall cause an annual report to be sent to itself (the Board) within 120 days after the end of the Corporation's fiscal year. That report shall contain the following information, in appropriate detail:

- a. The assets and liabilities, including the trust funds, or the Corporation as of the end of the fiscal year;
- b. The principal changes in assets and liabilities, including trust funds;
- c. The Corporation's revenue or receipts, both unrestricted and restricted to particular purposes;
- d. The Corporation's expenses or disbursement for both general and restricted purposes;
- e. Any information required under these bylaws; and
- f. An independent accountant's report or, if none, the certificate of an authorized officer of the Corporation that such statements were prepared without audit from the Corporation's books and records.



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This requirement of an annual report shall not apply if the Corporation receives less than \$25,000 in gross receipts during the fiscal year, provided, however, that the information specified above for inclusion in an annual report must be furnished annually to all Directors and to any member who requests it in writing.

**Section 2. ANNUAL STATEMENT OF CERTAIN TRANSACTIONS AND INDEMNIFICATIONS.** As part of the annual report to the Board, or as a separate document if no annual report is issued, the Corporation shall, within 120 days after the end of the Corporation's fiscal year, annually prepare and mail or deliver to each Director and furnish to each Director a statement of any transaction or indemnification of the following kind:

- a. Any transaction (i) in which the Corporation, or its parent or subsidiary, was a party, (ii) in which an "interested person" had a direct or indirect material financial interest, and (iii) which involved more than \$50,000 or was one of several transactions with the same interested person involving, in the aggregate, more than \$50,000. For this purpose, an "interested person" is either:
  - 1) Any Director or officer of the Corporation, its parent, or subsidiary (but mere common directorship shall not be considered such an interest) ; or
  - 2) Any holder of more than 10 percent of the voting power of the Corporation, its parent, or its subsidiary. The statement shall include a brief description of the transaction, the names of interested persons involved, their relationship to the Corporation, the nature of their interest, provided that if the transaction was with a partnership in which the interested person is a partner, only the interest of the partnership need be stated.
- b. Any indemnification or advances aggregating more than \$10,000 paid during the fiscal year to any officer or Director of the Corporation as permitted under these bylaws, unless the indemnification has already been approved by the Directors under Corporation' Code Section 5238(d)(2).

## **ARTICLE XIV** **OTHER PROVISIONS**

**Section 1. CONSTRUCTION AND DEFINITIONS.** Unless the context requires otherwise the general provisions, rules of construction, and definitions in the California Nonprofit Corporation Law and in the California Nonprofit Public Benefit Law shall govern the construction of these Bylaws. Without limiting the generality of foregoing, words in these Bylaws shall be read as the masculine or feminine gender and as the singular or plural, as the context requires. The term "person" includes both a legal entity and a natural person. The captions and headings in these Bylaws are for convenience of reference only and are not intended to limit or define the scope or effect of any provision.

**Section 2. AMENDMENT OF BYLAWS.** The Board may adopt, amend, or repeal these Bylaws by a majority vote of the Directors then in office at a meeting duly held at which a quorum is present.

**Section 3. VALIDITY OF INSTRUMENTS.** Subject to the provisions of applicable law, any note, mortgage, evidence of indebtedness, contract, conveyance or other written instrument and any assignment or



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endorsement thereof executed or entered into between the Corporation and any other person, shall be valid and binding on the Corporation when signed by the Chair, Vice-Chair, CEO, Chief Financial Officer, Secretary or Treasurer of the Corporation unless the other person has actual knowledge that the signing officers had no authority to execute the same. Any such instruments may be signed by any other person(s) and in such manner and from time to time shall be determined by the Board and, unless so authorized by the Board, no officer, agent or employee shall have any power or authority to bind the Corporation by any contract or engagement, to pledge its credit, or to render it liable for any purpose or amount.

**Section 4. FISCAL YEAR.** The fiscal year of the Corporation shall be will be July 1, through June 30 or as set by the Board.

#### **CERTIFICATE OF SECRETARY**

I certify that I am the duly elected and acting Secretary of the Amethod Public Schools, a California Nonprofit Public Benefit Corporation; that these Bylaws, are the Bylaws of this Corporation as adopted by the Board of Directors on June 6, 2006, and amended on

Executed on January 18, 2023 at Richmond, California.

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Secretary, Board of Directors



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## UNIFORM COMPLAINT POLICY AND PROCEDURE

Board Policy Number: 1051  
 Adopted/Ratified: July 20, 2020  
 Revised: April 17, 2024

Amethod Public Schools (“AMPS”) complies with applicable federal and state laws and regulations. AMPS is the local agency primarily responsible for compliance with federal and state laws and regulations governing educational programs. Pursuant to this policy, persons responsible for compliance and/or conducting investigations shall be knowledgeable about the laws and programs which they are assigned to investigate.

### Scope

This complaint procedure is adopted to provide a uniform system of complaint processing (“UCP”) for the following types of complaints:

- (1) Complaints alleging unlawful discrimination, harassment, intimidation or bullying against any protected group on the basis of the actual or perceived characteristics of age, ancestry, color, mental disability, physical disability, ethnic group identification, immigration status, citizenship, gender expression, gender identity, gender, genetic information, nationality, national origin, race or ethnicity, religion, medical condition, marital status, sex, or sexual orientation, or on the basis of a person’s association with a person or group with one or more of these actual or perceived characteristics in any AMPS program or activity. Unlawful discrimination includes, but is not limited to, noncompliance with Education Code section 243(a).
- (2) Complaints alleging a violation of state or federal law or regulation governing the following programs:
  - Accommodations for Pregnant, Parenting or Lactating Students;
  - Adult Education Programs;
  - Career Technical and Technical Education and Training Programs
  - Child Care and Development Programs;
  - Migrant Child Education Programs;
  - Consolidated Categorical Aid;
  - Education or graduation of Students in Foster Care, Students who are Homeless, former Juvenile Court Students now enrolled in a public school, Migratory Children and Children of Military Families;
  - Every Student Succeeds Act;
  - Regional Occupational Centers and Programs School Safety Plans.
- (3) Complaints alleging that a student enrolled in a public school was required to pay a pupil fee for participation in an educational activity as those terms are defined below.
  - a. “Educational activity” means an activity offered by the charter school that constitutes an integral fundamental part of elementary and secondary education, including, but not limited to, curricular and extracurricular activities.
  - b. “Pupil fee” means a fee, deposit or other charge imposed on students, or a student’s parents/guardians, in violation of Education Code section 49011 and Section 5 of Article IX of the California

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Constitution, which require educational activities to be provided free of charge to all students without regard to their families' ability or willingness to pay fees or request special waivers, as provided for in *Hartzell v. Connell* (1984) 35 Cal.3d 899. A pupil fee includes, but is not limited to, all of the following:

- i. A fee charged to a student as a condition for registering for school or classes, or as a condition for participation in a class or an extracurricular activity, regardless of whether the class or activity is elective or compulsory or is for credit.
  - ii. A security deposit, or other payment, that a student is required to make to obtain a lock, locker, book, class apparatus, musical instrument, uniform or other materials or equipment.
  - iii. A purchase that a student is required to make to obtain materials, supplies, equipment or uniforms associated with an educational activity.
- c. A pupil fees complaint and complaints regarding local control and accountability plans ("LCAP") only, may be filed anonymously (without an identifying signature), if the complaint provides evidence or information leading to evidence to support an allegation of noncompliance with Education Code sections 52060 - 52077, including an allegation of a violation of Education Code sections 47606.5 or 47607.3, as referenced in Education Code section 52075, regarding local control and accountability plans.
- d. If AMPS finds merit in a pupil fees complaint, or the California Department of Education ("CDE") finds merit in an appeal, AMPS shall provide a remedy to all affected students, parents/guardians that, where applicable, includes reasonable efforts by AMPS to ensure full reimbursement to all affected students and parents/guardians, subject to procedures established through regulations adopted by the state board.
- e. Nothing in this Policy shall be interpreted to prohibit solicitation of voluntary donations of funds or property, voluntary participation in fundraising activities, or AMPS and other entities from providing student prizes or other recognition for voluntarily participating in fundraising activities.

- (4) Complaints alleging noncompliance with the requirements governing the Local Control Funding Formula ("LCFF") or LCAP under Education Code sections 47606.5 and 47607.3, as applicable. If AMPS adopts a School Plan for Student Achievement in addition to its LCAP, complaints of noncompliance with the requirements of the School Plan for Student Achievement under Education Code sections 64000, 64001, 65000, and 65001 shall also fall under this Policy.

Complaints alleging noncompliance regarding child nutrition programs established pursuant to Education Code sections 49490-49590 are governed by Title 7, Code of Federal Regulations ("C.F.R.") sections 210.19(a)(4), 215.1(a), 220.13(c), 225.11(b), 226.6(n), and 250.15(d) and Title 5, California Code of Regulations ("C.C.R.") sections 15580 - 15584.

Complaints alleging noncompliance regarding special education programs established pursuant to Education Code sections 56000-56865 and 59000-59300 are governed by the procedures set forth in 5 C.C.R. sections 3200-3205 and 34 C.F.R. sections 300.151-300.153.

AMPS acknowledges and respects every individual's right to privacy. Unlawful discrimination, harassment,

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intimidation or bullying complaints shall be investigated in a manner that protects (to the greatest extent reasonably possible and as permitted by law) confidentiality of the parties, including but not limited to the identity of the complainant, and maintains the integrity of the process. AMPS cannot guarantee the anonymity of the complainant. This includes keeping the identity of the complainant confidential. However, AMPS will attempt to do so as appropriate. AMPS may find it necessary to disclose information regarding the complaint/complainant to the extent required by law or necessary to carry out the investigation or proceedings, as determined by the Chief Executive Officer or designee on a case-by-case basis. AMPS shall ensure that complainants are protected from retaliation.

### Compliance Officer

The Board of Directors designates the following compliance officer(s) to receive and investigate complaints and to ensure AMPS's compliance with law:

Maria Arechiga, Director of Operations and Compliance  
marechiga@amethodschools.org  
Amethod Public Schools  
1450 Marina Way South Suite 300  
Richmond CA, 94804  
Telephone: (510) 436-0172

The Chief Executive Officer or designee shall ensure that the compliance officer(s) designated to investigate complaints are knowledgeable about the laws and programs for which they are responsible. The compliance officer may have access to legal counsel as determined by the Chief Executive Officer or designee.

Should a complaint be filed against the Chief Executive Officer, the compliance officer for that case shall be the President of the AMPS Board of Directors.

### Notifications

The Chief Executive Officer or designee shall make available copies of this Policy free of charge. The annual notice of this Policy may be made available on AMPS's website.

AMPS shall annually provide written notification of AMPS's UCP to employees, students, parents/guardians, advisory committees, private school officials or representatives, and other interested parties as applicable.

The annual notice shall be in English. When necessary, under Education Code section 48985, if fifteen (15) percent or more of the students enrolled in AMPS speak a single primary language other than English, this annual notice will also be provided to the parent/guardian of any such students in their primary language.

The annual notice shall include the following:

- (a) A list of the types of complaints that fall under the scope of the UCP and the state and federal provisions that govern complaints regarding child nutrition programs and special education programs.
- (b) A statement clearly identifying any California State preschool programs that AMPS is operating as exempt from licensing pursuant to Health and Safety Code section 1596.792(o) and corresponding Title 5 health and safety regulations, and any California State preschool programs that AMPS is operating pursuant to Title 22

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licensing requirements.

- (c) A statement that AMPS is primarily responsible for compliance with federal and state laws and regulations.
- (d) A statement that a student enrolled in a public school shall not be required to pay a pupil fee for participation in an educational activity.
- (e) A statement identifying the title of the compliance officer, and the identity(ies) of the person(s) currently occupying that position, if known.
- (f) A statement that if a UCP complaint is filed directly with the CDE and the CDE determines that it merits direct intervention, the CDE shall complete an investigation and provide a written decision to the complainant within sixty (60) calendar days of receipt of the complaint, unless the parties have agreed to extend the timeline or the CDE documents exceptional circumstances and informs the complainant.
- (g) A statement that the complainant has a right to appeal AMPS's decision to the CDE by filing a written appeal within thirty (30) calendar days of the date of AMPS's decision, except if AMPS has used its UCP to address a complaint that is not subject to the UCP requirements.
- (h) A statement that a complainant who appeals AMPS's decision on a UCP complaint to the CDE shall receive a written appeal decision within sixty (60) calendar days of the CDE's receipt of the appeal, unless extended by written agreement with the complainant or the CDE documents exceptional circumstances and informs the complainant.
- (i) A statement that if AMPS finds merit in a UCP complaint, or the CDE finds merit in an appeal, AMPS shall take corrective actions consistent with the requirements of existing law that will provide a remedy to the affected student and/or parent/guardian as applicable.
- (j) A statement advising the complainant of any civil law remedies that may be available under state or federal discrimination, harassment, intimidation or bullying laws, if applicable, and of the appeal pursuant to Education Code section 262.3.
- (k) A statement that copies of AMPS's UCP shall be available free of charge.

### Procedures

The following procedures shall be used to address all complaints which allege that AMPS has violated federal or state laws or regulations enumerated in the section "Scope," above. The compliance officer shall maintain a record of each complaint and subsequent related actions for at least three (3) calendar years.

All parties named shall be notified when a complaint is filed, when a complaint meeting or hearing is scheduled, and when a decision or ruling is made.

### **Step 1: Filing of Complaint**

Any individual, including a person's duly authorized representative or an interested third party, public agency, or organization may file a written complaint of alleged noncompliance or unlawful discrimination, harassment, intimidation or bullying pursuant to this Policy.

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A complaint of unlawful discrimination, harassment, intimidation or bullying may be filed by an individual who alleges that that individual has personally suffered unlawful discrimination, harassment, intimidation or bullying or by one who believes any specific class of individuals has been subjected to unlawful discrimination, harassment, intimidation or bullying, or by a duly authorized representative who alleges that an individual student has been subjected to discrimination, harassment, intimidation, or bullying. An investigation of alleged unlawful discrimination, harassment, intimidation or bullying shall be initiated by filing a complaint no later than six (6) months from the date the alleged discrimination, harassment, intimidation or bullying occurred, or the complainant first obtained knowledge of the facts of the alleged discrimination, harassment, intimidation or bullying unless the time for filing is extended by the Chief Executive Officer or designee, upon written request by the complainant setting forth the reasons for the extension. Such extension by the Chief Executive Officer or designee shall be made in writing. The period for filing may be extended by the Chief Executive Officer or designee for good cause for a period not to exceed ninety (90) calendar days following the expiration of the six-month time period. The Chief Executive Officer shall respond immediately upon a receipt of a request for extension.

All other complaints under this Policy shall be filed not later than one (1) year from the date the alleged violation occurred. For complaints relating to the LCAP, the date of the alleged violation is the date on which the AMPS Board of Directors approved the LCAP or the annual update was adopted by AMPS.

The complaint shall be presented to the compliance officer who shall maintain a log of complaints received, providing each with a code number and date stamp.

Complaints filed pursuant to this Policy must be in writing and signed. A signature may be handwritten, typed (including in an email) or electronically generated. Only complaints regarding pupil fees or LCAP compliance may be filed anonymously as set forth in this Policy. If a complainant is unable to put a complaint in writing due to conditions such as a disability or illiteracy, AMPS staff shall assist the complainant in the filing of the complaint.

### **Step 2: Mediation**

Within three (3) business days of receiving the complaint, the compliance officer may informally discuss with the complainant the possibility of using mediation. If the complainant agrees to mediation, the compliance officer shall make arrangements for this process.

Before initiating the mediation of an unlawful discrimination, harassment, intimidation or bullying complaint, the compliance officer shall ensure that all parties agree to make the mediator a party to related confidential information.

If the mediation process does not resolve the complaint to the satisfaction of the complainant, the compliance officer shall proceed with the investigation of the complaint.

The use of mediation shall not extend AMPS's timelines for investigating and resolving the complaint unless the complainant agrees in writing to such an extension of time.

### **Step 3: Investigation of Complaint**

The compliance officer is encouraged to hold an investigative meeting within five (5) business days of receiving the complaint or an unsuccessful attempt to mediate the complaint. This meeting shall provide an opportunity for the complainant and/or the complainant's representative to repeat the complaint orally.

The complainant and/or the complainant's representative shall have an opportunity to present evidence or information

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leading to evidence to support the allegations in the complaint.

A complainant's refusal to provide the compliance officer with documents or other evidence related to the allegations in the complaint, or a complainant's failure or refusal to cooperate in the investigation or the complainant's engagement in any other obstruction of the investigation, may result in the dismissal of the complaint because of a lack of evidence to support the allegation.

AMPS's refusal to provide the compliance officer with access to records and/or other information related to the allegation in the complaint, or its failure or refusal to cooperate in the investigation or its engagement in any other obstruction of the investigation, may result in a finding, based on evidence collected, that a violation has occurred and may result in the imposition of a remedy in favor of the complainant.

#### **Step 4: Final Written Decision**

AMPS shall issue an investigation report (the "Decision") based on the evidence. AMPS's Decision shall be in writing and sent to the complainant within sixty (60) calendar days of AMPS's receipt of the complaint unless the timeframe is extended with the written agreement of the complainant. AMPS's Decision shall be written in English and in the language of the complainant whenever feasible or as required by law.

The Decision shall include:

1. The findings of fact based on evidence gathered.
2. The conclusion provides a clear determination for each allegation as to whether AMPS is in compliance with the relevant law.
3. Corrective actions, if AMPS finds merit in the complaint and any are warranted or required by law.
4. Notice of the complainant's right to appeal AMPS's Decision within thirty (30) calendar days to the CDE, except when AMPS has used its UCP to address complaints that are not subject to the UCP requirements.
5. Procedures to be followed for initiating such an appeal.

If an employee is disciplined as a result of the complaint, the Decision shall simply state that effective action was taken and that the employee was informed of AMPS's expectations. The Decision shall not give any further information as to the nature of the disciplinary action except as required by applicable law.

#### **Appeals to the CDE**

If dissatisfied with the Decision, the complainant may appeal in writing to the CDE within thirty (30) calendar days of receiving the Decision. The appeal shall be accompanied by a copy of the complaint filed with AMPS and a copy of the Decision. When appealing to the CDE, the complainant must specify and explain the basis for the appeal, including at least one of the following:

1. AMPS failed to follow its complaint procedures.

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2. Relative to the allegations of the complaint, AMPS's Decision lacks material findings of fact necessary to reach a conclusion of law.
3. The material findings of fact in AMPS's Decision are not supported by substantial evidence.
4. The legal conclusion in AMPS's Decision is inconsistent with the law.
5. In a case in which AMPS's Decision found noncompliance, the corrective actions fail to provide a proper remedy.

Upon notification by the CDE that the complainant has appealed the Decision, the Chief Executive Officer or designee shall forward the following documents to the CDE within ten (10) calendar days of the date of notification:

1. A copy of the original complaint.
2. A copy of the Decision.
3. A copy of the investigation file, including but not limited to all notes, interviews, and documents submitted by the parties or gathered by the investigator.
4. A report of any action taken to resolve the complaint.
5. A copy of AMPS's complaint procedures.
6. Other relevant information requested by the CDE.

If the CDE determines the appeal raises issues not contained in the local complaint, the CDE will refer those new issues back to AMPS for resolution as a new complaint. If the CDE notifies AMPS that its Decision failed to address an allegation raised by the complaint and subject to the UCP process, AMPS will investigate and address such allegation(s) in accordance with the UCP requirements and provide the CDE and the appellant with an amended Decision addressing such allegation(s) within twenty (20) calendar days of the CDE's notification. The amended Decision will inform the appellant of the right to separately appeal the amended Decision with respect to the complaint allegation(s) not addressed in the original Decision.

Within thirty (30) calendar days of the date of the CDE's appeal Decision pursuant to 5 C.C.R. section 4633(f)(2) or (3), either party may request reconsideration by the State Superintendent of Public Instruction ("SSPI") or the SSPI's designee. The request for reconsideration shall specify and explain the reason(s) for contesting the findings of fact, conclusions of law, or corrective actions in the CDE's appeal Decision. The SSPI will not consider any information not previously submitted to the CDE by a party during the appeal unless such information was unknown to the party at the time of the appeal and, with due diligence, could not have become known to the party. Pending the SSPI's response to a request for reconsideration, the CDE appeal Decision remains in effect and enforceable, unless stayed by a court.

The CDE may directly intervene in the complaint without waiting for action by AMPS when one of the conditions listed in 5 C.C.R. section 4650 exists, including but not limited to cases in which through no fault of the complainant, AMPS has not taken action within sixty (60) calendar days of the date the complaint was filed with AMPS.

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Civil Law Remedies

A complainant may pursue available civil law remedies outside of AMPS's complaint procedures. Complainants may seek assistance from mediation centers or public/private interest attorneys. Civil law remedies that may be imposed by a court include, but are not limited to, injunctions and restraining orders. For unlawful discrimination complaints arising under state law, however, a complainant must wait until sixty (60) calendar days have elapsed from the filing of an appeal with the CDE before pursuing civil law remedies. The moratorium does not apply to injunctive relief and is applicable only if AMPS has appropriately, and in a timely manner, apprised the complainant of their right to file a complaint.

**UNIFORM COMPLAINT PROCEDURE FORM**

Last Name: \_\_\_\_\_ First Name/MI: \_\_\_\_\_  
 Student Name (if applicable): \_\_\_\_\_ Grade: \_\_\_\_\_ Date of Birth: \_\_\_\_\_  
 Street Address/Apt. #: \_\_\_\_\_ City: \_\_\_\_\_ State: \_\_\_\_\_ Zip Code: \_\_\_\_\_  
 Home Phone: \_\_\_\_\_ Cell Phone: \_\_\_\_\_ Work Phone: \_\_\_\_\_  
 School/Office of Alleged Violation: \_\_\_\_\_

For allegation(s) of noncompliance, please check the program or activity referred to in your complaint, if applicable:

- |  |   |  |
|--|---|--|
| <input type="checkbox"/> Consolidated Categorical Aid Programs                           | <input type="checkbox"/> Students                                   | <input type="checkbox"/> School Safety Plan  |
| <input type="checkbox"/> Career Technical and Technical Education and Training Programs; | <input type="checkbox"/> Migrant Child Education Programs;          | <input type="checkbox"/> Education or graduation of Students in Foster Care, Students who are Homeless, former Juvenile Court Students now enrolled in a Public School, Migratory Children and Children of Military Families |
| <input type="checkbox"/> Child Care and Development Programs;                            | <input type="checkbox"/> Adult Education Programs;                  |  |
| <input type="checkbox"/> Pregnant, Parenting, or Lactating                               | <input type="checkbox"/> Regional Occupational Centers and Programs | <input type="checkbox"/> Every Student Succeeds Act  |

For allegation(s) of unlawful discrimination, harassment, intimidation or bullying, please check the basis of the unlawful discrimination, harassment, intimidation or bullying described in your complaint, if applicable:

- |   |  |  |
|---|--|--|
| <input type="checkbox"/> <u>Age</u>                             | <input type="checkbox"/> <u>Ethnic Group Identification</u>                  | <input type="checkbox"/> <u>Medical Condition</u>                        |
| <input type="checkbox"/> <u>Ancestry</u>                        | <input type="checkbox"/> <u>Gender / Gender Expression / Gender Identity</u> | <input type="checkbox"/> <u>Nationality / National Origin</u>            |
| <input type="checkbox"/> <u>Color</u>                           | <input type="checkbox"/> <u>Genetic Information</u>                          | <input type="checkbox"/> <u>Race or Ethnicity</u>                        |
| <input type="checkbox"/> <u>Disability (Mental or Physical)</u> | <input type="checkbox"/> <u>Immigration Status/Citizenship</u>               | <input type="checkbox"/> <u>Religion</u>                                 |
|   | <input type="checkbox"/> <u>Marital Status</u>                               | <input type="checkbox"/> <u>Sex (Actual or Perceived)</u>                |
|   |  | <input type="checkbox"/> <u>Sexual Orientation (Actual or Perceived)</u> |

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or Perceived)

☐ Based on association with a person or group with one or more

of these actual or perceived characteristics

1. Please give facts about the complaint. Provide details such as the names of those involved, dates, whether witnesses were present, etc., that may be helpful to the complaint investigator.

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2. Have you discussed your complaint or brought your complaint to any AMPS personnel? If you have, to whom did you take the complaint, and what was the result?

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3. Please provide copies of any written documents that may be relevant or supportive of your complaint. I have attached supporting documents. Yes No

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Mail complaint and any relevant documents to the Compliance Officer:

Amethod Public Schools -*attn. Compliance Officer - Maria Arechiga*  
1450 Marina Way South Suite 300  
Richmond CA, 94804  
Telephone: (510) 436-0172

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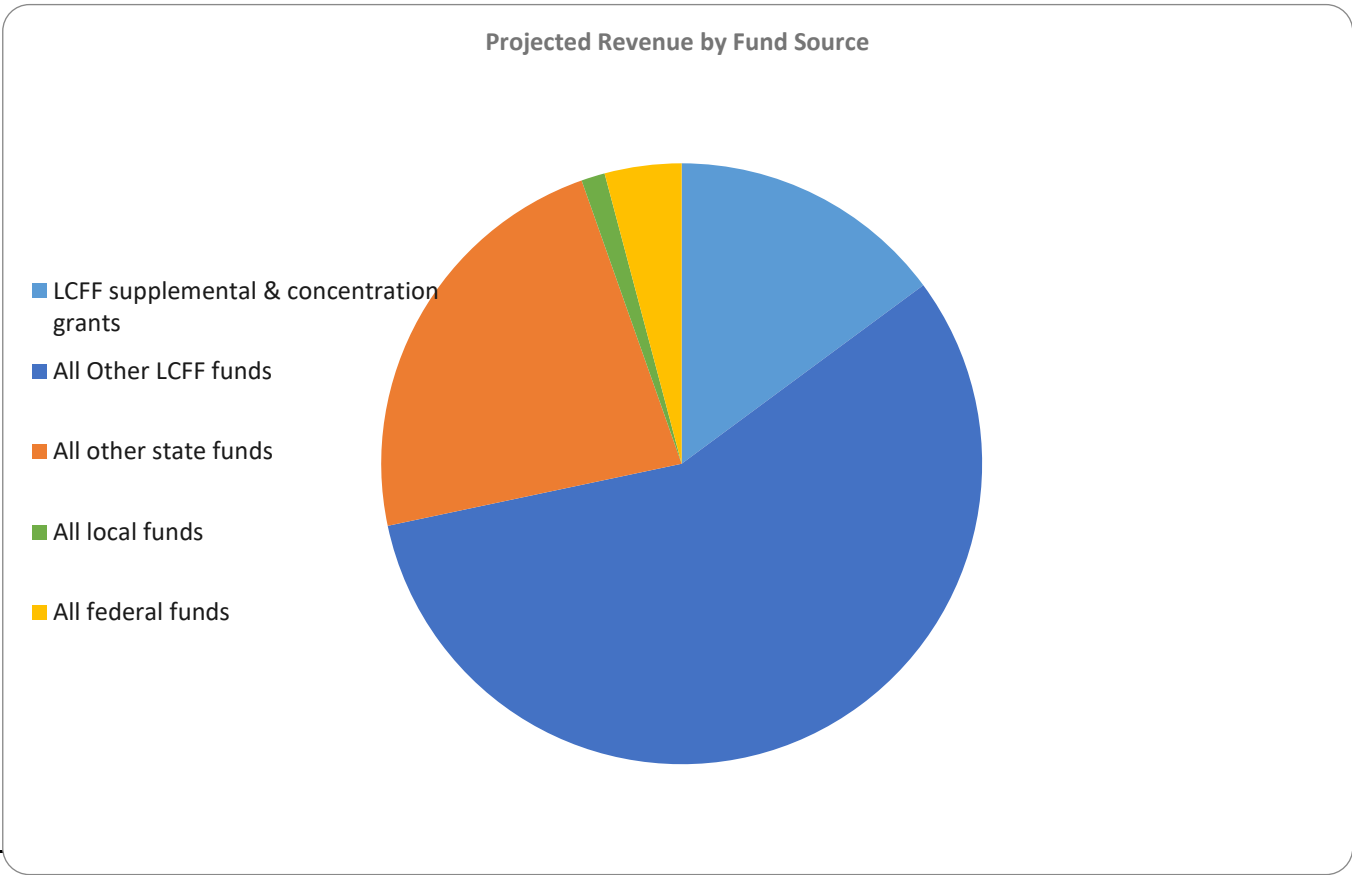
## LCFF Budget Overview for Parents Template

Local Educational Agency (LEA) Name: John Henry High School  
CDS Code: 07-77354-0132233  
School Year: 2024-2025  
LEA contact information: Jennifer Crocker, [jcrocker@amethodschools.org](mailto:jcrocker@amethodschools.org)

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

### Budget Overview for the 2024-2025 School Year

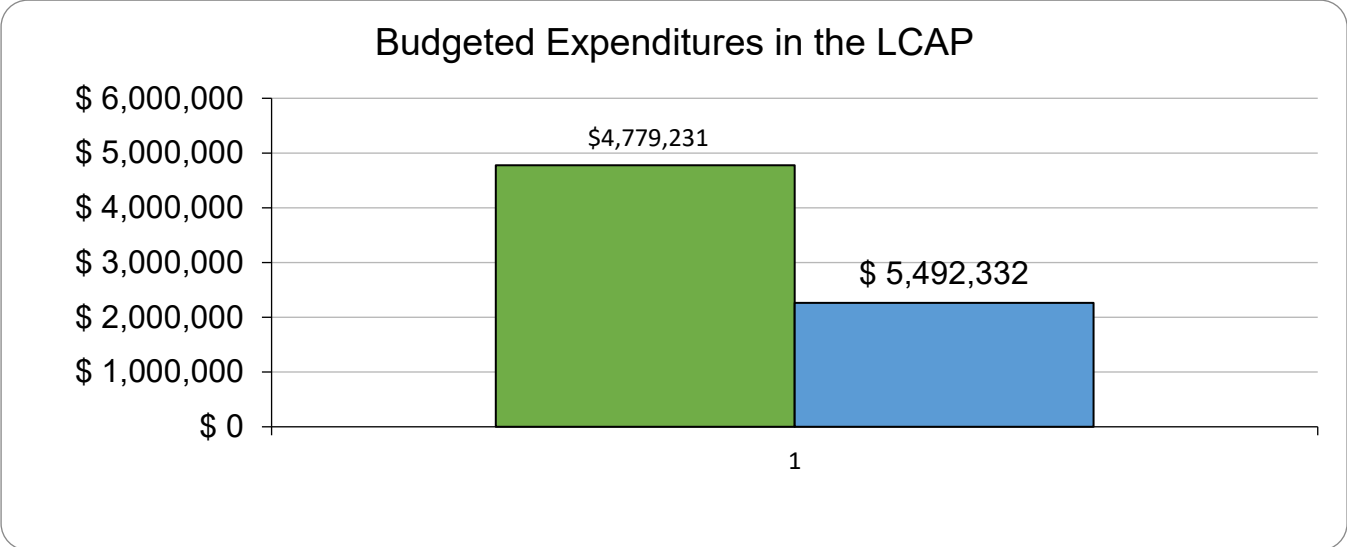
Projected Revenue by Fund Source



This chart shows the total general purpose revenue John Henry High School expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for John Henry High School is \$6,666,659.00, of which \$4,779,231.00 is Local Control Funding Formula (LCFF), \$1,527,125.00 is other state funds, \$84,879.00 is local funds, and \$275,424.00 is federal funds. Of the \$4,779,231.00 in LCFF Funds, \$991,391.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.



This chart provides a quick summary of how much John Henry High School plans to spend for 2024-2025. It shows how much of the total is tied to planned actions and services in the LCAP.

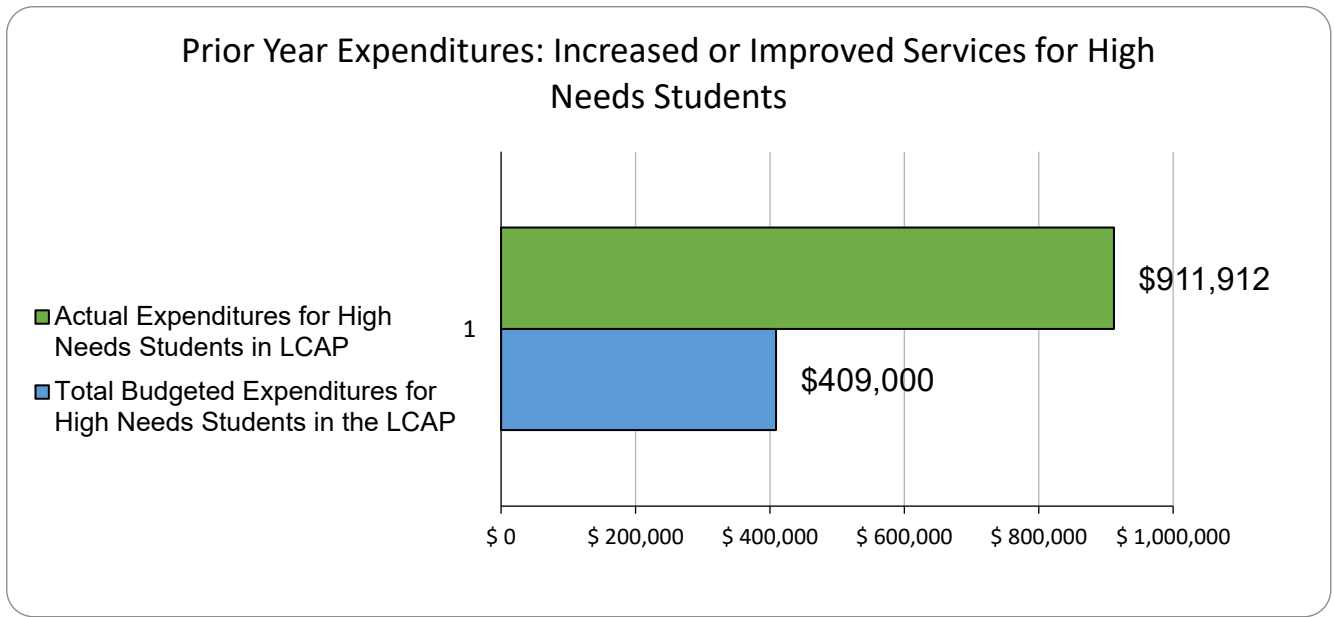
The text description of the above chart is as follows: John Henry High School plans to spend \$4,779,231.00 for the 2024-2025 school year. Of that amount, \$2,264,518.33 is tied to actions/services in the LCAP and \$2,514,712.67 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

Some of the General Fund Budget Expenditures for next year that are not described in the LCAP include: rent for facilities, vendors and staff that are not directly tied to actions in the LCAP, expenditures put towards the school's 5% reserves, and the fund balance.

**Increased or Improved Services for High Needs Students in the LCAP for the 2024-2025 School Year**

In 2024-2025, John Henry High School is projecting it will receive \$991,391.00 based on the enrollment of foster youth, English learner, and low-income students. John Henry High School must describe how it intends to increase or improve services for high needs students in the LCAP. John Henry High School plans to spend \$1,111,561.00 towards meeting this requirement, as described in the LCAP.

## Update on Increased or Improved Services for High Needs Students in 2023-2024



This chart compares what John Henry High School budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what John Henry High School estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2023-2024, John Henry High School's LCAP budgeted \$409,000.00 for planned actions to increase or improve services for high needs students. John Henry High School actually spent \$911,912.00 for actions to increase or improve services for high needs students in 2023-2024.

# 2023–24 Local Control and Accountability Plan Annual Update

The instructions for completing the 2023–24 Local Control and Accountability Plan (LCAP) Annual Update follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
John Henry High School	Jennifer Crocker, Site Director	<a href="mailto:Jcrocker@amethodschools.org">Jcrocker@amethodschools.org</a> , 510-235-2439

## Goals and Actions

### Goal 1

Goal 1	Description
1	<b>Provide High Quality Curriculum, Assessment, and Intervention Systems that Promote College and Career Readiness and the Acquisition of 21st Century Skills.</b>

## ***Measuring and Reporting Results***

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Percent of applicable courses with CCSS/ NGSS aligned Instructional Materials have a publishing date within the last 10 years	2020-2021 93% of applicable courses with CCSS/ NGSS aligned Instructional Materials were published within the past 10 years	2021-2022: 100% of applicable courses with CCSS/ NGSS aligned Instructional Materials were published within the past 10 years	2022-2023: 100% of applicable courses with CCSS/ NGSS aligned Instructional Materials were published within the past 10 years	2023–2024 TBD Summer 2024	100% of applicable courses with CCSS/ NGSS aligned Instructional Materials published within the past 10 years
Percentage of students participating in advanced placement exams achieving a score of “3” or higher	2019-2020 44.3% of students who took an advanced placement exam received a score of “3” or higher	2020-2021 50.72% of students who took an advanced placement exam received a score of “3” or higher	2021-2022 49.35% of students who took an advanced placement exam received a score of “3” or higher	2022-2023 33.33% of students who took an advanced placement exam received a score of “3” or higher	60% of students who take an advanced placement exam receive a score of “3” or higher
Percent of EL students making progress toward proficiency as measured by the CA School Dashboard	2019-2020 Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard	2020-2021 Due to the COVID-19 pandemic, state law has suspended the reporting of state indicators on the 2021 Dashboard per 2021 CA School Dashboard	2021-2022 52.8% (High ranking) of English Learners making progress toward English proficiency as reported on the 2022 CA School Dashboard	2022-2023 33.7% (Very Low ranking) of English Learners making progress toward English proficiency as reported on the 2022 CA School Dashboard	Increase to 65% (Very High Ranking) of English Learners making progress toward English proficiency as measured by the CA School Dashboard
Percent of EL students reclassifying each year	2020-2021 Reclassification Rate: 21%	2021-2022 Reclassification Rate: 20%	2022-2023 Reclassification Rate: 2.8%	2023–2024 TBD Summer 2024	At least 25% reclassification rate
Percent of students maintaining proficiency or moving up at least 1 quintile, as measured through NWEA's MAP	2020-2021 Math: 56% Reading: 47%	2021-2022 Math: 50% Reading: 50%	2022-2023 Math: 20% Reading: 18%	2023–2024 TBD Summer 2024	At least 70% for each subject
College and Career Indicator as measured by the CA School Dashboard	All Students: 60%	2020-2021 CCI: Due to the COVID-19 pandemic, state law has suspended the reporting of state indicators on the 2021 Dashboard per 2021 CA School Dashboard	2021-2022 CCI: Not Reported In 2022 per 2022 CA School Dashboard	2022-2023 CCI: All Students: 32.9%	At least 60% of student identified as Prepared for College and Career as identified by the CA School Dashboard
A-G completion as a percentage	2019-2020 88% of graduating seniors have met A-G requirements	2020-2021 97% of graduating seniors have met A-G requirements	2021-2022 97% of graduating seniors have met A-G requirements	2022–2023 92.7% of graduating seniors have met A-G requirements	95% of graduating seniors will have completed all A-G requirements

Implementation of CCSS/NGSS curriculum	100% of courses are using CCSS/NGSS aligned curriculum	100% of courses are using CCSS/NGSS aligned curriculum	100% of courses are using CCSS/NGSS aligned curriculum	100% of courses are using CCSS/NGSS aligned curriculum	Maintain 100% of courses using CCSS/ NGSS aligned curriculum
SBAC ELA Meeting or Exceeding the State Standard	2019-2020 Due to the COVID-19 pandemic, state law has suspended the reporting of state indicators on the 2021 Dashboard per 2021 CA School Dashboard	2020-2021 61.05% Meeting or Exceeding the State Standard	2021-2022 44.78% Meeting or Exceeding the State Standard	2022-2023 23.06% Meeting or Exceeding the State Standard	60% or more proficient (2021 state avg: 59.24%)
SBAC Math Meeting or Exceeding the State Standard	2019-2020 2019–2020 results are not available due to the suspension of testing as a result of the novel coronavirus disease 2019 (COVID-19)	2020-2021 51.06% Meeting or Exceeding the State Standard	2021-2022 38.09% Meeting or Exceeding the State Standard	2022-2023 9.59% Meeting or Exceeding the State Standard	40% or more proficient (2021 state avg: 34.6%)

## Goal 1 Analysis

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

The school implemented Actions 1.1 - 1.8 as planned, with some minor differences. There were minor differences in planned versus actual implementation for Actions 1.1 and 1.4. Due to transitions in staff and school leadership, the school did not implement Naviance curriculum for Advisory and instead expanded its use of IXL, which is an online math curriculum. This has been an ongoing intervention in prior years, but was expanded this year. The other action that differed was 1.4; the school continued to offer full Spanish language courses from Spanish I to AP Spanish but does not currently have a second language offering due to lack of student interest and staffing. In future years, the LCAP will be updated to reflect this change.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Overall for this year's Estimated Actuals, there were some differences between budgeted and actual. This is due to a misunderstanding of the instructions for last year's LCAP Action Tables. Some of the budgeted expenditures from last year's approved LCAP did not accurately reflect the actual planned expenditures at the school site during the 2023-24 school year; in some cases the amount budgeted was too low, resulting in the school's actual expenditures (provided in this Annual Update) to appear much higher than the budgeted. However, they are in line with the amount received from the state and reflect the actual expenses at the school site.

This is resulting in carryover for the upcoming 24-25 school year, but we have corrected the mistake for future years. We have developed the planned expenditures for the 2024-25 school year with a much better understanding of the Action Tables instructions and they describe the school's planned expenditures in a much clearer way, including marking the appropriate actions as "contributing."

Other specific differences include: Action 1.1 costs were reduced due to the changes described above. For Action 1.2, the cost of the license to provide assessments throughout the year was higher than originally planned since we are providing three assessments per year instead of the two we had planned for. For Action 1.3, the original planned expenditure budget did not include funds spent on staff salaries to support this action. The estimated actuals include this information. For Action 1.8, after assessing our technology equipment, connectivity, and student devices, the school invested in purchasing new student devices and upgrades to our technology equipment and licenses to ensure that each student was provided with technology that best supports their learning. This investment will be beneficial for many years to come.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

Overall, we saw mixed results with the effectiveness for this goal's actions. We continued to provide standards-aligned materials and instruction for students with a broad course of study. The school has a very high number of English learner students, particularly Level 1 students, which makes this an ongoing area of focus for the school. We did not meet our goal for English learners' progress towards English proficiency but have hired a new instructor to support our English learners and have strengthened our staff preparedness efforts in order to continue working towards this goal. We did not meet our goals for CCI and A-G but were very close in achieving the A-G desired outcome and the results still far outpaced the statewide average for A-G completion rates.

We are still implementing all the elements of Action 1.4 to support a college-going culture and college preparedness for students in grades 9-12. There is a national shortage of AP-qualified teachers which has made it challenging to offer AP courses for our students. In addition to the

described actions to support these areas, we're doing additional college tours and doing a college and career day to expose students to new career options. We've had students visit trade schools and had them visit our schools. One other area that we did not meet our goals was for SBAC ELA & Math. Like most other schools across the nation, our students have experienced significant learning loss due to COVID-19 pandemic. Our students in particular faced numerous challenges over the last few years which we are addressing with additional math and ELA interventions (see below for more).

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

As part of a school plan and response to our decreased English learner reclassification, math and reading scores, we have identified the need for appropriate intervention curricula for students with identified needs to supplement the core materials. We've successfully identified an intervention curriculum for mathematics by implementing IXL and Lexia Powerup, however, we are conducting further research to be able to implement additional ELA interventions, particularly for English learners. We are also going to add actions to the LCAP which reflect the school's new implementation of college and career readiness activities.

**A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.**

**Goal 2**

Goal 2	Description
2	<b>Hire and retain a High Quality Teaching Staff who are developed, supported and cultivate a shared sense of community.</b>

**Measuring and Reporting Results**

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Instructional staff retention from previous school year	39% of teachers retained from 19-20 to 20-21	63% of teachers retained from 20-21 to 21-22	50% of teachers retained from 21-22 to 22-23	11% of teachers retained from 22-23 to 23-24	At least 75% retention from the previous year
Quantity and retention of paraprofessionals	Paraprofessionals, 100% retention from previous years	Paraprofessionals, 66% retention from previous year	Paraprofessionals, 100% retention from previous year	2023-2024 TBD Fall 2023	Maintain at least 3 Paraprofessionals with a 66% retention
Staff expressing satisfaction with professional support and development	2020-2021 88% of staff expressed satisfaction with professional support and development	2021-2022 65% of staff expressed satisfaction with professional support and development	2022-2023 Not available	2023-2024 TBD Summer 2024	At least 90% report being “satisfied” or “very satisfied” with the scope and depth of provided professional development and support
Teacher credentials	2019-2020 SARC: 65% Fully credentialed	2020-2021 SARC: 71% Fully credentialed (not included on SARC)	2021-2022 SARC: 52.5% fully credentialed	2023-2024 SARC: TBD Summer 2024	100% of teachers considered fully credentialed, as reported on SARC
Teacher Sense of Safety and School Connectedness as a Percentage	2020-2021 96% of staff report feeling safe from harm while at school and 96% of staff report that they work in a cooperative and team-oriented environment	2021-2022 95% of staff report feeling safe from harm while at school and 91% of staff report that they work in a cooperative and team-oriented environment	2022-2023 Not available	2023-2024 TBD Summer 2024	At least 90% report feeling safe and at least 85% report feeling a sense of belonging

## Goal 2 Analysis

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

The school implemented Actions 2.1 - 2.4 as planned, with some minor differences. There were minor differences in planned versus actual implementation for actions outcomes 2.2. JHHS has been impacted by national staffing shortages, and we have experienced difficulty retaining highly qualified staff to fill every role at the school. This has significantly impacted our AP courses. We currently have vacancies in the AP Spanish and AP Chemistry. We are interviewing candidates now to hire for this role in the coming school year and are implementing our robust Professional Learning Community program to support the professional development of our current staff and to support a high teacher retention rate for the coming year.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

The planned budgeted expenditures mirror the actual budgeted expenditures for this goal, with the exception of Action 2.2. Pandemic related issues continued to affect in person teacher staffing related to classroom coverage. However, all courses were assigned and staffed correctly according to appropriate credentialing or long-term substitute.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

The school met its goal for paraprofessional retention, however we did not meet our teacher retention goal. As a result, we've strengthened our onboarding process for teachers through a robust Jump Start week of professional learning for new teacher hires. New teachers have received targeted professional development and coaching support through collaborations with peers and instructional coaches.

Given the turnover of leadership to a new school director, the former school director did not administer surveys in their last year of leading the school, therefore we are not able to analyze the new results relating to this metric and its associated actions. However, in the first two years of this LCAP the school achieved this goal. In the current school year, the new school director is building strong relationships with all staff and is implementing a new survey for teacher satisfaction and teacher engagement that will be administered moving forward.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

As part of a school plan and response to staff shortages and recruitment, we have identified the need to host job fairs as a network, offer teacher retention incentives, and staff referral programs. AMPS will continue to actively participate in statewide, college and local job fairs.

**A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.**

**Goal 3**

Goal 3	Description
3	Create an engaged parent community that is invested in and connected to the school culture and academic program.

## ***Measuring and Reporting Results***

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Participation of families at events and/or meetings throughout the school year	2020-2021 65% of families have participated in an event and/or meeting at least once this year	2021-2022 55% of families have participated in an event and/or meeting at least once this year	2022-2023 Not available	2023-2024 TBD Summer 2024	100% of families participate in at least one event and/or meeting throughout the year
Parents/ guardians responding to annual YouthTruth survey	2020-2021 37% of parents responded to annual YouthTruth survey	2021-2022 11% of parents responded to annual YouthTruth survey	2022-2023 Not available	2023-2024 TBD Summer 2024	70% of parents/ guardians responding to annual YouthTruth survey
Parents reporting that they feel valued by the school	2020-2021 86% of families who responded to survey reported that they feel valued by the school	2021-2022 77% of families who responded to survey reported that they feel valued by the school	2022-2023 Not available	2023-2024 TBD Summer 2024	90% of families reporting that they feel valued by the school
Rate of families reporting that they feel empowered to play a role in decision-making at the school	2020-2021 74% of parents who responded to survey reported that they feel empowered to play a role in decision-making at the school	2021-2022 63% of parents who responded to survey reported that they feel empowered to play a role in decision-making at the school	2022-2023 Not available	2023-2024 TBD Summer 2024	80% of parents reporting that they feel empowered to play a role in decision-making at the school
Parents sense of representation and involvement in parent/family groups such as FST, ELAC, and other committees	2020-2021 76% of families who responded to survey reported that they feel represented by parent/family groups such as the FST, ELAC, and other committees	2021-2022 65% of families who responded to survey reported that they feel represented by parent/family groups such as the FST, ELAC, and other committees	2022-2023 Not available	2023-2024 TBD Summer 2024	95% of families reporting that they feel represented by parent/family groups such as the FST, ELAC, and other committees

Percentage of families feeling safe and a sense of school connectedness	2020-2021 88% of families who responded to survey said that their child's learning environment is safe 82% of parents who responded to survey reported that they feel engaged with the school	2021-2022 79% of families who responded to survey said that their child's learning environment is safe 74% of parents who responded to survey reported that they feel engaged with the school	2022-2023 Not available	2023-2024 TBD Summer 2024	95% of families responding that their child's learning environment is safe 90% of parents responding that they feel engaged with the school
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## Goal 3 Analysis

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Overall, the school implemented a majority of the actions as planned. The school did not use Navience and Kickboard in the current school year and therefore families were not provided with opportunities to access those platforms. However we did provide Parent Square, our district wide communication system, which continues to be a powerful tool, with families reporting easy access to information through the portal. FST meetings have been held online and in-person to help support families with the implementation of this program.

Overall, John Henry High School, families, and the community have committed to meaningful partnerships that enhance student achievement, necessary to become successful members of society. John Henry High School created a culture of inclusion and collaboration with families and community stakeholders that builds meaningful partnerships focused on increasing student engagement and family and community participation in support of developing leadership at all levels.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

The planned budgeted expenditures mirror the actual budgeted expenditures for this goal, with the exception of Action 3.3. Due to staff and leadership changes, the implementation of Navience and Kickboard was not an option. However, with the training and expansion of Parent Square, staff can effectively communicate with families.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

Overall, the school was only partially successful in making progress towards this goal. We met the desired outcomes for 3.1 and 3.4, and came very close to meeting the target for metrics 3.2 and 3.5, with all these areas showing consistent progress over time.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Navience and Kickboard: Based on our review of the level of expenditures and implementation of the intended services, this program will see a decrease in funding that will continue into the coming school year.

**A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.**

**Goal 4**

Goal 4	Description
4	Create a safe, inclusive, and welcoming school climate where students are engaged and supported by staff members who are committed to the academic and socio-emotional well-being of all students.

## ***Measuring and Reporting Results***

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Students expressing a sense of belonging and support at the school	2020-2021 57% of students who responded to annual survey reported that they feel part of the school's community 76% of students who responded to annual survey reported that teachers are willing to give extra help on school work if they need it	2021-2022 46% of students who responded to annual survey reported that they feel part of the school's community 66% of students who responded to annual survey reported that teachers are willing to give extra help on school work if they need it	2022-2023 Not available	2023-2024 TBD Summer 2024	80% of students reporting that they feel part of the school's community 90% of students reporting that teachers are willing to give extra help on schoolwork if they need it
Students expressing a belief that respect is commonplace at the school	2020-2021 82% of students who responded to annual survey reported that adults in the school treat students with respect 71% of students who responded to annual survey reported that most students at the school are friendly	2021-2022 69% of students who responded to annual survey reported that adults in the school treat students with respect 67% of students who responded to annual survey reported that most students at the school are friendly	2022-2023 Not available	2023-2024 TBD Summer 2024	90% of students reporting that adults in the school treat students with respect  80% of students reporting that most students at the school are friendly
Students expressing that they enjoy coming to school on a regular basis	2020-2021 40% of students who responded to annual survey reported that they enjoy school most of the time	2021-2022 49% of students who responded to annual survey reported that they enjoy school most of the time	2022-2023 Not available	2023-2024 TBD Summer 2024	70% of students reporting that they enjoy school most of the time
Percent of students responding to YouthTruth survey	2020-2021 94% of students submitted responses to YouthTruth survey	2021-2022 95.5% of students submitted responses to YouthTruth survey	2022-2023 Not available	2023-2024 TBD Summer 2024	98% of students submitting responses to Youth Truth survey
Percent of students reporting they feel safe at school	2020-2021 77% of students who responded to annual survey reported feeling safe during school	2021-2022 63% of students who responded to annual survey reported feeling safe during school	2022-2023 Not available	2023-2024 TBD Summer 2024	90% of students reporting feeling safe during school

Suspension rate as a percentage	2019-2020 Suspension Rate: 2.7%	2020-2021 Suspension Rate: 0%	2021-2022 Suspension Rate: 6.7%	2022-2023 Suspension Rate: 4.7%	Maintain below 3%
Expulsion rate as a percentage	2019-2020 Expulsion: 1 Expulsion rate: 0.3%	2020-2021 Expulsion: 0	2021-2022 Expulsion rate: 0.0%	2022-2023 Expulsion rate: 0.0%	Maintain less than 1%
Attendance Rate as a percentage	2019-2020 94% attendance rate as measured by annual report	2020-2021 attendance rate as measured by annual report	2021-2022 attendance rate as measured by annual report	96.43%	96% attendance rate as measured by annual report
4-year Adjusted Cohort Graduation Rate as a percentage	2019-2020 83.1% 4-year Adjusted Cohort Graduation Rate as measured by CA Dataquest (97.5% 5-year Cohort Graduation Rate)	2020-2021 74.3% 4-year Adjusted Cohort Graduation Rate as measured by CA Dataquest (N/A) 5-year Cohort Graduation Rate)	2021-2022 74.4% 4-year Adjusted Cohort Graduation Rate as measured by CA Dataquest (78.4% 5-year Cohort Graduation Rate)	2022-2023 69.6% 4-year Adjusted Cohort Graduation Rate as measured by CA Dataquest (71.8% 5-year Cohort Graduation Rate)	90% 4-year Adjusted Cohort Graduation Rate as measured by CA Dataquest
Graduating seniors accepted into a 4-year college/ university as a percentage	2019-2020 88% of graduating seniors admitted to a 4-year college/ university	2020-2021 of graduating seniors admitted to a 4-year college/ university	2021-2022 of graduating seniors admitted to a 4- year college/ university	2022-2023 TBD Summer 2024	95% of graduating seniors admitted to a 4- year college/ university
Graduation Rate as a percentage	2020-2021: 99%	2021-2022----- %	2022-2023 69.62%	2023-2024 Data Not Available	Maintain 96% or above
High School dropout rate	2019-2020 4.6%	2020-2021 5.8%	2021-2022 3.9%	2022-2023 30.38%	Maintain less than 5
Chronic Absenteeism Rate as a percentage	2019-2020 Not calculated by CA Dataquest	2020-2021 12.7% Chronic Absenteeism Rate as measured by CA Dataquest	2021-2022 25.9% Chronic Absenteeism Rate as measured by CA Dataquest	2022-2023 6.3% Chronic Absenteeism Rate as measured by CA Dataquest	Less than 10% Chronic Absenteeism Rate as measured by CA Dataquest
Facilities in good repair	2020 SARC: Good Status	2021 SARC: Good Status	2022 SARC: Good Status	2023 SARC: Exemplary Status	Maintain Good Status or above as reported on SARC

## Goal 4 Analysis

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Overall, The school did not experience any substantive differences in the planned actions and actual implementation of the actions for this goal. All actions and services were implemented.

John Henry High School provided supplementary staffing and resources to support college and career outcomes for students, including school counselors. We were also able to support our annual college and career fair activities. We provided Advanced Placement testing and financial support for that testing to students as well as PSAT testing to a limited extent.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

There are no material differences between our budgeted and estimated actual expenditures or improved services.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

For our college and career readiness we have added a plan to expand college tour opportunities for 2023-24. A desire to offer more field trips was a frequent recommendation of educational partners, especially students but also parents and teachers. John Henry High School is committed to supporting and funding cultural celebration events, some which have traditionally been funded through student fundraising.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Due to the school's continued focus on this goal, and the overall success we experienced in implementing past actions towards this goal, we will continue implementing a similar version of this goal and its associated actions for the coming year. We will update the metrics and desired outcomes as necessary to reflect continued growth and/or maintenance of positive outcomes.

**A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.**



## Instructions

*For additional questions or technical assistance related to the completion of the Local Control and Accountability Plan (LCAP) template, please contact the local county office of education (COE), or the California Department of Education's (CDE's) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at [LCFF@cde.ca.gov](mailto:LCFF@cde.ca.gov).*

Complete the prompts as instructed for each goal included in the 2023–24 LCAP. Duplicate the tables as needed. The 2023–24 LCAP Annual Update must be included with the 2024–25 LCAP.

## Goals and Actions

### Goal(s)

#### Description:

Copy and paste verbatim from the 2023–24 LCAP.

### Measuring and Reporting Results

- Copy and paste verbatim from the 2023–24 LCAP.

#### Metric:

- Copy and paste verbatim from the 2023–24 LCAP.

#### Baseline:

- Copy and paste verbatim from the 2023–24 LCAP.

#### Year 1 Outcome:

- Copy and paste verbatim from the 2023–24 LCAP.

#### Year 2 Outcome:

- Copy and paste verbatim from the 2023–24 LCAP.

#### Year 3 Outcome:

- When completing the 2023–24 LCAP Annual Update, enter the most recent data available. Indicate the school year to which the data applies.

#### Desired Outcome for 2023–24:

- Copy and paste verbatim from the 2023–24 LCAP.

Timeline for completing the “**Measuring and Reporting Results**” part of the Goal.

2023–24 Local Control and Accountability Plan Annual Update InstructionsPage 1 of 3

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023–24)
Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Enter information in this box when completing the 2023–24 LCAP Annual Update.	Copy and paste verbatim from the 2023–24 LCAP.

## Goal Analysis

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective in achieving the goal. Respond to the prompts as instructed.

A description of any substantive differences in planned actions and actual implementation of these actions.

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantially from how it was described in the adopted LCAP.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

- Describe the effectiveness or ineffectiveness of the specific actions in making progress toward the goal during the three-year LCAP cycle. “Effectiveness” means the degree to which the actions were successful in producing the desired result and “ineffectiveness” means that the actions did not produce any significant or desired result.
  - In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.
  - When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.

- Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.
  - As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:
    - The reasons for the ineffectiveness, and
    - How changes to the action will result in a new or strengthened approach.

California Department of Education  
November 2023

# Local Control and Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
John Henry High School	Jennifer Crocker, Site Director	Jcrocker@amethodschools.org, 510-235-2439

## Plan Summary 2024-2025

### General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA.

John Henry High School (JHHS) is a free and public charter school that believes in the promise of hard-working students from diverse perspectives, socio-economic statuses, backgrounds, and talents. It is one of six schools under the Amethod Public Schools (AMPS) charter management organization. AMPS is a 501(c)(3) nonprofit organization that was founded in Oakland with the intent to create charter schools that reduce the academic achievement disparity that exists among the different student subgroups. The organization's flagship school, Oakland Charter Academy, founded in 1993, is the oldest charter school in the City of Oakland, and the 14th school chartered in the state of California. For thirty years, AMPS has been serving thousands of Bay Area families through a small-scale school model focused on equipping students with the skills of diligence and personal responsibility. AMPS demonstrates through strong academic results that any child can be successful if they receive a high-quality, personalized education.

JHHS was established in 2015 in Richmond, California and currently serves 331 students in grades 9-12. JHHS enables a diverse group of students to meet high expectations, develop creativity, critical thinking, and problem-solving skills, achieve a deep understanding of complex subjects, acquire a love of learning, and a personal identity built upon community and character. We foster strong, independent, and curious students who advocate for themselves and their communities. We believe that every child deserves a world-class education. JHHS is open to all students who wish to attend, but seeks to serve families that have an income below the federal poverty line in Richmond, one of the most diverse communities in the San Francisco Bay Area. JHHS families are hardworking, blue collared, middle-class workers. They take pride in their communities and strive to improve those around them. Education is a top priority for our families as many of our scholars are first generation high school graduates. In the 2022-23 school year, JHHS served 83.7% socioeconomically disadvantaged students, 32.0% English learners, and 11.8% students with disabilities. 97.9% of the students identify as students of color, the vast majority of which identify as Hispanic/Latino (93.7%).

JHHS's educational program provides a space that is safe, joyful, affirming, and academically rigorous. We understand that for each student to achieve success, their individual needs must be addressed in collaboration with all stakeholders. JHHS supports student excellence through our Multi-Tiered System of Supports (MTSS), which ensures that students are met at their current level and provided with the

personalized academic, behavioral, health, and other supports they need. JHHS has a network of paraprofessional educators and tutors who offer individualized academic support and keep in touch with families to provide regular support, encouragement, and feedback. Student progress is measured continually, with grade-level meetings held monthly to share best practices, discuss possible intervention methods, and create action plans for teachers and students.

JHHS is well known in our community for having a strong college-going culture. We offer a variety of elective and AP courses that are A-G aligned and all students are put on an A-G course pathway. We provide robust, one-on-one college application assistance to all seniors, and help students and families navigate the complex financial assistance programs to ensure that college is a real possibility. For example, we hold Cash for College evening events and assist our families with filling out FAFSA and Dream Act applications.

## Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

JHHS made good progress in the rate of students graduating A-G, 92.7% in 2022-23, almost meeting the goal of 95%. We are proud of this accomplishment in preparing our graduates for college. We supplement this rigorous course schedule with other college-focused opportunities, for example college tours and a college and career day that exposes students to new career options.

One area of challenge was meeting SBAC goals in English and math, which were red dashboard indicators in 2023. For ELA, the Hispanic student group is 60.6 points below standard and there was a decline of 44.2 points. Socioeconomically disadvantaged students were 70.7 points below standard and there was a decline of 51.5 points. For math, the Hispanic student group is 151 points below standard and there was a decline of 19.3 points and the Socioeconomically disadvantaged student group is 153.9 points below standard with a decline of 20.3 points.

JHHS students, like many students nationally, experienced significant learning loss due to the COVID-19 pandemic. Socioeconomically disadvantaged students, English learners, and other vulnerable groups particularly faced numerous challenges over the last few years, which we are addressing at JHHS with additional math and ELA interventions. JHHS provides targeted intervention through small group instruction in classroom lessons and activities, supported by paraprofessionals. We adopted new intervention supports, IXL and Lexia Powerup, to provide practice opportunities that are individualized to each student's specific academic needs. Paraprofessional tutors support skill acquisition and strategies. The after school/enrichment program focuses on student's comprehension in Mathematics standards. Workshops have been organized to support staff with learning action plans for students. We contracted with IXL and Lexia as supplemental programs with the goal of meeting students where they are at and providing practice opportunities that are individualized to increase growth.

Given the high percentage of English learner students, 32%, JHHS is expanding the variety and intensity of support for this subgroup, especially for our high number of Level 1 students. JHHS did not meet our goal for English learners' progress towards English proficiency, which was a red dashboard indicator in 2023. To improve the support offered, we hired a new instructor and have provided all staff with extensive training on instructional strategies for supporting the inclusion of English learners. Additionally, JHHS is focused on increasing the graduation rate for English learner students, which was three levels below the rate of "all" students. Counselors are working one-on-one with English learner students in danger of not graduating because of credit deficiency and/or a low GPA, and will help students develop individualized learning plans to get them on track to graduate. Students will be strongly encouraged to avail themselves of credit/grade recovery options.

JHHS established new school leadership in fall 2023. The new administration has established a strong staff culture at JHHS with high

expectations – to provide a rigorous academic environment and build strong relationships with students that allow them to thrive. Teachers are supported with targeted professional development and coaching support through collaborations with peers and instructional coaches. We look forward to positive changes under the guidance of the new leadership team.

## Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

John Henry High School is eligible for Technical Assistance, in the form of Differentiated Assistance, due to low performance on indicators for the English learners subgroup in the areas of Pupil Achievement and Pupil Engagement. As a result, the school has been working with the Contra Costa County Office of Education (CCCOE) to address these performance areas. Efforts include: participating in monthly professional development meetings hosted by CCCOE in the spring of 2024, performing a root cause analysis on the low performing indicators, surveying stakeholders to develop action items for next year, and conducting empathy interviews with at least 5 members of the school community (students, parents, teachers, staff, etc.). The school is utilizing the results of these efforts to inform planning for the 2024-25 school year, including addressing key areas identified by our educational partners. The actions in this LCAP that are related to the implementation of our Differentiated Assistance work include Actions 1.1, 1.2, 1.4., 3.1, and 3.3.

## Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

### *Schools Identified*

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

John Henry High School has been identified for Comprehensive Support and Improvement.

### *Support for Identified Schools*

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

John Henry High School is eligible for Comprehensive Support and Improvement in the current school year. As described above, John Henry High has partnered with the Contra Costa County Office of Education to conduct a needs assessment. We began this work in the spring of 2024 by learning about how to conduct empathy interviews with our stakeholders and undergoing a complex data review protocol to analyze student data and its implications, including a breakdown of the data by subgroup in order to identify resource inequities. Our analysis focused on student academic data, teacher preparedness, and school culture/student engagement. This process did not yield any resource inequities in terms of the availability of school programs and supports, which are available to all students. However, there are performance gaps for some of our subgroups. Of particular concern for the CSI Plan is the English learner graduation rate. This leads us to focus additional

resources for these students, above what is currently being offered, which is described in detail below.

In spring of 2024 we also conducted a needs assessment to identify what needs and assets are currently in place at the school site. This process solicited direct input from teachers and staff, parents and families, and students, via several methods including: stakeholder feedback surveys, monthly Family, Student, and Teacher meetings, monthly coffees with the principal, weekly teacher professional developments, and ongoing student assemblies, public board meetings, and faculty and department meetings. All members of the school community were invited to participate and feedback was obtained from a wide range of educational partners, including those representing socioeconomically disadvantaged students, students with disabilities, English learners, and educational partners from all racial and ethnic backgrounds at our school. The needs assessment included both quantitative and qualitative data, data from the California Schools Dashboard, local academic assessment data, and interview data from group and one-on-one conversations. The questions asked covered a wide range of topics including student achievement, school culture, and other supports provided by the school. The feedback received from our education partners informed all aspects of the CSI plan and LCAP. Teachers expressed the desire to receive professional development for NWEA testing, Classroom Management, and how to differentiate instruction for English Language Learners. Parents and families want the school to prioritize the safety of children as well as a desire for increased communication. Students expressed interest in adding athletics options and increasing fun activities at the school.

As a result of the above feedback from our education partners, the robust data analysis and needs assessment process, and an exploration of evidence-based interventions (as defined by ESSA as Tiers 1-3) available via resources such as College Board and the What Works Clearinghouse, we have identified the following interventions to be implemented at the school:

- Curriculum adoption criteria
- Targeted professional development plans focused on academic rigor and the use of supplemental materials and programs to support Common Core implementation
- Teacher recruitment and retention strategies to minimize turnover rate and ensure stability and continuity for students
- New teacher support programs
- Reclassification guidelines and communication to parents and students regarding progress towards reclassification
- Hiring an additional Paraprofessional to support English Learners throughout the school day
- More intentional master scheduling to ensure that high achieving teachers are placed with student groups who need the most support
- Improved tracking systems for progress towards graduation for all student groups but specifically English Learners
- Supports to ensure that students who need to recover credits establish a plan early and that the college advisor can monitor progress and communicate concerns to students and parents
- Increase parent communication by sending out a weekly announcement on the ParentSquare platform
- Add additional sports based on student interest and facility availability, as well as a monthly club day to increase student engagement
- Hiring two additional positions, an EL Coordinator and an MTSS Coordinator, to support student achievement and the efforts of the CSI plan
- Partnering with IXL and Lexia to provide supplemental programs that meet our scholars where they are at and provide practice opportunities which are individualized to student needs in order to maximize their growth.

## ***Monitoring and Evaluating Effectiveness***

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

Formative/summative assessments drive the instructional planning necessary to increase student achievement and performance. Common Core standards are used for developing pacing guides for core content departments along with EL Core Standards. We have contracted with IXL and Lexia and will monitor and evaluate progress by using these tools and student performance data.

The school administrator team will evaluate student progress with teaching staff on a quarterly basis. During professional development sessions and staff meetings, they will review interim student data on internal assessments. Interventions will be provided based upon students' individual data, and the overall plan will be assessed based upon the progression of student outcomes throughout the year. Students will meet with the school counselor regarding progression towards graduation, and will be offered relevant interventions as needed to support their progress to graduation.

Both the Board and the FST will monitor the implementation of the LCAP (and CSI Plan) over the course of the school year as well. At least twice per year, the Board will review the LCAP (and CSI plan) to assess progress and make recommendations for the future. These public meetings invite all educational partners to participate in the monitoring and evaluation of the plan. The Board and FST will recommend changes to the plan as needed.

## Engaging Educational Partners

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Educational Partner(s)	Process for Engagement
All educational partners including teachers, staff, parents, students, community members, and the Board	<p>Throughout the year during regular meetings of the Board, all stakeholders are invited to participate in meetings discussing the school's academic progress, ongoing programs and activities, and budget updates. All these discussions are used to inform the development and updates within the LCAP.</p> <p>In February 2024, school site leaders presented a mid-year update on all LCAP goals, available metric outcomes data, actions implementation data, and expenditures data for the current school year. Members of the school community, and community at large, were invited to hear the presentation and provide input via public comment. In addition, a Public Hearing was held for the LCAP during the May 2024 board meeting, in order to solicit further input from educational partners regarding the new 3-year LCAP.</p>
Teachers, administrators, and other school personnel	<p>In spring 2024, the school consulted with teachers and staff during a Family, Student, and Teacher meeting (which functions as the School Site Council) to collect input for the development of the new 3-year LCAP.</p> <p>Every week we provide teachers with professional development and engage them in discussions ranging from instruction to student data to collecting feedback on school programs and plans. We also hold monthly FST meetings, faculty and department meetings, and create a close teaching community that is vital to building and nurturing and exciting learning environments for students. We use these methods to engage school staff across all levels.</p>
Parents, including parents of English learners, other unduplicated pupils, and students with disabilities	<p>In spring 2024, the school consulted with parents during a Family, Student, and Teacher meeting (which functions as the School Site Council) to collect input for the development of the new 3-year LCAP, as well as the English Learner Parent Advisory Committee, and via a survey on the school's overall performance, activities, and programs, which informed the final version of the new 3-year LCAP and will inform next year's LCAP.</p> <p>Our Family Staff Team (FST) meetings provide parents/guardians opportunities to give input and stay informed regarding the school's progress. The FST is informed and makes recommendations on curriculum, instructional practices, campus culture, and other school related issues. Community outreach is a continuous attribute for creating action plans for increasing student support and to increase parent involvement. We use these methods to engage parents of all students.</p>
Students	<p>In spring 2024, the school consulted with students during a Family, Student, and Teacher meeting (which functions as the School Site Council) to collect input for the development of the new 3-year LCAP.</p> <p>Monthly assembly meetings are held to celebrate student progress; pizza and ice cream parties are held to celebrate increases in NWEA scores, Principals List and/or AB honor roll; monthly college tours are scheduled for our upperclassmen to tour campuses before and after applying for college. We use these methods to engage our student body.</p>

SELPA	In spring 2024, the school share the LCAP with our SELPA to collect feedback in the development of the new 3-year LCAP. For details on our program and supports for students with disabilities, you can find the SELPA local plan available on the school website.
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Insert or delete rows, as necessary.

#### A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

This LCAP was developed in collaboration with our entire school community and was influenced in numerous ways, from the development of our three goals to the actions and expenditures dedicated to achieving each goal. More specifically, the actions in the LCAP were influenced based upon the below specific feedback from educational partners:

Teachers expressed the desire to receive professional development for NWEA testing, Classroom Management and how to differentiate instruction for English Language Learners. As a result, the administration team is increasing consultant services expenditures to offer more development opportunities next year and incorporated this staff feedback into Actions 1.4, 1.6, and 3.4.

Parents expressed interest in ensuring our school is a safe place for all students, regardless of cultural, linguistic, or other identity, and they also expressed the need for better communication so are sending out weekly announcements on the ParentSquare platform (Action 2.2). Students expressed an interest in adding a baseball and softball team. JHHS is currently not able to offer those sports at the school due to the size of the school and interest level required to implement these programs, however we are exploring whether we can offer co-ed athletics activities football that fit within our building constraints but still provide athletics opportunities for students. Our student body also have expressed the desire for more fun activities at school, so the administrator team has implemented club day twice a month. This feedback largely informed Action 3.2.

# Goals and Actions

## Goal

Goal #	Description	Type of Goal
1	Provide an academically rigorous, Common Core-aligned college preparatory program with support and interventions for students' academic development.	Broad Goal

State Priorities addressed by this goal.

Priorities 1, 2, 4, 7, & 8

An explanation of why the LEA has developed this goal.

Our school's mission is to provide a rigorous college preparatory education and character development program that will prepare students from underserved communities to succeed in college and beyond. We believe all students can learn and achieve at high levels and adopt a data-driven culture to turn the focus from "what was taught" to "what was learned." Student achievement and progress monitoring are both at the core of this principle, which is why our first goal encompasses so many metrics in order to better understand overall student outcomes. Secondly, we know that breakthrough achievement happens in schools where every student is purposefully engaged in standards-aligned content, every day. Therefore, teaching at our school is purposeful, engaging, and differentiated for all learners. Professional development for our instructional team is focused on standards-based instruction as well as classroom management, student engagement, and multi-tiered systems of targeted support for learners.

Goal 1 of our LCAP is a broad goal directed at promoting student achievement and postsecondary success in alignment with our school's mission and key state priorities. The priorities being addressed under this goal include provision of basic services, implementation of state academic standards, pupil achievement, access to a broad course of study, and outcomes in a broad course of study. It was developed in collaboration with our educational partners to ensure that the school is focused on students' academic preparedness. We will achieve this goal by implementing a rigorous academic program that is bolstered by high-quality professional development for teachers and differentiated supports for students. The metrics and actions outlined below ensure that we are providing a strong academic program with an emphasis on college preparation, in addition to the state priorities.

## Measuring and Reporting Results

Metric #	Metric	Baseline <i>(from 2022-23 unless otherwise indicated)</i>	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1a	Teachers are fully (preliminary or clear) credentialed for subject and student placement (properly assigned). (SP 1.1)  Source: Internal credential tracking	52.5% <i>From the 2023-24 school year.</i>	<i>Will be completed in 2025.</i>	<i>Will be completed in 2026.</i>	100% appropriately credentialed and assigned, and/or permitted on their way to the appropriate credential	<i>Will be completed in 2025.</i>
1b	Students have access to standards-aligned instructional materials. (SP 1.2)  Source: SARC - Quality, Currency, Availability of Textbooks and Other Instructional Materials.	100.0% <i>From the 2023-24 school year.</i>	<i>Will be completed in 2025.</i>	<i>Will be completed in 2026.</i>	100% of students have access to standards-aligned instructional materials	<i>Will be completed in 2025.</i>
1c	School facilities are in good repair as measured by overall facilities survey. (SP 1.3)  Source: SARC Facilities - "Overall Facilities Rating"	Exemplary	<i>Will be completed in 2025.</i>	<i>Will be completed in 2026.</i>	School facilities are in good or exemplar repair	<i>Will be completed in 2025.</i>

1d	Teachers participate in a 5-Day Annual Summit where one day is spent learning how to utilize curriculum and other academic content aligned to state performance standards. (SP 2.1)  Source: Internally tracked	Summit was offered  <i>From the 2023-24 school year.</i>	<i>Will be completed in 2025.</i>	<i>Will be completed in 2026.</i>	The Annual Summit is Offered	<i>Will be completed in 2025.</i>
1e	English learners have access to English Language Development courses that are based on state standards. (SP 2.2)  Source: PowerSchool	73.3%  <i>From the 2023-24 school year.</i>	<i>Will be completed in 2025.</i>	<i>Will be completed in 2026.</i>	100% of EL students are enrolled in ELD courses.	<i>Will be completed in 2025.</i>
1f	Increase percentage of students scoring Proficient or above on SBAC ELA or meet the overall state average for baseline year. (SP 4.1)  Source: CAASPP reporting website	All: 26.0% SED: 20.0% Hispanic: 26.1%	<i>Will be completed in 2025.</i>	<i>Will be completed in 2026.</i>	Each student subgroup will grow at least 3 percentage points annually or meet the 2022-2023 overall state average, 46.66%.	<i>Will be completed in 2025.</i>

1g	<p>Increase percentage of students scoring Proficient or above on SBAC Math or meet the overall state average for baseline year. (SP 4.1)</p> <p>Source: CAASPP reporting website</p>	<p>All: 9.6% SED: 10.0% Hispanic: 10.1%</p>	<i>Will be completed in 2025.</i>	<i>Will be completed in 2026.</i>	<p>Each student subgroup will grow at least 3 percentage points annually or meet the 2022-2023 overall state average, 34.62%</p>	<i>Will be completed in 2025.</i>
1h	<p>Increase percentage of students scoring Proficient and above on CAST assessment or meet the overall state average for baseline year (SP 4.1)</p> <p>Source: CAASPP Reporting Website</p>	<p>ALL: 10.8% SED: 11.8% Hispanic: 11.5%</p>	<i>Will be completed in 2025.</i>	<i>Will be completed in 2026.</i>	<p>Each student subgroup will grow at least 3 percentage points annually or meet the 2022-2023 overall state average, 30.18%.</p>	<i>Will be completed in 2025.</i>

1i	<p>Increase percent of EL students growing at least one ELPI level/maintaining the highest ELPI level or meet the state average for baseline year. (SP 4.5)</p> <p>Source: CA Dashboard</p>	All: 33.7%	<i>Will be completed in 2025.</i>	<i>Will be completed in 2026.</i>	English learners will grow at least 2 percentage points annually or meet the 2022-2023 state average, 48.7%.	<i>Will be completed in 2025.</i>
1j	<p>Increase percent of EL students who reclassify as Fully English Proficient (RFEP rate) or meet the state average for baseline year (SP 4.6)</p> <p>Source: CALPADS 2.16 and 8.1 (EOY)</p>	3.5%	<i>Will be completed in 2025.</i>	<i>Will be completed in 2026.</i>	English learners will grow at least 2 percentage points annually or meet the 2019-2020 state average, 13.8%.	<i>Will be completed in 2025.</i>
1k	<p>Students have access to a broad course of study (SP 7.1)</p> <p>Source: PowerSchool master schedule</p>	<p>Standard Met</p> <p><i>From the 2023-24 school year.</i></p>	<i>Will be completed in 2025.</i>	<i>Will be completed in 2026.</i>	Students have access to a broad course of study - Local Indicator "Standard Met"	<i>Will be completed in 2025.</i>

1l	Provide at least one paraprofessional to work with English learners and at least one paraprofessional to work with students with disabilities. (SP 7.2, 7.3)  Source: Paylocity (HR source)	1 paraprofessional for EL and 1 for SWD  <i>From the 2023-24 school year.</i>	<i>Will be completed in 2025.</i>	<i>Will be completed in 2026.</i>	1 paraprofessional for EL and 1 for SWD	<i>Will be completed in 2025.</i>
1m	Schoolwide and subgroup medians achieve at least one year's progress in ELA, as defined by internal assessment. (SP 8.1)  Source: NWEA or iReady	ALL: 32nd Hispanic: 31st  <i>Source for baseline year is NWEA.</i>	<i>Will be completed in 2025.</i>	<i>Will be completed in 2026.</i>	NWEA Map: 41st+ Median Growth Percentile	<i>Will be completed in 2025.</i>
1n	Schoolwide and subgroup medians achieve at least one year's progress in Math, as defined by internal assessment. (SP 8.1)  Source: NWEA or iReady	ALL: 50th Hispanic: 51st	<i>Will be completed in 2025.</i>	<i>Will be completed in 2026.</i>	NWEA Map: 41st+ Median Growth Percentile	<i>Will be completed in 2025.</i>

1o	<p>Increase the percent of graduates who successfully meet UC/CSU course requirements or meet the overall state average for baseline year. (SP 4.2)</p> <p>Source: DataQuest Four-Year Adjusted Cohort Graduation Rate</p>	<p>All: 92.7% SED: 92.3% Hispanic: 92.3%</p>	<i>Will be completed in 2025.</i>	<i>Will be completed in 2026.</i>	Each student subgroup will grow at least 3 percentage points annually or meet the 2022-2023 overall state average, 52.4%.	<i>Will be completed in 2025.</i>
1p	Increase the CTE Completion rate. (SP 4.3)	N/A - School offers CTE courses, but not a complete CTE program	<i>Will be completed in 2025.</i>	<i>Will be completed in 2026.</i>	N/A - School offers CTE courses, but not a complete CTE program	<i>Will be completed in 2025.</i>
1q	Increase the A-G & CTE Completion rate. (SP 4.4)	N/A - School offers CTE courses, but not a complete CTE program	<i>Will be completed in 2025.</i>	<i>Will be completed in 2026.</i>	N/A - School offers CTE courses, but not a complete CTE program	<i>Will be completed in 2025.</i>
1r	<p>Of students participating in advanced placement exams, increase the percentage achieving a score of “3” or higher, or meet 60% (SP 4.7)</p> <p>Source: College Board AP chart</p>	All: 33.3%	<i>Will be completed in 2025.</i>	<i>Will be completed in 2026.</i>	Overall, the AP rate will grow at least 3 percentage points annually or meet 60%	<i>Will be completed in 2025.</i>

1s	<p>Increase the percent of students considered "prepared" on the College/Career Indicator (CCI) or meet the overall state average for baseline year. (SP 4.8)</p> <p>Source: CA Dashboard</p>	<p>All: 32.9% SED: 34.7% Hispanic: 35.6%</p>	<i>Will be completed in 2025.</i>	<i>Will be completed in 2026.</i>	<p>Each student subgroup will grow at least 2 percentage points annually or meet the 2022-2023 overall state average, 43.9%.</p>	<i>Will be completed in 2025.</i>
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Insert or delete rows, as necessary.

## Goal Analysis for 2024-2025

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

*Will be completed in the 2024-25 school year.*

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

*Will be completed in the 2024-25 school year.*

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

*Will be completed in the 2024-25 school year.*

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

*Will be completed in the 2024-25 school year.*

**A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.**

# Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Academic Assessment and Progress Monitoring	Utilize iReady and/or NWEA benchmark assessments to measure student academic growth over time and build a data dashboard to assess a variety of metrics. On a regular, ongoing basis throughout the school year, analyze this data to determine interventions for individual students and groups of students, as appropriate. This will include evaluating the progress of any student subgroups with a red dashboard indicator for English language arts or Math proficiency. In addition to using benchmark assessments to measure growth, the school will implement a regular progress monitoring system to ensure that the differentiated supports are taking place and positively impacting student outcomes.	\$ 86,365	Yes
1.2	Academic Supports	Provide multi-tiered levels of support to ensure that all students are demonstrating growth. Each academic intervention will be driven by data and support student learning, including after school supports and tutoring to target skill building, and the use of supplemental instruction programs such as IXL, iReady, Actively Learn, Lexia.  On an ongoing basis throughout the school year, assess student data and monitor the progress of any student subgroups with a red dashboard indicator for ELA or math. In 2023, the school received a red ELA dashboard indicator for the Hispanic and socioeconomically disadvantaged subgroups. It also received a red math dashboard indicator for the Hispanic and socioeconomically disadvantaged subgroups. As a result, our leadership will specifically monitor these subgroups' growth rates throughout the year (via internal metrics) in order to provide targeted interventions.	\$ 402,000	Yes
1.3	Materials, Curriculum, & Supplies	Provide technology to all students including Chromebooks/tablets, hotspots, and earphones. Provide textbooks, workbooks, and supplemental curricular materials (such as licenses, digital software, and more) that are aligned to state priorities and standards, such as Illustrative Math and SpringBoard.	\$ 279,616	No

1.4	Professional Development to Promote Academic Excellence	<p>Offer ongoing professional development opportunities for staff, including:</p> <ul style="list-style-type: none"> <li>- Bi-weekly coaching for teachers with a focus on supports for English learners and low income students</li> <li>- Quarterly professional development sessions</li> <li>- Professional Growth Plans for Teacher and paraprofessionals, with bi-weekly observations/feedback, lesson plan development, quarterly film sessions with feedback, and target goal monitoring for English learners and low income students</li> <li>- Three or more staff workshops annually on how to analyze Interim Assessment results and use data to inform instruction</li> <li>- Mentor teacher support through Department Meetings, Grade Level Meetings, and Observations</li> <li>- An annual professional development summit session focused on standards based instruction, bell to bell instruction, student engagement and classroom management, and curriculum</li> </ul>	\$ 86,863	Yes
1.5	Safe and Secure Facilities	Ensure safety of grounds and facilities by providing preventative measures such as video cameras, vaping detectors, security gates, etc. Conduct ongoing facilities maintenance and safety inspections and provide strong janitorial services. Ensure the facilities are conducive to a positive learning environment by purchasing equipment, furniture, posters, and other materials that promote an effective learning place. There will be a Director of Facilities responsible for ensuring safety training and drills are executed, in addition to all of the above.	\$ 128,493	No
1.6	Supports for English Learners	Provide targeted professional development to staff that promotes the use of effective instructional strategies for English learners. The school's ELD Specialist will work with teachers to co-plan lessons, conduct classroom observations, and provide one-on-one coaching to improve EL supports. Hire and retain a full-time paraprofessional to work with ELs on academic success and reclassification. Use an evidence-based ELD curriculum such as English 3D, and/or Cengage/National Geographic Learning, to meet the needs of multilingual learners at all proficiency levels—from newcomers to long-term English learners—as the core curriculum for all ELD classes. This action serves as a Required Action for English learners.	\$ 134,644	Yes

1.7	Additional Supports for Long-term English Learners	Utilize intervention programs, such as Lexia English, to target specific skills and accelerate English proficiency. Use a progress monitoring tool to assess each long-term English learner's progress towards reclassification and meet with families to discuss their student's progress towards reclassification. This action serves as a Required Action for Long-term English learners.	\$ 32,721	Yes
1.8	Supports for Students with Disabilities	Utilizing student academic and non-academic data, monitor student progress and provide a multi-tiered approach to interventions, including: - Provide a range of Special Education service providers, including counselors and Resource Specialist Programs - When appropriate, provide push-in services to support students in mainstreamed classes and provide support for students who need additional intervention - Maintain a Director of Special Education to support in training educators to provide accommodations and supports to students with disabilities.	\$ 561,460	No
1.9	Supports for Homeless and/or Foster Youth	Hire and retain a bilingual Community Outreach Coordinator to provide support, advocacy, and resources for families of students who are homeless, in foster care, and/or unhoused. The Community Outreach Coordinator will work with external partners and organizations to connect students and families to resources. Provide direct access to supplies, materials, and additional student uniforms for students in need. Offer after school programs and activities for youth to provide extended learning and a safe place for students to grow and socialize.	\$ 19,330	Yes
1.10	College & Career Readiness	Provide a range of comprehensive college and career readiness supports, including: - Offer two college advisors to directly support students' college and career readiness - Host adult skills workshops (and other topics driven by student/parent interest) - Hire an assistant director of student services to support school staff in developing systems to increase our student A-G, Career and Technical Education, and high school graduation rates - Provide career fairs and college field trips to engage students with various fields and post-secondary opportunities	\$ 50,729	Yes

Insert or delete rows, as necessary.

## Goals and Actions

## Goal

Goal #	Description	Type of Goal
2	Create an engaged parent community that is fully engaged in and actively connected to the school community.	Maintenance Goal

State Priorities addressed by this goal.

Priority 3

An explanation of why the LEA has developed this goal.

One of our greatest assets, and true agents of change, are the families and community members who support us. We are their public school system and we rely on them as our educated and nimble allies. We know that our families are prepared and motivated to rise to any occasion, and this goal is aimed at ensuring this foundational value is centered in our work. Parent engagement and communication are both at the core of this goal in the LCAP.

Parent engagement at our school is founded in knowing that parents are our collaborators when it comes to student learning. This means that we find ways to educate, empower, and involve parents in their child's education. Parent engagement and communication efforts are focused on building strong, positive relationships between school staff and families. We work to ensure that every parent knows what is happening with their student, both academically and non-academically. We host frequent community nights and school events that build community and infuse fun and connection into our school culture.

Goal 2 is a maintenance goal directed at upholding our standards for a strong parent community. The priorities being addressed under this goal include parent engagement and school climate. It was developed in collaboration with our educational partners to ensure that we continue our work regarding strong parent engagement. We will achieve this goal by implementing frequent family events and activities that are bolstered by parent involvement in school planning and decision-making. The metrics and actions outlined below ensure that we are building a strong parent community with an emphasis on connection and partnership.

## Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2a	<p>Parents will be provided regular opportunities to participate in school site decision making. (SP 3.1)</p> <p>Source: Internal Google Drive - Meeting Agendas</p>	<p>Scheduled at least 3 FST meetings and at least 3 Parent Committee for English Learners meetings, inviting all parents to participate.</p> <p><i>From the 2023-24 school year.</i></p>	<i>Will be completed in 2025.</i>	<i>Will be completed in 2026.</i>	Schedule at least 3 Family, Student, and Teacher (FST) meetings annually and at least 3 English Learner Advisory Council (Parent Committee for English Learners) meetings annually, inviting all parents to participate.	<i>Will be completed in 2025.</i>
2b	<p>Parents of all students, including unduplicated pupils and students with exceptional needs, will be invited to participate in at least 4 parent/family events, including parent-teacher conferences, ongoing parent meetings and workshops, and other school events (SP 3.2, 3.3)</p> <p>Source: ParentSquare messaging/invitations, school calendar</p>	<p>Parents invited to at least 4 events</p> <p><i>From the 2022-23 school year.</i></p>	<i>Will be completed in 2025.</i>	<i>Will be completed in 2026.</i>	Parents invited to at least 4 events	<i>Will be completed in 2025.</i>

Insert or delete rows, as necessary.

## Goal Analysis for 2024-2025

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

*Will be completed in the 2024-25 school year.*

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

*Will be completed in the 2024-25 school year.*

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

*Will be completed in the 2024-25 school year.*

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

*Will be completed in the 2024-25 school year.*

**A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.**

## Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Parent Engagement Activities	Hold at least 2 orientations and/or open houses for new incoming families to learn about available school programs, the Parent-Family Handbook, school-wide goals, expectations, rules, and norms. Host 2 monthly Parent Meetings, one in the morning and one in the evening, to communicate to parents about school programs and activities and to receive their feedback and ideas. Provide ongoing parent-teacher conferences and parent education workshops on topics such as: college and career preparation, mental health, parent education, student progress monitoring tools and resources, internet safety, sex education and/or other topics that they express interest in.	\$ 28,787	Yes
2.2	Parent Communication Activities	Utilize the parent communication platform ParentSquare to communicate with parents in real time by text, email, and phone. Provide parent access to PowerSchool so that parents can view student academic progress data. Provide translation and interpretation services to families whose primary language is not English, so that all families can engage with school programs, events, and activities.	\$ 42,390	Yes

Insert or delete rows, as necessary.

## Goals and Actions

### Goal

Goal #	Description	Type of Goal
3	Create a safe, inclusive, and welcoming school community where students and staff are fully invested in academic, health, and social-emotional learning.	Broad Goal

State Priorities addressed by this goal.

Priorities 5 & 6

An explanation of why the LEA has developed this goal.

We believe that a strong school culture is accomplished by having our network of teachers, scholars, and school leaders adhere to our foundational practices with consistency. Effective school leaders and faculty transform vision and values into meticulously built systems that operate in every single classroom and hallway. These core values and daily practices create a strong, supportive school community.

Our school culture is grounded in students feeling a strong sense of belonging at the school, as well as having a cohesive school environment that is safe and supportive. Student engagement and school culture efforts are focused on providing fun and creative opportunities for connection, exploration, and wellness. We partner with community organizations as much as possible to provide these opportunities to our students and families and create a culture of celebration by honoring students and their accomplishments throughout the year. We also center social justice in our work together and provide teachers with continuous learning to build their equity practices and cultural fluency.

Goal 3 is a broad goal focused on creating and maintaining this safe, inclusive, supportive school environment. The priorities being addressed under this goal include pupil engagement and school climate. It was developed in collaboration with our educational partners to ensure that we continue to prioritize student engagement and the culture of our school community. We will achieve this goal by implementing frequent school culture activities and positive behavioral intervention systems and social-emotional learning. The metrics and actions outlined below ensure that we are building a supportive school community fully invested in academic and non-academic outcomes.

## Measuring and Reporting Results

Metric #	Metric	Baseline (from 2022-23 unless otherwise indicated)	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3a	90% or greater Average Daily Attendance (“ADA”) (SP 5.1)  Source: CALPADS 14.1	ALL: 96.4% Hispanic: 96.5% EL: 95.8% SED: 96.7% SWD: 95.8%	<i>Will be completed in 2025.</i>	<i>Will be completed in 2026.</i>	Each student subgroup will achieve 90% or greater ADA.	<i>Will be completed in 2025.</i>
3b	Decrease student chronic absenteeism rate or meet the overall state average for baseline year (SP 5.2)  Source: CA Dashboard and DataQuest Chronic Absenteeism Rate	All: 6.3% SED: 6.0% Hispanic: 5.6% EL: 10.1% SWD: 8.7%	<i>Will be completed in 2025.</i>	<i>Will be completed in 2026.</i>	Each student subgroup will decrease at least 0.5 percentage points annually or meet the overall 2022-2023 state average, 24.9%.	<i>Will be completed in 2025.</i>
3c	Decrease suspension rate or meet the overall state average for baseline year (SP 6.1)  Source: CA Dashboard	All: 4.7% SED: 5.8% Hispanic: 4.3% EL: 5.0% SWD: 8.2%	<i>Will be completed in 2025.</i>	<i>Will be completed in 2026.</i>	Each student subgroup will decrease at least 0.5 percentage points annually or meet the 2022- 2023 overall state average, 3.5%	<i>Will be completed in 2025.</i>

3d	Maintain a very low expulsion rate (SP 6.2)  Source: DataQuest Expulsion Rate	All: 0.0% SED: 0.0% Hispanic: 0.0% EL: 0.0% SWD: 0.0%	<i>Will be completed in 2025.</i>	<i>Will be completed in 2026.</i>	Each student subgroup will have 0.5% or lower expulsion rate	<i>Will be completed in 2025.</i>
3e	Increase the percent of students responding "agree" or "strongly agree" to "I really feel like a part of my school's community." (SP 6.3)  Source: YouthTruth survey	46.0% <i>From the 21-22 school year.</i>	<i>Will be completed in 2025.</i>	<i>Will be completed in 2026.</i>	Increase 3 percentage points annually or meet 85% of students responding "agree" or "strongly agree"	<i>Will be completed in 2025.</i>
3f	Increase the percent of students responding "agree" or "strongly agree" to "I feel safe at school." (SP 6.3)  Source: YouthTruth survey	63.0% <i>From the 21-22 school year.</i>	<i>Will be completed in 2025.</i>	<i>Will be completed in 2026.</i>	Increase 3 percentage points annually or meet 85% of students responding "agree" or "strongly agree"	<i>Will be completed in 2025.</i>

3g	Decrease the 5 year cohort dropout rate or meet the state average for baseline year (SP 5.4)  Source: DataQuest Five-Year Cohort Outcomes	All: 14.1% SED: 15.1% Hispanic: 14.1% EL: 25.0%	<i>Will be completed in 2025.</i>	<i>Will be completed in 2026.</i>	Each student subgroup will decrease at least 1 percentage point annually or meet the 2022-2023 overall state average, 9.3%	<i>Will be completed in 2025.</i>
3h	Increase the 5 year cohort graduation rate or meet the overall state average for baseline year (SP 5.5)  Source: CA Dashboard	All: 71.8% SED: 71.6% Hispanic: 73.4% EL: 56.3%	<i>Will be completed in 2025.</i>	<i>Will be completed in 2026.</i>	Each student subgroup will grow at least 1 percentage point annually or meet the 2022-2023 overall state average, 86.4%	<i>Will be completed in 2025.</i>

Insert or delete rows, as necessary.

## Goal Analysis for 2024-2025

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

*Will be completed in the 2024-25 school year.*

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

*Will be completed in the 2024-25 school year.*

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

*Will be completed in the 2024-25 school year.*

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

*Will be completed in the 2024-25 school year.*

**A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.**

# Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Community Engagement	Implement an annual survey to collect staff, student, and parent feedback on a variety of topics including school plans, culture and engagement, and academic program. Engage with community programs and organizations to provide resources for families and students, especially our most marginalized subgroups. Provide workshops for students on social skills, academic skills, and stress management. Establish partnerships with a variety of programs to explore interests to lead a healthy life, such as: Mindfulness, Yoga, Karate, sports, arts, clubs, and more. Host an annual event in partnership with community organizations, such as a community resource fair, park clean-up day, and/or civic engagement opportunities.	\$ 76,235	Yes
3.2	School Culture Activities	Throughout the year, provide a variety of activities to motivate learning, social skills, and a strong school culture, including: <ul style="list-style-type: none"> <li>- Field trips, graduation ceremonies, demonstrations of values, attendance, and academic progress</li> <li>- Acknowledge accomplishments and progress every quarter with awards and ribbons</li> <li>- Build school spirit and provide themed celebrations and materials such as school uniforms, agendas/school supplies, athletic apparel, yearbooks, etc.</li> <li>- Hold quarterly culture-building events such as outdoor field days, pep rallies, or community clean-up days that promote a strong sense of school culture and community.</li> <li>- Hold at least one student assembly annually on student academic achievement.</li> <li>- Hold at least two assemblies that focus on developmentally appropriate social/emotional concerns such as: bullying, cyber-bullying, peer pressure, sexual education, drug and alcohol abuse, growth mindset, digital citizenship, mind and body health, neighborhood safety, and programs addressing equity and social justice.</li> </ul>	\$ 129,216	Yes
3.3	Supports for Student Attendance and Engagement	On an ongoing basis throughout the school year, assess student attendance data and evaluate the progress of any student subgroups with a red dashboard indicator for chronic absenteeism.  Provide training and support resources for the School Attendance Review Team to reduce chronic absenteeism, with a particular emphasis on serving our most vulnerable students and identifying and addressing students' individual needs.	\$ 38,692	Yes

3.4	Supports for Student Behavior and Wellbeing	<p>On an ongoing basis throughout the school year, assess student data and evaluate the progress of any student subgroup with a red dashboard indicator for suspension and/or expulsion.</p> <p>Implement Positive Behavior Intervention Systems and restorative justice practices at the school which emphasize school values and reward positive student behaviors, including:</p> <ul style="list-style-type: none"> <li>- Each month, select a student of the month to celebrate students who distinguished themselves by demonstrating school values</li> <li>- Provide professional development for teachers and staff in the use of restorative practices, with a focus on supporting our most vulnerable students and any subgroups with a recent red dashboard indicator for suspension or expulsion</li> <li>- Train teachers to provide social-emotional learning opportunities through advisory/home room classes</li> <li>- The school psychologist/wellness counselor will meet with students experiencing non-academic problems</li> </ul>	\$ 120,768	Yes
3.5	Supports for Graduation	<p>On an ongoing basis throughout each school year, assess student data on grades and course completion to evaluate individual students' progress to graduation. Regularly conduct an analysis to identify any student subgroups with a red dashboard indicator for graduation. In 2023, the school received a red graduation dashboard indicator for its English learner subgroup. As a result our staff will specifically monitor these students' progress to graduation in order to provide targeted interventions and increase the graduation rate for English learners.</p> <p>Based on the data, provide interventions such as:</p> <ul style="list-style-type: none"> <li>- Offer credit recovery program during the academic year and over the summer to provide multiple avenues for students to meet graduation requirements</li> <li>- Offer workshops for students and families to educate them about graduation requirements early on in the high school career</li> <li>- College advisors and school counselor will meet with families to establish a graduation plan and check in at least 2 times per year regarding that plan</li> </ul>	\$ 46,209	Yes

Insert or delete rows, as necessary.

# Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students for 2024-2025

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$991,391	\$80,340

## Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
26.854%	0.00%	\$0.00	26.854%

The Budgeted Expenditures for Actions identified as Contributing may be found in the Contributing Actions Table.

## Required Descriptions

### LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

Goal and Action #s)	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
Goal 1, Actions 1.1, 1.2, and 1.4	<p>Statewide, socioeconomically disadvantaged (“SED”)/low-income students have significantly lower rates of ELA and Math proficiency (42.6 and 80.8 points below standard, respectively) compared to their non-SED peers (13.6 and 49.1 points). Our school serves a high rate of SED students (83.7% in the 2023-24 school year). State and national data demonstrates that students from low socioeconomic backgrounds benefit from increased supports in achieving academic proficiency. There is a need for SED students to grow more than 1 year’s worth of academic progress in a year’s time in order to “catch up” to their more affluent peers and achieve proficiency. Additionally, parents and staff have indicated that academics are a top concern for them. Staff requested additional professional development to support them in building their capacity to utilize our internal assessment tools, assess academic data, and differentiate instruction.</p>	<p>Our multi-tiered levels of support will provide students with additional supports in the areas that they need it most. Each academic intervention is driven by student data to support learning and includes after school learning time and tutoring to target skill building, and the use of supplemental instruction programs such as IXL, iReady, Actively Learn, Lexia. We’re also providing extended professional development for staff so that they can differentiate instruction, utilize data to inform instruction, and learn from veteran teachers via mentoring. These actions are being provided on an LEA-wide basis because a majority of our students are low income, and because all of our students can benefit from the academic interventions to support academic growth.</p>	<p>We will monitor progress in the academic growth of our SED students. Feedback from students and families will shape the implementation of these supports.</p> <p>Metric 1m: Schoolwide and subgroup averages achieve at least one year’s progress in ELA, as defined by internal assessment.</p> <p>Metric 1n: Schoolwide and subgroup averages achieve at least one year’s progress in Math, as defined by internal assessment.</p>

<p>Goal 1, Action 1.9</p>	<p>Although the number of foster youth and homeless students at our school is too small to be statistically significant on the California Schools Dashboard, data on these students nation-wide, as well as in the Bay Area, demonstrates there is a clear need for tangible supports such as resources, materials, and services that provide direct aid to students and their families. Foster youth and students experiencing homelessness are at a greater risk of “slipping through the cracks” compared to their peers. According to a California-based research study, the odds of homelessness for older youth were 44% lower for those who reported that they had “enough” people to turn to for tangible support. This includes those who can provide direct resources and/or practical assistance. Through outreach with students and families at our school, we have learned that there is need for additional communication and coordination between the school and some of our highest need families, including families of homeless students and foster youth. There is also a need for strong communication from a Spanish-language speaker as many of our families speak Spanish in their homes.</p>	<p>The bilingual role of Community Outreach Coordinator will promote strong connection and communication with all families, in addition to coordinating services for homeless students and foster youth. The coordinator will ensure that students and families have access to tangible resources from local organizations and nonprofits that can support them outside the classroom as well, such as Familias Unidas, Clinica de la Raza, Native American Health Center, Unity Council, Catholic Charities of the East Bay. Lastly, the after-school program provides students with a safe place to continue to learn, grow, and socialize after the school day has completed. These actions are being provided on an LEA-wide basis because even if a student is not currently homeless or in foster care, they may be at risk of either of these and their families may benefit from the efforts of the Community Outreach Coordinator and some of the provided supplies and materials. Therefore, while this action is designed to principally serve the needs of these students, it may benefit other students as well, including SED students and English learners.</p>	<p>We will monitor progress in increasing the average daily attendance rates for homeless and foster youth. Feedback from students and families will shape the work of the Community Outreach Coordinator.</p> <p>Metric 2: Parents will be provided regular opportunities to participate in school site decision-making. Metric 3a: Attain 90% or greater Average Daily Attendance for all subgroups.</p>
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<p>Goal 2, Actions 2.1 and 2.2</p>	<p>We have heard from our parents over the years (via one-on-one conversations and surveys) that they are interested in having parent education workshops on topics such as college and career preparation, mental health, internet safety, and a range of other topics. Many of our families are low-income and face additional challenges in regard to mental and physical health, and in knowing the process for getting their student to college. Many of our students are on track to become first-generation college students and it is our goal to build families' cultural capital in understanding how to navigate A-G coursework, preparing for the college application process, qualifying for financial aid, etc. Additionally, many of our families' home language is not English, and so we provide translation services and resources to ensure that all families can access the content and programming at our school.</p>	<p>As a result of this feedback from parents and students, we utilize the communication platform ParentSquare to relay information to families, invite them to school events, and solicit feedback on what kinds of things are important to them. We provide translation services and parent education workshops on topics of their interest, and host school orientations/open houses to share information about the school and available programs and resources for them and their students. We host bimonthly parent meetings at different times of day to accommodate varying parent schedules. These actions are being provided on an LEA-wide basis because a majority of our families are low income, and because all of our parents can benefit from the educational workshops and community-building events, and we want to seek input from all families into school decision-making and planning.</p>	<p>We will monitor effectiveness in this area by ensuring that we host regular opportunities, workshops, and events for families that target their needs and interests, particularly parents of unduplicated pupils and students with exceptional needs.</p> <p>Metric 2a: Parents will be provided with regular opportunities to participate in school site decision-making.</p> <p>Metric 2b: Parents of all students, including unduplicated pupils and students with exceptional needs, will be invited to participate in at least 4 parent/family events, including parent-teacher conferences, ongoing parent meetings and workshops, and other school events.</p>
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<p>Goal 3, Actions 3.1, 3.2, 3.3, and 3.4</p>	<p>Survey data and other local data has indicated a strong need from our parents and students to offer robust non-academic offerings to enrich students' education experience, provide opportunities to learn and grow outside the classroom, and make school a more fun and engaging experience overall. Feedback from our parents and students indicated a need for extracurriculars such as arts, athletics, clubs, field trips, and non-academic content learning (such as stress management, typing, and study skills). Like many schools across the nation since the pandemic, our attendance and chronic absenteeism data (available in the metric data under Goal 3) demonstrate that these are two areas of need. Qualitative data from the 2023-24 survey provided some of the examples described above, and other survey data indicated that 46.0% of students indicated they "really feel like a part of my school's community."</p>	<p>As a result of our community partners' feedback, we will solicit detailed and ongoing feedback via survey to better identify which specific activities are of interest to the current student body. We will provide workshops for students on social skills, academic skills, and stress management, as well as workshops for students to explore interests that lead a healthy life, such as: Mindfulness, Yoga, Karate, sports, arts, clubs, and more. We will establish partnerships with a variety of community organizations and programs to provide resources for families and students, especially our most marginalized subgroups. We will host an annual event in partnership with community organizations, such as a community resource fair, park clean-up day, and/or civic engagement opportunities. On an ongoing basis throughout the school year, we will assess student attendance data and evaluate the progress of any student subgroups with a red dashboard indicator for chronic absenteeism. We will provide training and support resources for the School Attendance Review Team to reduce chronic absenteeism. These actions are being provided on an LEA-wide basis because all of our students and families contribute to the school culture and benefit from a close community and engaging learning experience. Many of our students struggle with absenteeism and can benefit from the interventions to support engagement and attendance.</p>	<p>Throughout the school year we will assess student attendance data and chronic absenteeism, as well have conversations with our students and families about the progress of this work via FST meetings and other parent/student engagement activities. Once per year we will analyze the survey results. Feedback from families and students will shape the implementation of the program, including specific workshop topics and field trip locations.</p> <p>Metric 3a: 90% or greater Average Daily Attendance. Metric 3b: Decrease student chronic absenteeism rate or meet the overall state average for baseline year. Metric 3h: Increase the percent of students responding "agree" or "strongly agree" to "I really feel like a part of my school's community."</p>
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Goal 1, Action 1.10	Statewide, low income/SED students have a lower graduation rate (71.6%) compared to their non-SED peers (86.4%). In addition, the rate of CCI prepared students is 35.4% for SED students compared to 43.9% for non-SED. Lastly, rates of second year college persistence are lower for SED students compared to their more affluent peers. Although our school's graduation and CCI rates are similar across subgroups, there is still a need for support in the areas of graduation, college, and career supports. In speaking with our community partners, we've identified that access to quality information and supportive guidance is key for first generation college students and low SED students, as are opportunities for exposure to different careers and college options. Parents emphasized that having their students gain life skills and career readiness is important to them.	To address these needs, we are providing a range of comprehensive college, career readiness, and graduation supports. To provide students and families with quality information and guidance, we have two college advisors to directly support students with the college and career transition. They also monitor students' progress to graduation throughout high school and meet with families and students at least twice annually to discuss the student's progress and plans for postsecondary success. We will analyze student data and offer interventions such as our credit recovery program and workshops for students and families on graduation requirements and how to meet them. Lastly, we host career fairs and college field trips to expose students to a wide range of opportunities, and host adult skills workshops as well to improve student outcomes by providing knowledge, creating individualized plans, and following through with close data monitoring and communication. These actions are being provided on an LEA-wide basis because a majority of our students are SED and/or would be first generation college students. In addition, all of our students can benefit from the supports for graduation and college and career readiness.	We will monitor progress in increasing or maintaining high graduation rates and CCI preparedness. Feedback from students and families will shape the work of the College Advisors.  1s: Increase the percent of students considered "prepared" on the College/Career Indicator (CCI) or meet the overall state average for baseline year.  3f: Increase the 5-year cohort graduation rate or meet the overall state average for baseline year.
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Insert or delete rows, as necessary.

## Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
Goal 1, Action 1.6	Language barriers make academic assessments such as CAASPP extremely challenging for our English learners. As a result, they tend to perform worse on these assessments in both ELA and math compared to the averages for all students (26.0% in ELA and 9.6% in math). 2023 dashboard data for EL proficiency rates are not reportable due to the low number of students but internal data analysis supports this need. Feedback from parents of English learners, and our English learner students, indicate that English fluency and academic success remain a top priority. Our teachers have expressed a need for additional professional development that prepares them to effectively teach and support English learners in their classrooms. Lastly, our school is eligible for Differentiated Assistance due to low performance on indicators for the English learners subgroup in the areas of Pupil Achievement and Pupil Engagement. This demonstrates a compelling need to support EL student outcomes.	To target students' language fluency, we will utilize evidence-based ELD courses which meet the needs of multilingual learners at all proficiency levels—from newcomers to long-term English learners—as the core curriculum for all ELD classes. We will also utilize intervention programs such as Lexia English to target specific skills and accelerate English proficiency. These actions will also address teachers' need for additional, targeted trainings in the use of effective instructional strategies for these students by providing additional professional development time in this area. In addition, the school's ELD Specialist will work with teachers to co-plan lessons, conduct classroom observations, and provide one-on-one coaching to improve EL supports. We will hire and retain a full-time paraprofessional to work with ELs on academic success and reclassification.	We will analyze ELPI results annually and will use internal progress monitoring tools to assess each long-term English learner's progress towards reclassification during the school year. We will meet with families to discuss their student's progress towards reclassification and their input will inform the school's programs and supports for English learners and long-term English learners.
Goal 1, Action 1.7			Metric 1i: Increase percent of EL students growing at least one ELPI level/maintaining the highest ELPI level or meet the state average for baseline year. Metric 1L: Provide at least one paraprofessional to work with English learners.

Insert or delete rows, as necessary.

For any limited action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage, as applicable.

Not applicable. All limited actions contributing to meeting the increased or improved services requirement are associated with an expenditure of LCFF funds.

### ***Additional Concentration Grant Funding***

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

The additional concentration grant add-on funding identified above will be used to directly hire and pay for several key positions within the LEA that support the needs of foster youth, English learners, and low-income students. First, the funds will be used to provide after school tutors to improve student academic outcomes (Goal 1, Action 1.2). Secondly, the funds will be used to hire and retain a full-time paraprofessional who is dedicated to supporting English learners and long-term English learners (Goal 1, Actions 1.6 and 1.7). Lastly, the funds also are used for the college advisors, who support students with graduation and postsecondary success (Goal 1, Action 1.10 and Goal 3, Action 3.5).

<b>Staff-to-student ratios by type of school and concentration of unduplicated students</b>	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	<i>Not applicable for charter schools.</i>	<i>Not applicable for charter schools.</i>
Staff-to-student ratio of certificated staff providing direct services to students	<i>Not applicable for charter schools.</i>	<i>Not applicable for charter schools.</i>

# Local Control and Accountability Plan Instructions

## Plan Summary

## Engaging Educational Partners

## Goals and Actions

## Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

*For additional questions or technical assistance related to the completion of the Local Control and Accountability Plan (LCAP) template, please contact the local county office of education (COE), or the California Department of Education's (CDE's) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at [LCFF@cde.ca.gov](mailto:LCFF@cde.ca.gov).*

## Introduction and Instructions

The Local Control Funding Formula (LCFF) requires local educational agencies (LEAs) to engage their local educational partners in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have 10 state priorities). LEAs document the results of this planning process in the LCAP using the template adopted by the State Board of Education.

The LCAP development process serves three distinct, but related functions:

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (California *Education Code* [EC] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because the nature of some LCAP template sections require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:

- Demonstrating that LEAs are increasing or improving services for foster youth, English learners, including long-term English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (*EC* Section 52064[b][4-6]).
- Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (*EC* sections 52064[b][1] and [2]).
  - **NOTE:** As specified in *EC* Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to *EC* Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, *EC* Section 52052 identifies long-term English learners as a separate and distinct pupil subgroup with a numerical significance at 15 students.
- Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* Section 52064[b][7]).
- Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (*EC* sections 52064[b][6], [8], and [11]).

The LCAP template, like each LEA’s final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which must: (a) reflect comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (Dashboard), (b) through meaningful engagement with educational partners that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a tool for engaging educational partners.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in *EC* sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity’s budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

The revised LCAP template for the 2024–25, 2025–26, and 2026–27 school years reflects statutory changes made through Senate Bill 114 (Committee on Budget and Fiscal Review), Chapter 48, Statutes of 2023.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing for students in transitional kindergarten through grade twelve (TK–12), but also allow educational partners to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA’s diverse educational partners and the broader public.

In developing and finalizing the LCAP for adoption, LEAs are encouraged to keep the following overarching frame at the forefront of the strategic planning and educational partner engagement functions:

Given present performance across the state priorities and on indicators in the Dashboard, how is the LEA using its budgetary resources to respond to TK–12 student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics and actions which, based on research, experience, and input gathered from educational partners, the LEA believes will have the biggest impact on behalf of its TK–12 students.

These instructions address the requirements for each section of the LCAP, but may include information about effective practices when developing the LCAP and completing the LCAP document. Additionally, the beginning of each template section includes information emphasizing the purpose that section serves.

## Plan Summary

### Purpose

A well-developed Plan Summary section provides a meaningful context for the LCAP. This section provides information about an LEA's community as well as relevant information about student needs and performance. In order to present a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included throughout each subsequent section of the LCAP.

## Requirements and Instructions

### *General Information*

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA.

Briefly describe the LEA, its schools, and its students in grades TK–12, as applicable to the LEA.

- For example, information about an LEA in terms of geography, enrollment, employment, the number and size of specific schools, recent community challenges, and other such information the LEA may wish to include can enable a reader to more fully understand the LEA's LCAP.
- As part of this response, identify all schools within the LEA receiving Equity Multiplier funding.

### *Reflections: Annual Performance*

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

Reflect on the LEA's annual performance on the Dashboard and local data. This may include both successes and challenges identified by the LEA during the development process.

LEAs are encouraged to highlight how they are addressing the identified needs of student groups, and/or schools within the LCAP as part of this response.

As part of this response, the LEA must identify the following, which will remain unchanged during the three-year LCAP cycle:

- Any school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard;
- Any student group within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard; and/or
- Any student group within a school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard.

### ***Reflections: Technical Assistance***

As applicable, a summary of the work underway as part of technical assistance.

Annually identify the reason(s) the LEA is eligible for or has requested technical assistance consistent with *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, and provide a summary of the work underway as part of receiving technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance, however this also includes LEAs that have requested technical assistance from their COE.

- If the LEA is not eligible for or receiving technical assistance, the LEA may respond to this prompt as “Not Applicable.”

### ***Comprehensive Support and Improvement***

An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts:

#### **Schools Identified**

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

- Identify the schools within the LEA that have been identified for CSI.

#### **Support for Identified Schools**

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

- Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

## Monitoring and Evaluating Effectiveness

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

- Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

## Engaging Educational Partners

### Purpose

Significant and purposeful engagement of parents, students, educators, and other educational partners, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such engagement should support comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard, accountability, and improvement across the state priorities and locally identified priorities (*EC* Section 52064[e][1]). Engagement of educational partners is an ongoing, annual process.

This section is designed to reflect how the engagement of educational partners influenced the decisions reflected in the adopted LCAP. The goal is to allow educational partners that participated in the LCAP development process and the broader public to understand how the LEA engaged educational partners and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

### Requirements

**School districts and COEs:** *EC* sections [52060\(g\) \(California Legislative Information\)](#) and [52066\(g\) \(California Legislative Information\)](#) specify the educational partners that must be consulted when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Local bargaining units of the LEA,
- Parents, and
- Students

A school district or COE receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Before adopting the LCAP, school districts and COEs must share it with the applicable committees, as identified below under Requirements and Instructions. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP.

**Charter schools:** *EC* Section 47606.5(d) (California Legislative Information) requires that the following educational partners be consulted with when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Parents, and
- Students

A charter school receiving Equity Multiplier funds must also consult with educational partners at the school generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for the school.

The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals. Information and resources that support effective engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the CDE's LCAP webpage.

Before the governing board/body of an LEA considers the adoption of the LCAP, the LEA must meet the following legal requirements:

- For school districts, see Education Code Section 52062 (California Legislative Information);
  - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).
- For COEs, see Education Code Section 52068 (California Legislative Information); and
- For charter schools, see Education Code Section 47606.5 (California Legislative Information).
- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

# Instructions

## ***Respond to the prompts as follows:***

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

## ***Complete the table as follows:***

### Educational Partners

Identify the applicable educational partner(s) or group(s) that were engaged in the development of the LCAP.

### Process for Engagement

Describe the engagement process used by the LEA to involve the identified educational partner(s) in the development of the LCAP. At a minimum, the LEA must describe how it met its obligation to consult with all statutorily required educational partners, as applicable to the type of LEA.

- A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.
- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

Describe any goals, metrics, actions, or budgeted expenditures in the LCAP that were influenced by or developed in response to the educational partner feedback.

- A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP.
- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.
- For the purposes of this prompt, this may also include, but is not necessarily limited to:
  - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
  - Inclusion of metrics other than the statutorily required metrics
  - Determination of the target outcome on one or more metrics
  - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
  - Inclusion of action(s) or a group of actions
  - Elimination of action(s) or group of actions
  - Changes to the level of proposed expenditures for one or more actions
  - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
  - Analysis of effectiveness of the specific actions to achieve the goal
  - Analysis of material differences in expenditures
  - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
  - Analysis of challenges or successes in the implementation of actions

## Goals and Actions

### Purpose

Well-developed goals will clearly communicate to educational partners what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions included in the goal must be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to educational partners and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

A well-developed goal can be focused on the performance relative to a metric or metrics for all students, a specific student group(s), narrowing performance gaps, or implementing programs or strategies expected to impact outcomes. LEAs should assess the performance of their student groups when developing goals and the related actions to achieve such goals.

## Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs must consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard, in determining whether and how to prioritize its goals within the LCAP. As previously stated, strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

In order to support prioritization of goals, the LCAP template provides LEAs with the option of developing three different kinds of goals:

- **Focus Goal:** A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
  - All Equity Multiplier goals must be developed as focus goals. For additional information, see Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding below.
- **Broad Goal:** A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- **Maintenance of Progress Goal:** A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

### Requirement to Address the LCFF State Priorities

At a minimum, the LCAP must address all LCFF priorities and associated metrics articulated in *EC* sections 52060(d) and 52066(d), as applicable to the LEA. The [LCFF State Priorities Summary](#) provides a summary of *EC* sections 52060(d) and 52066(d) to aid in the development of the LCAP.

Respond to the following prompts, as applicable:

#### ***Focus Goal(s)***

##### Description

The description provided for a Focus Goal must be specific, measurable, and time bound.

- An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach.
- The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

## Type of Goal

Identify the type of goal being implemented as a Focus Goal.

## State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

## An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

## ***Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding***

### Description

LEAs receiving Equity Multiplier funding must include one or more focus goals for each school generating Equity Multiplier funding. In addition to addressing the focus goal requirements described above, LEAs must adhere to the following requirements.

Focus goals for Equity Multiplier schoolsites must address the following:

- (A) All student groups that have the lowest performance level on one or more state indicators on the Dashboard, and
- (B) Any underlying issues in the credentialing, subject matter preparation, and retention of the school's educators, if applicable.
- Focus Goals for each and every Equity Multiplier schoolsite must identify specific metrics for each identified student group, as applicable.
- An LEA may create a single goal for multiple Equity Multiplier schoolsites if those schoolsites have the same student group(s) performing at the lowest performance level on one or more state indicators on the Dashboard or, experience similar issues in the credentialing, subject matter preparation, and retention of the school's educators.
  - When creating a single goal for multiple Equity Multiplier schoolsites, the goal must identify the student groups and the performance levels on the Dashboard that the Focus Goal is addressing; or,

- The common issues the schoolsites are experiencing in credentialing, subject matter preparation, and retention of the school's educators, if applicable.

## Type of Goal

Identify the type of goal being implemented as an Equity Multiplier Focus Goal.

## State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

## An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.
- In addition to this information, the LEA must also identify:
  - The school or schools to which the goal applies

LEAs are encouraged to approach an Equity Multiplier goal from a wholistic standpoint, considering how the goal might maximize student outcomes through the use of LCFF and other funding in addition to Equity Multiplier funds.

- Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the Expanded Learning Opportunities Program (ELO-P), the Literacy Coaches and Reading Specialists (LCRS) Grant Program, and/or the California Community Schools Partnership Program (CCSPP).
- This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

**Note:** *EC Section 42238.024(b)(1) (California Legislative Information)* requires that Equity Multiplier funds be used for the provision of evidence-based services and supports for students. Evidence-based services and supports are based on objective evidence that has informed the design of the service or support and/or guides the modification of those services and supports. Evidence-based supports and strategies are most commonly based on educational research and/or metrics of LEA, school, and/or student performance.

## ***Broad Goal***

### Description

Describe what the LEA plans to achieve through the actions included in the goal.

- The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal.
- The goal description organizes the actions and expected outcomes in a cohesive and consistent manner.
- A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

### Type of Goal

Identify the type of goal being implemented as a Broad Goal.

### State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

### An explanation of why the LEA has developed this goal.

Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

## ***Maintenance of Progress Goal***

### Description

Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP.

- Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP.
- The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with educational partners, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

### Type of Goal

Identify the type of goal being implemented as a Maintenance of Progress Goal.

### State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain how the actions will sustain the progress exemplified by the related metrics.

### ***Measuring and Reporting Results:***

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes.

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.
- The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.
- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.
- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
  - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.
- **Required metrics for Equity Multiplier goals:** For each Equity Multiplier goal, the LEA must identify:
  - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or
  - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.

Complete the table as follows:

Metric #

- Enter the metric number.

## Metric

- Identify the standard of measure being used to determine progress towards the goal and/or to measure the effectiveness of one or more actions associated with the goal.

## Baseline

- Enter the baseline when completing the LCAP for 2024–25.
  - Use the most recent data associated with the metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (e.g., high school graduation rate).
  - Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS.
  - Indicate the school year to which the baseline data applies.
  - The baseline data must remain unchanged throughout the three-year LCAP.
    - This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.
    - If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.
  - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

## Year 1 Outcome

- When completing the LCAP for 2025–26, enter the most recent data available. Indicate the school year to which the data applies.
  - Note for Charter Schools: Charter schools developing a one-year LCAP may provide the Year 1 Outcome when completing the LCAP for both 2025–26 and 2026–27 or may provide the Year 1 Outcome for 2025–26 and provide the Year 2 Outcome for 2026–27.

## Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.
  - Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

## Target for Year 3 Outcome

- When completing the first year of the LCAP, enter the target outcome for the relevant metric the LEA expects to achieve by the end of the three-year LCAP cycle.
  - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a Target for Year 1 or Target for Year 2, as applicable.

## Current Difference from Baseline

- When completing the LCAP for 2025–26 and 2026–27, enter the current difference between the baseline and the yearly outcome, as applicable.
  - Note for Charter Schools: Charter schools developing a one- or two-year LCAP will identify the current difference between the baseline and the yearly outcome for Year 1 and/or the current difference between the baseline and the yearly outcome for Year 2, as applicable.

Timeline for school districts and COEs for completing the “**Measuring and Reporting Results**” part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
Enter information in this box when completing the LCAP for <b>2024–25</b> or when adding a new metric.	Enter information in this box when completing the LCAP for <b>2024–25</b> or when adding a new metric.	Enter information in this box when completing the LCAP for <b>2025–26</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2026–27</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2024–25</b> or when adding a new metric.	Enter information in this box when completing the LCAP for <b>2025–26</b> and <b>2026–27</b> . Leave blank until then.

## Goal Analysis:

Enter the LCAP Year.

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective towards achieving the goal. “Effective” means the degree to which the planned actions were successful in producing the target result. Respond to the prompts as instructed.

**Note:** When completing the 2024–25 LCAP, use the 2023–24 Local Control and Accountability Plan Annual Update template to complete the Goal Analysis and identify the Goal Analysis prompts in the 2024–25 LCAP as “Not Applicable.”

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

- Describe the overall implementation of the actions to achieve the articulated goal, including relevant challenges and successes experienced with implementation.
  - Include a discussion of relevant challenges and successes experienced with the implementation process.
  - This discussion must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

- Describe the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal. “Effectiveness” means the degree to which the actions were successful in producing the target result and “ineffectiveness” means that the actions did not produce any significant or targeted result.
  - In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.
  - When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
  - Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.
  - As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:
    - The reasons for the ineffectiveness, and
    - How changes to the action will result in a new or strengthened approach.

### ***Actions:***

Complete the table as follows. Add additional rows as necessary.

#### Action #

- Enter the action number.

#### Title

- Provide a short title for the action. This title will also appear in the action tables.

#### Description

- Provide a brief description of the action.
  - For actions that contribute to meeting the increased or improved services requirement, the LEA may include an explanation of how each action is principally directed towards and effective in meeting the LEA's goals for unduplicated students, as described in the instructions for the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.
  - As previously noted, for each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
  - These required metrics may be identified within the action description or the first prompt in the increased or improved services section; however, the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

## Total Funds

- Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the action tables.

## Contributing

- Indicate whether the action contributes to meeting the increased or improved services requirement as described in the Increased or Improved Services section using a “Y” for Yes or an “N” for No.
  - **Note:** for each such contributing action, the LEA will need to provide additional information in the Increased or Improved Services section to address the requirements in *California Code of Regulations*, Title 5 [5 CCR] Section 15496 in the Increased or Improved Services section of the LCAP.

**Actions for Foster Youth:** School districts, COEs, and charter schools that have a numerically significant foster youth student subgroup are encouraged to include specific actions in the LCAP designed to meet needs specific to foster youth students.

## Required Actions

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:
  - Language acquisition programs, as defined in *EC* Section 306, provided to students, and
  - Professional development for teachers.
  - If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.
- LEAs eligible for technical assistance pursuant to *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, must include specific actions within the LCAP related to its implementation of the work underway as part of technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance.
- LEAs that have Red Dashboard indicators for (1) a school within the LEA, (2) a student group within the LEA, and/or (3) a student group within any school within the LEA must include one or more specific actions within the LCAP:
  - The specific action(s) must be directed towards the identified student group(s) and/or school(s) and must address the identified state indicator(s) for which the student group or school received the lowest performance level on the 2023 Dashboard. Each student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.

- These required actions will be effective for the three-year LCAP cycle.

## Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

### Purpose

A well-written Increased or Improved Services section provides educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students as defined in *EC* Section 42238.02 in grades TK–12 as compared to all students in grades TK–12, as applicable, and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of educational partners to facilitate their ability to provide input. An LEA’s description in this section must align with the actions included in the Goals and Actions section as contributing.

Please Note: For the purpose of meeting the Increased or Improved Services requirement and consistent with *EC* Section 42238.02, long-term English learners are included in the English learner student group.

### Statutory Requirements

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC* Section 52064[b][8][B]; 5 *CCR* Section 15496[a]). This proportionality percentage is also known as the “minimum proportionality percentage” or “MPP.” The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are identified in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided across the entire LEA (LEA-wide action), provided to an entire school (Schoolwide action), or solely provided to one or more unduplicated student group(s) (Limited action).

Therefore, for *any* action contributing to meet the increased or improved services requirement, the LEA must include an explanation of:

- How the action is increasing or improving services for the unduplicated student group(s) (Identified Needs and Action Design), and
- How the action meets the LEA's goals for its unduplicated pupils in the state and any local priority areas (Measurement of Effectiveness).

## ***LEA-wide and Schoolwide Actions***

In addition to the above required explanations, LEAs must provide a justification for why an LEA-wide or Schoolwide action is being provided to all students and how the action is intended to improve outcomes for unduplicated student group(s) as compared to all students.

- Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.
- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

## ***For School Districts Only***

Actions provided on an **LEA-wide** basis at **school districts with an unduplicated pupil percentage of less than 55 percent** must also include a description of how the actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions provided on a **Schoolwide** basis for **schools with less than 40 percent enrollment of unduplicated pupils** must also include a description of how these actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

## **Requirements and Instructions**

Complete the tables as follows:

### **Total Projected LCFF Supplemental and/or Concentration Grants**

- Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of foster youth, English learner, and low-income students. This amount includes the Additional 15 percent LCFF Concentration Grant.

### **Projected Additional 15 percent LCFF Concentration Grant**

- Specify the amount of additional LCFF concentration grant add-on funding, as described in *EC* Section 42238.02, that the LEA estimates it will receive in the coming year.

### **Projected Percentage to Increase or Improve Services for the Coming School Year**

- Specify the estimated percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 CCR Section 15496(a)(7).

#### LCFF Carryover — Percentage

- Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

#### LCFF Carryover — Dollar

- Specify the LCFF Carryover — Dollar amount identified in the LCFF Carryover Table. If a carryover amount is not identified in the LCFF Carryover Table, specify an amount of zero (\$0).

#### Total Percentage to Increase or Improve Services for the Coming School Year

- Add the Projected Percentage to Increase or Improve Services for the Coming School Year and the Proportional LCFF Required Carryover Percentage and specify the percentage. This is the LEA's percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year, as calculated pursuant to 5 CCR Section 15496(a)(7).

## Required Descriptions:

### ***LEA-wide and Schoolwide Actions***

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

If the LEA has provided this required description in the Action Descriptions, state as such within the table.

Complete the table as follows:

#### Identified Need(s)

Provide an explanation of the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed.

An LEA demonstrates how an action is principally directed towards an unduplicated student group(s) when the LEA explains the need(s), condition(s), or circumstance(s) of the unduplicated student group(s) identified through a needs assessment and how the action addresses them. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

## How the Action(s) are Designed to Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis

Provide an explanation of how the action as designed will address the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed and the rationale for why the action is being provided on an LEA-wide or schoolwide basis.

- As stated above, conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.
- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

## Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

**Note for COEs and Charter Schools:** In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

## Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

If the LEA has provided the required descriptions in the Action Descriptions, state as such.

Complete the table as follows:

## Identified Need(s)

Provide an explanation of the unique need(s) of the unduplicated student group(s) being served identified through the LEA's needs assessment. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

## How the Action(s) are Designed to Address Need(s)

Provide an explanation of how the action is designed to address the unique identified need(s) of the unduplicated student group(s) being served.

## Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

For any limited action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage, as applicable.

- For each action with an identified Planned Percentage of Improved Services, identify the goal and action number and describe the methodology that was used.
- When identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.
- For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost \$165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of \$165,000 by the amount of LCFF Funding identified in the Total Planned Expenditures Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

### ***Additional Concentration Grant Funding***

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

An LEA that receives the additional concentration grant add-on described in *EC* Section 42238.02 is required to demonstrate how it is using these funds to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent as compared to the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is equal to or less than 55 percent. The staff who provide direct services to students must be certificated staff and/or classified staff employed by the LEA; classified staff includes custodial staff.

Provide the following descriptions, as applicable to the LEA:

- An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.
- Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.

- An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as a single-school LEA or an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.
- In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
  - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.
  - The staff-to-student ratio must be based on the number of full-time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.
- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
  - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.
  - The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

## Action Tables

Complete the Total Planned Expenditures Table for each action in the LCAP. The information entered into this table will automatically populate the other Action Tables. Information is only entered into the Total Planned Expenditures Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover Table. The word “input” has been added to column headers to aid in identifying the column(s) where information will be entered. Information is not entered on the remaining Action tables.

The following tables are required to be included as part of the LCAP adopted by the local governing board or governing body:

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)
- Table 2: Contributing Actions Table (for the coming LCAP Year)
- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2024–25 LCAP, 2024–25 will be the coming LCAP Year and 2023–24 will be the current LCAP Year.

## Total Planned Expenditures Table

In the Total Planned Expenditures Table, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year:** Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant:** Provide the total amount estimated LCFF entitlement for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs.

See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 CCR Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover — Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***
- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action's number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services requirement.
- If "Yes" is entered into the Contributing column, then complete the following columns:
  - **Scope:** The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
  - **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
  - **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans." Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.
- **Time Span:** Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year," or "2 Years," or "6 Months."
- **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.

- **Total Non-Personnel:** This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.
- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
  - **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
  - **Note:** Equity Multiplier funds must be included in the "Other State Funds" category, not in the "LCFF Funds" category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA's LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
  - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost \$165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating

to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of \$165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

## Contributing Actions Table

As noted above, information will not be entered in the Contributing Actions Table; however, the ‘Contributing to Increased or Improved Services?’ column will need to be checked to ensure that only actions with a “Yes” are displaying. If actions with a “No” are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the “Yes” responses.

## Annual Update Table

In the Annual Update Table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Estimated Actual Expenditures:** Enter the total estimated actual expenditures to implement this action, if any.

## Contributing Actions Annual Update Table

In the Contributing Actions Annual Update Table, check the ‘Contributing to Increased or Improved Services?’ column to ensure that only actions with a “Yes” are displaying. If actions with a “No” are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the “Yes” responses. Provide the following information for each contributing action in the LCAP for the relevant LCAP year:

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated based on the number and concentration of unduplicated students in the current school year.
- **Estimated Actual Expenditures for Contributing Actions:** Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.
- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).
  - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been \$169,500 due to a cost of living adjustment. The LEA

would divide the estimated actual cost of \$169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

## LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant:** Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 CCR Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

## Calculations in the Action Tables

To reduce the duplication of effort of LEAs, the Action Tables include functionality such as pre-population of fields and cells based on the information provided in the Data Entry Table, the Annual Update Summary Table, and the Contributing Actions Table. For transparency, the functionality and calculations used are provided below.

### Contributing Actions Table

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
  - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column.
- **5. Total Planned Percentage of Improved Services**
  - This percentage is the total of the Planned Percentage of Improved Services column.
- **Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)**
  - This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

## ***Contributing Actions Annual Update Table***

Pursuant to *EC* Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of Improved Services (5) and the Total Estimated Actual Percentage of Improved Services (7). If the Total Planned Contributing Expenditures (4) is equal to or greater than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Estimated Actual Percentage of Improved Services will display “Not Required.”

- **6. Estimated Actual LCFF Supplemental and Concentration Grants**

- This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.

- **4. Total Planned Contributing Expenditures (LCFF Funds)**

- This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).

- **7. Total Estimated Actual Expenditures for Contributing Actions**

- This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).

- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**

- This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).

- **5. Total Planned Percentage of Improved Services (%)**

- This amount is the total of the Planned Percentage of Improved Services column.

- **8. Total Estimated Actual Percentage of Improved Services (%)**

- This amount is the total of the Estimated Actual Percentage of Improved Services column.

- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**

- This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

## ***LCFF Carryover Table***

- **10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 plus Carryover %)**
  - This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.
- **11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)**
  - This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).
- **12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)**
  - If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.  
  
The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.
- **13. LCFF Carryover — Percentage (12 divided by 9)**
  - This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

California Department of Education  
November 2023

# **Local Control and Accountability Plan (LCAP) Action Tables Template**

Developed by the California Department of Education, July 2023

2024-2025 Total Planned Expenditures Table

LCAP Year (Input)	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
2024-2025	\$3,691,776	\$991,391	26.854%	0.00%	26.854%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$1,414,615	\$686,608	\$105,055	\$58,240	\$2,264,518.33	\$1,225,511	\$1,039,007

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non- personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Academic Assessment and Progress Monitoring	All students	Yes	LEA-wide		The charter school/LEA	Ongoing	\$44,250	\$42,115	\$48,997	\$37,368		\$-	\$86,365	0.000%
1	1.2	Academic Supports	All students	Yes	LEA-wide	All	The charter school/LEA	Ongoing	\$402,000	\$-	\$343,760	\$58,240	\$-	\$-	\$402,000	0.000%
1	1.3	Materials, Curriculum, & Supplies	All students	No	LEA-wide		The charter school/LEA	Ongoing	\$-	\$279,616	\$279,616	\$-	\$-	\$-	\$279,616	0.000%
1	1.4	Professional Development to Promote Academic Excellence	All students	Yes	LEA-wide	All	The charter school/LEA	Ongoing	\$46,863	\$40,000	\$86,863	\$-	\$-	\$-	\$86,863	0.000%
1	1.5	Safe and Secure Facilities	All students	No	LEA-wide		The charter school// EA	Ongoing	\$86,493	\$42,000	\$23,438	\$-	\$105,055	\$-	\$128,493	0.000%
1	1.6	Supports for English Learners	English learners	Yes	Limited	English Learners	The charter school// EA	Ongoing	\$119,644	\$15,000	\$76,404	\$-	\$-	\$58,240	\$134,644	0.000%
1	1.7	Additional Supports for Long-term English Learners	English learners	Yes	Limited	English Learners	The charter school// EA	Ongoing	\$19,720	\$13,001	\$32,721	\$-	\$-	\$-	\$32,721	0.000%
1	1.8	Supports for Students with Disabilities	Students with disabilities	No	LEA-wide		The charter school// EA	Ongoing	\$122,394	\$439,066	\$-	\$561,460	\$-	\$-	\$561,460	0.000%
1	1.9	Supports for Homeless and/or Foster Youth	Homeless & foster youth	Yes	LEA-wide	English Learners and Foster Youth	The charter school// EA	Ongoing	\$13,330	\$6,000	\$13,330	\$6,000	\$-	\$-	\$19,330	0.000%
1	1.10	College & Career Readiness	All students	Yes	LEA-wide	All	The charter school/LEA	Ongoing	\$50,729	\$-	\$42,989	\$7,740	\$-	\$-	\$50,729	0.000%
2	2.1	Parent Engagement Activities	All students	Yes	LEA-wide		The charter school// EA	Ongoing	\$21,787	\$7,000	\$28,787	\$-	\$-	\$-	\$28,787	0.000%
2	2.2	Parent Communication Activities	All students	Yes	LEA-wide		The charter school// EA	Ongoing	\$17,390	\$25,000	\$42,390	\$-	\$-	\$-	\$42,390	0.000%
3	3.1	Community Engagement	All students	Yes	LEA-wide	Low-Income	The charter school// EA	Ongoing	\$21,787	\$54,448	\$76,235	\$-	\$-	\$-	\$76,235	0.000%
3	3.2	School Culture Activities	All students	Yes	LEA-wide		The charter school// EA	Ongoing	\$73,782	\$55,434	\$119,216	\$10,000	\$-	\$-	\$129,216	0.000%
3	3.3	Supports for Student Attendance and Engagement	All students	Yes	LEA-wide	All	The charter school// EA	Ongoing	\$36,592	\$2,100	\$38,692	\$-	\$-	\$-	\$38,692	0.000%
3	3.4	Supports for Student Behavior and Wellbeing	All students	Yes	LEA-wide	All	The charter school// EA	Ongoing	\$108,341	\$12,427	\$120,768	\$-	\$-	\$-	\$120,768	0.000%
3	3.5	Supports for Graduation	All students	Yes	LEA-wide	All	The charter school// EA	Ongoing	\$40,409	\$5,800	\$40,409	\$5,800	\$-	\$-	\$46,209	0.000%

2024-2025 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
\$ 3,691,776	\$ 991,391	26.854%	0.00%	26.854%	\$ 1,111,561	0.000%	30.109%	Total:	\$ 1,111,561
								LEA-wide Total:	\$ 1,002,436
								Limited Total:	\$ 109,125
								Schoolwide Total:	\$ 1,002,436

Goal #	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.1	ademic Assessment and Progress Monitoring	Yes	LEA-wide	0	The charter school/LEA	\$ 48,997	0.000%
1	1.2	Academic Supports	Yes	LEA-wide	All	The charter school/LEA	\$ 343,760	0.000%
1	1.4	onal Development to Promote Academic Excellence	Yes	LEA-wide	All	The charter school/LEA	\$ 86,863	0.000%
1	1.6	Supports for English Learners	Yes	Limited	English Learners	The charter school/LEA	\$ 76,404	0.000%
1	1.7	ditional Supports for Long-term English Learners	Yes	Limited	English Learners	The charter school/LEA	\$ 32,721	0.000%
1	1.9	Supports for Homeless and/or Foster Youth	Yes	LEA-wide	English Learners and Foster Youth	The charter school/LEA	\$ 13,330	0.000%
1	1.10	College & Career Readiness	Yes	LEA-wide	All	The charter school/LEA	\$ 42,989	0.000%
2	2.1	Parent Engagement Activities	Yes	LEA-wide	0	The charter school/LEA	\$ 28,787	0.000%
2	2.2	Parent Communication Activities	Yes	LEA-wide	0	The charter school/LEA	\$ 42,390	0.000%
3	3.1	Community Engagement	Yes	LEA-wide	Low-Income	The charter school/LEA	\$ 76,235	0.000%
3	3.2	School Culture Activities	Yes	LEA-wide	0	The charter school/LEA	\$ 119,216	0.000%
3	3.3	upports for Student Attendance and Engagement	Yes	LEA-wide	All	The charter school/LEA	\$ 38,692	0.000%
3	3.4	upports for Student Behavior and Wellbeing	Yes	LEA-wide	All	The charter school/LEA	\$ 120,768	0.000%
3	3.5	Supports for Graduation	Yes	LEA-wide	All	The charter school/LEA	\$ 40,409	0.000%

## 2023-2024 Annual Update Table

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals:	\$ 851,000.00	\$ 1,362,057.73

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1	Textbook and curriculum	No	\$ 80,000	\$ 48,263
1	2	CCSS aligned assessments	No	\$ 2,000	\$ 4,798
1	3	Academic Supports and Interventions	Yes	\$ 25,000	\$ 379,320
1	4	Increased Course Offerings	No	\$ 20,000	\$ 33,940
1	5	English Language Development	Yes	\$ 90,000	\$ 114,678
1	6	Special Education	No	\$ 175,000	\$ 162,242
1	7	Field Trips	No	\$ 50,000	\$ 38,654
1	8	Technology	No	\$ 20,000	\$ 69,086
2	1	Teacher Hiring & Retention	No	\$ 15,000	\$ 9,405
2	2	Professional Development	No	\$ 30,000	\$ 40,377
2	3	EL Focus Professional Development	Yes	\$ 5,000	\$ 130,599
3	1	Post Secondary Parent Engagement	No	\$ 2,500	\$ 2,500
3	2	Parent Survey	No	\$ 1,500	\$ 2,000
3	3	Family Welcome & Transition Events	No	\$ 5,000	\$ 5,250
3	4	Outreach Coordinator	Yes	\$ 24,000	\$ 60,053
3	5	Technology	No	\$ 2,000	\$ 2,500
4	1	School Personnel	Yes	\$ 250,000	\$ 212,874
4	2	School-wide Assemblies	No	\$ 11,000	\$ 3,000
4	3	School Supplies	No	\$ 25,000	\$ 24,431
4	4	Youth Truth Survey	No	\$ 3,000	\$ 3,700
4	6	SEL	Yes	\$ 15,000	\$ 14,388

2023-2024 Contributing Actions Annual Update Table

6. Estimated Actual LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Actual Percentage of Improved Services (%)	Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
\$ 882,021	\$ 409,000	\$ 911,912	\$ (502,912)	0.000%	0.000%	0.000% - No Difference

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	3	Academic Supports and Interventions	Yes	\$ 25,000	\$ 379,320	0.000%	0.000%
1	5	English Language Development	Yes	\$ 90,000	\$ 114,678	0.000%	0.000%
2	3	EL Focus Professional Development	Yes	\$ 5,000	\$ 130,599	0.000%	0.000%
3	4	Outreach Coordinator	Yes	\$ 24,000	\$ 60,053	0.000%	0.000%
4	1	School Personnel	Yes	\$ 250,000	\$ 212,874	0.000%	0.000%
4	6	SEL	Yes	\$ 15,000	\$ 14,388	0.000%	0.000%

2023-2024 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
\$ 3,299,800	\$ 882,021	0.000%	26.730%	\$ 911,912	0.000%	27.635%	\$0.00 - No Carryover	0.00%

# **Amethod Public Schools**



**2024-2025**

## **Annual Notice Packet**

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# Instructional Program

## **Availability of Prospectus**

Upon request, the Charter School will make available to any parent or legal guardian, a school prospectus, which shall include the curriculum, including titles, descriptions, and instructional aims of every course offered. Please note that, pursuant to law, the Charter School may charge for the prospectus in an amount not to exceed the cost of duplication.

## **Teacher Qualification Information**

As the Charter School receives Title I federal funds through the Elementary and Secondary Education Act (“ESEA”), as reauthorized and amended by the Every Student Succeeds Act (“ESSA”), all parents/guardians of students attending the Charter School may request information regarding the professional qualifications of classroom teachers and/or paraprofessionals, including at a minimum:

1. Whether the student’s teacher:
  - a. Has met State qualification and licensing criteria for the grade levels and subject areas in which the teacher provides instruction;
  - b. Is teaching under emergency or other provisional status through which State qualification or licensing criteria have been waived; and
  - c. Is teaching in the field of discipline of the certification of the teacher; and
2. Whether the child is provided services by paraprofessionals and, if so, their qualifications.

Upon request, the Charter School will provide the information to the parents/guardians in a timely manner. Parents/guardians may contact the Chief Executive Officer at [sflores@amethodschools.org](mailto:sflores@amethodschools.org) to obtain this information.

## **Information Regarding Financial Aid**

The Charter School shall ensure that each of its students receives information on how to properly complete and submit the 1) Free Application for Federal Student Aid (FAFSA) or 2) the California Dream Act Application as appropriate, at least once before the student enters 12<sup>th</sup> grade. The Charter School will provide a paper copy of the FAFSA or the California Dream Act Application upon request.

- The FAFSA form and information regarding the FAFSA are available at:
  - <https://studentaid.gov/h/apply-for-aid/fafsa>
- The California Dream Act Application and information regarding the California Dream Act is available at:
  - <https://www.csac.ca.gov/post/resources-california-dream-act-application>

## **California Healthy Kids Survey**

The Charter School will administer the California Healthy Kids Survey (“CHKS”) to students at grades five, seven, nine, and eleven whose parent or guardian provides written permission. The

CHKS is an anonymous, confidential survey of school climate and safety, student wellness, and youth resiliency that enables the Charter School to collect and analyze data regarding local youth health risks and behaviors, school connectedness, school climate, protective factors, and school violence.

### **Surveys About Personal Beliefs**

Unless the student's parent/guardian gives written permission, a student will not be given any test, questionnaire, survey, or examination containing any questions about the student's, or the student's parents' or guardians' personal beliefs or practices in sex, family life, morality, or religion.

### **Campus Search and Seizure**

The Charter School recognizes and has determined that the occurrence of incidents which may include the possession of firearms, weapons, alcohol, controlled substances, or other items of contraband prohibited by law or Charter School rules and regulations, jeopardizes the health, safety and welfare of students and Charter School employees.

The California Constitution requires that all students and staff of public schools have the inalienable right to attend campuses which are safe, secure, and peaceful. As such, Charter School has adopted a Policy outlining the reasonable search of students and their property, student use areas, and/or student lockers and the seizure of illegal, unsafe, unauthorized or contraband items and materials through a search based upon reasonable suspicion.

Student lockers, including P.E. lockers are school property and remain at all times under the control of the Charter School. Students shall assume full responsibility for the security of their lockers. Student lockers may not be used to store illegal, unauthorized, or contraband materials. The acceptance and use of locker facilities on school campus by any student shall constitute consent by the student to the search of such locker facilities by authorized school personnel and/or law enforcement. Inspections of lockers may be conducted by school personnel and/or law enforcement through the use of trained dogs.

A student's personal cell phone, smartphone, or other personal electronic device shall not be searched by school officials without a warrant, the student's consent, or a legitimate emergency, unless the device is lost or abandoned. An emergency is any *situation involving danger of death or serious physical injury to any person, that requires access to the information located or reasonably believed to be located on the electronic device*. If the Charter School has a good faith belief that the device is lost, stolen, or abandoned, the Charter School may only access electronic device information in order to attempt to identify, verify, or contact the owner of the device.

The Charter School is not prohibited from seizing/confiscating a student's personal electronic device, without searching its contents, if the student's use or possession of the private electronic device is in violation of Charter School rules or regulations.

### **English Learners**

The Charter School is committed to the success of its English Learners and support will be

offered both within academic classes and in supplemental settings for students who need additional support for English language learning. The Charter School will meet all applicable legal requirements for English Learners as they pertain to annual notification to parents, student identification, placement, program options, English Learners and core content instruction, teacher qualifications and training, reclassification to fluent English proficient status, monitoring and evaluating program effectiveness, and standardized testing requirements. The Charter School will implement policies to assure proper placement, evaluation, and communication regarding English Learners and the rights of students and parents.

### **Sexual Health Education**

The Charter School offers comprehensive sexual health education to its students in grades 7-12. A parent or guardian of a student has the right to excuse their child from all or part of comprehensive sexual health education, HIV prevention education, and assessments related to that education through a passive consent (“opt-out”) process. The Charter School does not require active parental consent (“opt-in”) for comprehensive sexual health education and HIV prevention education.

Parents and guardians may:

- Inspect written and audiovisual educational materials used in comprehensive sexual health education and HIV prevention education.
- Excuse their child from participation in comprehensive sexual health education and HIV prevention education in writing to the Charter School.
- Be informed whether the comprehensive sexual health or HIV/AIDS prevention education will be taught by Charter School personnel or outside consultants. When the Charter School chooses to use outside consultants or to hold an assembly with guest speakers to teach comprehensive sexual health or HIV/AIDS prevention education, be informed of:
  - The date of the instruction
  - The name of the organization or affiliation of each guest speaker
- Request a copy of Education Code sections 51930 through 51939.

Anonymous, voluntary, and confidential research and evaluation tools to measure students’ health behaviors and risks (including tests, questionnaires, and surveys containing age-appropriate questions about the student’s attitudes concerning or practices relating to sex) may be administered to students in grades 7-12. A parent or guardian has the right to excuse their child from the test, questionnaire, or survey through a passive consent (“opt-out”) process. Parents or guardians shall be notified in writing that this test, questionnaire, or survey is to be administered, given the opportunity to review the test, questionnaire, or survey if they wish, notified of their right to excuse their child from the test, questionnaire, or survey, and informed that in order to excuse their child they must state their request in writing to the Charter School.

A student may not attend any class in comprehensive sexual health education or HIV prevention education, or participate in any anonymous, voluntary, and confidential test, questionnaire, or survey on student health behaviors and risks, if the Charter School has received a written request from the student’s parent or guardian excusing the student from participation. An alternative educational activity shall be made available to students whose parents or guardians have requested that they not receive the instruction or participate in the test, questionnaire, or survey.

### **Special Education /Students with Disabilities**

We are dedicated to the belief that all students can learn and must be guaranteed equal opportunity to become contributing members of the academic environment and society. The Charter School provides special education instruction and related services in accordance with the Individuals with Disabilities in Education Improvement Act (“IDEA”), Education Code requirements, and applicable policies and procedures of the El Dorado County SELPA services are available for special education students enrolled at the Charter School. We offer high quality educational programs and services for all our students in accordance with the assessed needs of each student. The Charter School collaborates with parents, the student, teachers, and other agencies, as may be indicated, in order to appropriately serve the educational needs of each student.

Pursuant to the IDEA and relevant state law, the Charter School is responsible for identifying, locating, and evaluating children enrolled at the Charter School with known or suspected disabilities to determine whether a need for special education and related services exists. This includes children with disabilities who are homeless or foster youth. The Charter School shall not deny nor discourage any student from enrollment solely due to a disability. If you believe your child may be eligible for special education services, please contact:

<b>School</b>	<b>Name/Title</b>	<b>Email</b>	<b>Phone</b>
Benito Juarez Elementary	Michelle Walker, Site Director	lawalker@amethodschools.org	510-215-7009
John Henry High School	Jennifer Crocker, Site Director	jcrocker@amethodschools.org	510-235-2439
Downtown Charter Academy	Julia Li, Site Director	jli@amethodschools.org	510-535-1580
Oakland Charter High School	Jasmine Nash, Site Director	jnash@amethodschools.org	510-436-0101
Oakland Charter Academy	Stacy Drakeford, Site Director	sdrakeford@amethodschools.org	510-532-6751
Richmond Charter Academy	Jasmine Williams, Site Director	jwilliams@amethodschools.org	510-235-2465

### **Section 504**

The Charter School recognizes its legal responsibility to ensure that no qualified person with a disability shall, on the basis of disability, be excluded from participation, be denied the benefits of, or otherwise subjected to discrimination under any program of the Charter School. Any student who has an objectively identified disability which substantially limits a major life activity, including, but not limited to learning, is eligible for accommodations by the Charter School. The parent of any student suspected of needing or qualifying for accommodations under Section 504 may make a referral for an evaluation to the Site Director. A copy of the Charter School’s Section 504 policies and procedures is available upon request at the main office.

### **State Testing**

The Charter School shall annually administer required state testing to the applicable grades (e.g.,

the California Assessment of Student Performance and Progress [“CAASPP”].) Notwithstanding any other provision of law, a parent’s or guardian’s written request to Charter School officials to excuse their child from any or all parts of the CAASPP shall be granted. Upon request, parents have a right to information on the level of achievement of their student on every State academic assessment administered to the student.

### **Cal Grant Program Notice**

The Charter School is required by state law to submit the Grade Point Average (“GPA”) of all high school seniors by Oct. 1 of each year, unless the student over age 18 years of age or parent/guardian for those under 18 years of age opt-out. Students currently in eleventh (11th) grade will be deemed a Cal Grant applicant, unless the student (or parent/guardian, if the student is under 18 years of age) has opted out by or before February 1.

## **Student Policies and Procedures**

### **Involuntary Removal Process**

No student shall be involuntarily removed by the Charter School for any reason unless the parent or guardian of the student has been provided written notice of intent to remove the student no less than five (5) schooldays before the effective date of the action (“Involuntary Removal Notice”). The written notice shall be in the native language of the student or the student’s parent or guardian or, if the student is a foster child or youth or a homeless child or youth, the student’s educational rights holder. The Involuntary Removal Notice shall include the charges against the student and an explanation of the student’s basic rights including the right to request a hearing before the effective date of the action. The hearing shall be consistent with the Charter School’s expulsion procedures. If the student’s parent, guardian, or educational rights holder requests a hearing, the student shall remain enrolled and shall not be removed until the Charter School issues a final decision. As used herein, “involuntarily removed” includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions or expulsions pursuant to the Charter School’s suspension and expulsion policy.

Upon parent/guardian request for a hearing, the Charter School will provide notice of hearing consistent with its expulsion hearing process, through which the student has a fair opportunity to present testimony, evidence, and witnesses and confront and cross-examine adverse witnesses, and at which the student has the right to bring legal counsel or an advocate. The notice of hearing shall be in the native language of the student or the student’s parent or guardian or, if the student is a foster child or youth or a homeless child or youth, the student’s educational rights holder and shall include a copy of the Charter School’s expulsion hearing process.

If the parent/guardian is nonresponsive to the Involuntary Removal Notice, the Student will be disenrolled as of the effective date set forth in the Involuntary Removal Notice. If the parent/guardian requests a hearing and does not attend on the date scheduled for the hearing the student will be disenrolled effective the date of the hearing.

If as a result of the hearing the student is disenrolled, notice will be sent to the student’s last known school district of residence within thirty (30) days.

A hearing decision not to disenroll the student does not prevent the Charter School from making a similar recommendation in the future should student truancy continue or reoccur.

### **Nondiscrimination Statement**

The Charter School does not discriminate against any person on the basis of actual or perceived disability, gender, gender identity, gender expression, nationality, race or ethnicity, immigration status, religion, religious affiliation, sexual orientation, pregnancy, or any other characteristic that is contained in the definition of hate crimes in the California Penal Code.

The Charter School Board of Directors shall not refuse to approve the use or prohibit the use of any textbook, instructional material, supplemental instructional material, or other curriculum for classroom instruction or any book or other resource in a school library on the basis that it includes a study of the role and contributions of Native Americans, African Americans, Latino Americans, Asian Americans, Pacific Islanders, European Americans, LGBTQ+ Americans, persons with disabilities, or members of other ethnic, cultural, religious, or socioeconomic status groups.

The Charter School adheres to all provisions of federal law related to students with disabilities, including, but not limited to, Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act of 1990 (“ADA”), and the Individuals with Disabilities Education Improvement Act of 2004 (“IDEIA”).

The Charter School does not discourage students from enrolling or seeking to enroll in the Charter School for any reason, including, but not limited to, academic performance, disability, neglect or delinquency, English proficiency, for being homeless or a foster/mobile youth, economic disadvantage, nationality, race, ethnicity, or sexual orientation. The Charter School shall not encourage a student currently attending Charter School to disenroll or transfer to another school based on any of the aforementioned reasons except in cases of expulsion and suspension or involuntary removal in accordance with the Charter School’s charter and relevant policies.

The Charter School does not request nor require student records prior to a student’s enrollment.

The Charter School shall provide a copy of the California Department of Education Complaint Notice and Form to any parent, guardian, or student over the age of 18 at the following times: (1) when a parent, guardian, or student over the age of 18 inquires about enrollment; (2) before conducting an enrollment lottery; and (3) before disenrollment of a student.

The Charter School is committed to providing an educational atmosphere that is free of unlawful harassment under Title IX of the Education Amendments of 1972 (sex); Titles IV, VI, and VII of the Civil Rights Act of 1964 (race, color, or national origin); The Age Discrimination Act of 1975; the IDEIA; and Section 504 and Title II of the ADA (mental or physical disability).

The Charter School also prohibits sexual harassment, including cyber sexual bullying, and harassment based upon pregnancy, childbirth or related medical conditions, race, religion, religious affiliation, creed, color, immigration status, gender, gender identity, gender expression, national origin or ancestry, physical or mental disability, medical condition, marital status, age, sexual orientation, or any other basis protected by federal, state, local law, ordinance or regulation.

The Charter School does not condone or tolerate harassment of any type, including discrimination, intimidation, or bullying, including cyber sexual bullying, by any employee, independent contractor or other person with which the Charter School does business, or any other individual, student, or volunteer. This applies to all employees, students, or volunteers and relationships, regardless of position or gender.

Pursuant to California law and the California Attorney General’s guidance to K-12 schools in

responding to immigration issues (“Guidance”), Charter School provides equal access to free public education, regardless of a student’s or their parent’s or guardian’s immigration status or religious beliefs. The complete Guidance, including *Appendix G – Know Your Rights* can be reviewed via the following link: <https://oag.ca.gov/sites/all/files/agweb/pdfs/bcj/school-guidance-model-k12.pdf>.

The Charter School will promptly and thoroughly investigate any complaint of harassment and take appropriate corrective action, if warranted. Inquiries, complaints, or grievances regarding harassment as described in this section, above, should be directed to the Charter School Uniform Complaint Procedures (“UCP”) Compliance Officer:

Maria Arechiga  
Sr. Director of Operations and Compliance  
Amethod Public Schools  
1450 Marina Way South  
Suite 300  
Richmond, CA 94804  
[marechiga@amethodschools.org](mailto:marechiga@amethodschools.org)  
Telephone: (510) 436-0172

The lack of English language skills will not be a barrier to admission or participation in The Charter School’s programs or activities. Charter School prohibits retaliation against anyone who files a complaint or who participates or refuses to participate in a complaint investigation.

### **Uniform Complaint Procedure (“UCP”)**

Charter School is the local agency primarily responsible for compliance with federal and state laws and regulations governing educational programs. The Charter School shall investigate and seek to resolve complaints using policies and procedures known as the Uniform Complaint Procedure (“UCP”) adopted by our Governing Board for the following types of complaints:

1. Complaints alleging unlawful discrimination, harassment, intimidation, or bullying against any protected group on the basis of the actual or perceived characteristics of age, ancestry, color, mental disability, physical disability, ethnic group identification, immigration status, citizenship, gender expression, gender identity, gender, genetic information, nationality, national origin, race or ethnicity, religion, medical condition, marital status, sex, or sexual orientation, or on the basis of a person’s association with a person or group with one or more of these actual or perceived characteristics in any Charter School program or activity. Unlawful discrimination includes, but is not limited to, noncompliance with Education Code section 243(a).
2. Complaints alleging a violation of state or federal law or regulation governing the following programs:
  - Accommodations for Pregnant, Parenting or Lactating Students;
  - Adult Education;
  - After School Education and Safety;
  - Career Technical and Technical Education;

- Career Technical and Technical Training;
  - Child Care and Development Programs;
  - Consolidated Categorical Aid;
  - Education of Students in Foster Care, Students who are Homeless, former Juvenile Court Students now enrolled in a public school, Migratory Children and Children of Military Families;
  - Every Student Succeeds Act;
  - Migrant Education Programs;
  - Regional Occupational Centers and Programs; and/or
  - School Safety Plans.
3. Complaints alleging noncompliance with laws relating to pupil fees. A student enrolled in a public school shall not be required to pay a pupil fee for participation in an educational activity. A pupil fee includes, but is not limited to, all of the following:
- A fee charged to a student as a condition for registering for school or classes, or as a condition for participation in a class or an extracurricular activity, regardless of whether the class or activity is elective or compulsory or is for credit.
  - A security deposit, or other payment, that a student is required to make to obtain a lock, locker, book, class apparatus, musical instrument, clothes, or other materials or equipment.
  - A purchase that a student is required to make to obtain materials, supplies, equipment, or clothes associated with an educational activity.
4. Complaints alleging noncompliance with the requirements governing the Local Control Funding Formula (“LCFF”) or Local Control and Accountability Plans (“LCAP”) under Education Code sections 47606.5 and 47607.3, as applicable. If the Charter School adopts a School Plan for Student Achievement (“SPSA”) in addition to its LCAP, complaints of noncompliance with the requirements of the SPSA under Education Code sections 64000, 64001, 65000, and 65001 shall also fall under the UCP.
5. Complaints alleging noncompliance regarding child nutrition programs established pursuant to Education Code sections 49490-49590 are governed by Title 7, Code of Federal Regulations (“C.F.R.”) sections 210.19(a)(4), 215.1(a), 220.13(c), 225.11(b), 226.6(n), and 250.15(d) and Title 5, California Code of Regulations (“C.C.R.”) sections 15580 - 15584.
6. Complaints alleging noncompliance regarding special education programs established pursuant to Education Code sections 56000-56865 and 59000-59300 are governed by the procedures set forth in 5 C.C.R. sections 3200-3205 and 34 C.F.R. sections 300.151-300.153.
7. Complaints regarding state preschool health and safety issues in local educational agencies exempt from licensing are governed by 5 C.C.R. sections 4690-4694, except as otherwise indicated.

Complaints must be filed in writing with the following Compliance Officer:

Maria Arechiga  
Sr. Director of Operations and Compliance  
Amethod Public Schools  
1450 Marina Way South  
Suite 300  
Richmond, CA 94804  
[marechiga@amethodschools.org](mailto:marechiga@amethodschools.org)  
Telephone: (510) 436-0172

Only complaints regarding pupil fees or LCAP compliance may be filed anonymously and only if the anonymous complainant provides evidence or information leading to evidence to support an allegation of noncompliance with laws relating to pupil fees or LCAP.

Complaints alleging unlawful discrimination, harassment, intimidation, or bullying, must be filed within six (6) months from the date the alleged discrimination, harassment, intimidation, or bullying, occurred or the date the complainant first obtained knowledge of the facts of the alleged discrimination, harassment, intimidation, or bullying. All other complaints under the UCP shall be filed not later than one (1) year from the date the alleged violation occurred. For complaints relating to the LCAP, the date of the alleged violation is the date on which the Charter School's Board of Directors approved the LCAP or the annual update was adopted by the Charter School.

The Compliance Officer responsible for investigating the complaint shall conduct and complete the investigation in accordance with California regulations and the Charter School's UCP Policy. The Compliance Officer shall provide the complainant with a final written investigation report ("Decision") within sixty (60) calendar days from the Charter School's receipt of the complaint. This sixty (60) calendar day time period may be extended by written agreement of the complainant.

The complainant has a right to appeal the Charter School's Decision to the California Department of Education ("CDE") by filing a written appeal within thirty (30) calendar days of the date of the Charter School's written Decision, except if the Charter School has used its UCP to address a complaint that is not subject to the UCP requirements. The appeal must include a copy of the complaint filed with the Charter School, a copy of the Charter School's Decision, and the complainant must specify and explain the basis for the appeal of the Decision, including at least one of the following:

1. The Charter School failed to follow its complaint procedures.
2. Relative to the allegations of the complaint, the Charter School's Decision lacks material findings of fact necessary to reach a conclusion of law.
3. The material findings of fact in the Charter School's Decision are not supported by substantial evidence.
4. The legal conclusion in the Charter School's Decision is inconsistent with the law.
5. In a case in which the Charter School's Decision found noncompliance, the corrective actions fail to provide a proper remedy.

A complainant who appeals the Charter School's Decision on a UCP complaint to the CDE shall receive a written appeal decision within sixty (60) calendar days of the CDE's receipt of the

appeal, unless extended by written agreement with the complainant or the CDE documents exceptional circumstances and informs the complainant.

Within thirty (30) calendar days of the date of the CDE's appeal Decision pursuant to 5 C.C.R. section 4633(f)(2) or (3), either party may request reconsideration by the State Superintendent of Public Instruction ("SSPI") or the SSPI's designee. The request for reconsideration shall specify and explain the reason(s) for contesting the findings of fact, conclusions of law, or corrective actions in the CDE's appeal Decision.

If a UCP complaint is filed directly with the CDE and the CDE determines that it merits direct intervention, the CDE shall complete an investigation and provide a written decision to the complainant within sixty (60) calendar days of receipt of the complaint, unless the parties have agreed to extend the timeline or the CDE documents exceptional circumstances and informs the complainant.

If the Charter School finds merit in a UCP complaint, or the CDE finds merit in an appeal, the Charter School shall take corrective actions consistent with the requirements of existing law that will provide a remedy to the affected student and/or parent/guardian as applicable.

A complainant may pursue available civil law remedies outside of the Charter School's complaint procedures. Complainants may seek assistance from mediation centers or public/private interest attorneys. Civil law remedies that may be imposed by a court include, but are not limited to, injunctions and restraining orders. For unlawful discrimination, harassment, intimidation or bullying complaints arising under state law, however, a complainant must wait until sixty (60) calendar days have elapsed from the filing of an appeal with the CDE before pursuing civil law remedies. The moratorium does not apply to injunctive relief and is applicable only if the Charter School has appropriately, and in a timely manner, apprised the complainant of the complainant's right to file a complaint in accordance with 5 C.C.R. § 4622.

A copy of the UCP shall be available upon request free of charge in the main office. For further information on any part of the complaint procedures, including filing a complaint or requesting a copy of the UCP, please contact the Chief Executive Officer.

### **Lost or Damaged School Property**

If a student willfully damages the Charter School's property or the personal property of a Charter School employee, or fails to return a textbook, library book, computer/tablet or other Charter School property that has been loaned to the student, the student's parents/guardians are liable for all damages caused by the student's misconduct not to exceed ten thousand dollars (\$10,000), adjusted annually for inflation. After notifying the student's parent or guardian in writing of the student's alleged misconduct and affording the student due process, the Charter School may withhold the student's grades, transcripts, and high school diploma, until the damages have been paid. If the student and the student's parent/guardian are unable to pay for the damages or to return the property, Charter School will provide a program of voluntary work for the minor in lieu of the payment of monetary damages. Upon completion of the voluntary work, the student's grades, transcripts, and high school diploma will be released.

### **Student Records, including Records Challenges and Directory Information**

The Family Educational Rights and Privacy Act (“FERPA”) affords parents and students who are 18 years of age or older (“eligible students”) certain rights with respect to the student’s education records. These rights are:

1. The right to inspect and review the student’s education records within five (5) business days after the day the Charter School receives a request for access. Parents or eligible students should submit to the Charter School Chief Executive Officer or designee a written request that identifies the records they wish to inspect. The Charter School official will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.
2. The right to request the amendment of the student’s education records that the parent or eligible student believes are inaccurate, misleading, or otherwise in violation of the student’s privacy rights under FERPA.

Parents or eligible students who wish to ask the Charter School to amend a record should write the Charter School’s Chief Executive Officer or designee, clearly identify the part of the record they want changed and specify why it should be changed. If the Charter School decides not to amend the record as requested by the parent or eligible student, the Charter School will notify the parent or eligible student of the decision and of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing. If the Charter School decides to amend the record as requested by the parent or eligible student, the Chief Executive Officer must order the correction or the removal and destruction of the information and inform the parent or eligible student of the amendment in writing.

3. The right to provide written consent before the Charter School discloses personally identifiable information (“PII”) from the student’s education records, except to the extent that FERPA authorizes disclosure without consent.

One exception, which permits disclosure without consent, is disclosure to Charter School officials with legitimate educational interests. A Charter School official is a person employed by the Charter School as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel) or a person serving on the Charter School’s Board of Directors. A Charter School official also may include a volunteer, consultant, vendor, or contractor outside of the Charter School who performs an institutional service or function for which the Charter School would otherwise use its own employees and who is under the direct control of the school with respect to the use and maintenance of PII from education records, such as an attorney, auditor, medical consultant, or therapist, or contracted provider of digital educational platforms and/or services; a parent or student volunteering to serve on an official committee, such as a disciplinary or grievance committee; or a parent, student, or other volunteer assisting another Charter School official in performing their tasks. A Charter School official has a legitimate educational interest if the official needs to review an education record in order to fulfill their professional responsibility.

Upon request, the Charter School discloses education records without consent to officials of another school district in which a student seeks or intends to enroll, or is already enrolled, if the

disclosure is for purposes of the student's enrollment or transfer.

Note that Charter School will not release information to third parties for immigration-enforcement purposes, except as required by law or court order.

4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the Charter School to comply with the requirements of FERPA. The name and address of the Office that administers FERPA are:

Student Privacy Policy Office  
U.S. Department of Education  
400 Maryland Avenue, SW  
Washington, DC 20202

5. The right to request that the Charter School not release student names, addresses and telephone listings to military recruiters or institutions of higher education without prior written parental consent.

FERPA permits the disclosure of PII from student's education records, without consent of the parent or eligible student, if the disclosure meets certain conditions found in §99.31 of the FERPA regulations. Except for disclosures to Charter School officials, disclosures related to some judicial orders or lawfully issued subpoenas, disclosures of directory information, and disclosures to the parent or eligible student, §99.32 of the FERPA regulations requires the Charter School to record the disclosure. Parents and eligible students have a right to inspect and review the record of disclosures. A Charter School may disclose PII from the education records of a student without obtaining prior written consent of the parents or the eligible student to the following parties:

1. Charter School officials who have a legitimate educational interest as defined by 34 C.F.R. Part 99;
2. Other schools to which a student seeks or intends to enroll so long as the disclosure is for purposes related to the student's enrollment or transfer. When a student transfers schools, the Charter School will mail the original or a copy of a student's cumulative file to the receiving district or private school within ten (10) school days following the date the request is received from the public school or private school where the student intends to enroll. The Charter School will make a reasonable attempt to notify the parent or eligible student of the request for records at the parent's or eligible student's last known address, unless the disclosure is initiated by the parent or eligible student. Additionally, the Charter School will give the parent or eligible student, upon request, a copy of the record that was disclosed and give the parent or eligible student, upon request, an opportunity for hearing;
3. Certain government officials listed in 20 U.S.C. § 1232g(b)(1) in order to carry out lawful functions;
4. Appropriate parties in connection with a student's application for, or receipt of, financial aid if it is necessary to determine eligibility, amount of aid, conditions for aid or enforcing the terms and conditions of the aid;
5. Organizations conducting certain studies for the Charter School in accordance with 20 U.S.C. § 1232g(b)(1)(F);

6. Accrediting organizations in order to carry out their accrediting functions;
7. Parents of a dependent student as defined in section 152 of the Internal Revenue Code of 1986;
8. Individuals or entities, in compliance with a judicial order or lawfully issued subpoena. Subject to the exceptions found in 34 C.F.R. § 99.31(a)(9)(i), reasonable effort must be made to notify the parent or eligible student of the order or subpoena in advance of compliance, so that the parent or eligible student may seek a protective order;
9. Persons who need to know in cases of health and safety emergencies;
10. State and local authorities, within a juvenile justice system, pursuant to specific State law;
11. A foster family agency with jurisdiction over a currently enrolled or former student, a short-term residential treatment program staff responsible for the education or case management of a student, and a caregiver (regardless of whether the caregiver has been appointed as the student's educational rights holder) who has direct responsibility for the care of the student, including a certified or licensed foster parent, an approved relative or nonrelated extended family member, or a resource family, may access the current or most recent records of grades, transcripts, attendance, discipline, and online communication on platforms established by the School for students and parents, and any individualized education program ("IEP") or Section 504 plan that may have been developed or maintained by the Charter School; and/or
12. A victim of an alleged perpetrator of a crime of violence or a non-forcible sex offense. The disclosure may only include the final results of the disciplinary proceedings conducted by the Charter School with respect to that alleged crime or offense. The Charter School discloses the final results of the disciplinary proceeding regardless of whether the Charter School concluded a violation was committed.

"Directory Information" is information that is generally not considered harmful or an invasion of privacy if released. The Charter School may disclose the personally identifiable information that it has designated as directory information without a parent's or eligible student's prior written consent. The Charter School has designated the following information as directory information:

1. Student's name
2. Student's address
3. Parent's/guardian's address
4. Telephone listing
5. Student's electronic mail address
6. Parent's/guardian's electronic mail address
7. Photograph/video
8. Date and place of birth
9. Dates of attendance
10. Grade level
11. Participation in officially recognized activities and sports
12. Weight and height of members of athletic teams
13. Degrees, honors, and awards received
14. The most recent educational agency or institution attended
15. Student ID number, user ID, or other unique personal identifier used to communicate in

electronic systems that cannot be used to access education records without a PIN, password, etc. (A student's social security number, in whole or in part, cannot be used for this purpose.)

If you do not want the Charter School to disclose directory information from your child's education records without your prior written consent, you must notify the Charter School in writing at the time of enrollment or re-enrollment. Please notify the Site Director at:

School	Name/Title	Email	Phone
Benito Juarez Elementary	Michelle Walker, Site Director	lawalker@amethodschools.org	510-215-7009
John Henry High School	Jennifer Crocker, Site Director	jcrocker@amethodschools.org	510-235-2439
Downtown Charter Academy	Julia Li, Site Director	jli@amethodschools.org	510-535-1580
Oakland Charter High School	Jasmine Nash, Site Director	jnash@amethodschools.org	510-436-0101
Oakland Charter Academy	Stacy Drakford, Site Director	sdrakeford@amethodschools.org	510-532-6751
Richmond Charter Academy	Jasmine Williams, Site Director	jwilliams@amethodschools.org	510-235-2465

A copy of the complete Policy is available upon request at the main office.

Please note that data collected and reported by the Charter School to the California Longitudinal Pupil Achievement Data System (CalPADS<sup>1</sup>) pursuant to state law, will be shared with the California College Guidance Initiative ("CCGI"<sup>2</sup>), Pursuant to CA Ed Code section 60900.5, and will:

- 1) Be used to provide pupils and families with direct access to online tools and resources.
- 2) Enable a pupil to transmit information shared with the CCGI to both of the following:
  - a. Postsecondary educational institutions for purposes of admissions and academic placement.
  - b. The Student Aid Commission for purposes of determining eligibility for, and increasing uptake of, student financial aid.

### **Education of Foster and Mobile Youth**

**Definitions:** For the purposes of this annual notice the terms are defined as follows:

- *"Foster youth"* means any of the following:

<sup>1</sup> CALPADS is a database maintained by the CDE which consists of pupil data from elementary and secondary schools relating to, among other things, demographic, program participation, enrollment, and statewide assessments data.

<sup>2</sup> CCGI an authorized provider of an institutional service to all California local educational agencies and as part of the state's efforts to make college-going a more streamlined experience for students. The CCGI currently receives enrollment data for all public-school students enrolled in grades six through twelve from the California Department of Education (CDE).

1. A child who has been removed from their home pursuant to Section **309** of the California Welfare and Institutions Code (“WIC”).
  2. A child who is the subject of a petition filed pursuant to WIC section 300 or 602 (whether or not the child has been removed from the child’s home by juvenile court).
  3. A child who is the subject of a petition filed pursuant WIC section 602, has been removed from the child’s home by the juvenile court, and is in foster care.
  4. A nonminor under the transition jurisdiction of the juvenile court, as described in WIC section 450, who satisfies all of the following criteria:
    - a. The nonminor has attained 18 years of age while under an order of foster care placement by the juvenile court.
    - b. The nonminor is in foster care under the placement and care responsibility of the county welfare department, county probation department, Indian tribe, consortium of tribes, or tribal organization.
    - c. The nonminor is participating in a transitional independent living case plan.
  5. A dependent child of the court of an Indian tribe, consortium of tribes, or tribal organization who is the subject of a petition filed in the tribal court.<sup>3</sup>
  6. A child who is the subject of a voluntary placement agreement, as defined in WIC section 11400.
- *“Former juvenile court school student”* means a student who, upon completion of the student’s second year of high school, transfers from a juvenile court school to the Charter School
  - *“Child of a military family”* refers to a student who resides in the household of an active duty military member.
  - *“Currently Migratory Child”* refers to a child who, within the last 12-months, has moved with a parent, guardian, or other person having custody to the Charter School from another Local Educational Agency (“LEA”), either within California or from another state, so that the child or a member of the child’s immediate family might secure temporary or seasonal employment in an agricultural or fishing activity, and whose parents or guardians have been informed of the child’s eligibility for migrant education services. This includes a child who, without the parent/guardian, has continued to migrate annually to secure temporary or seasonal employment in an agricultural or fishing activity.
  - *“Newcomer pupil”* is a person aged 3 to 21 years, who was not born in any of the 50 United States, the District of Columbia, or the Commonwealth of Puerto Rico, and has not been attending one or more schools in any one or more of the 50 United States, the District of Columbia, or the Commonwealth of Puerto Rico, for more than three (3) full academic years.
  - *“Educational Rights Holder” (“ERH”)* means a parent, guardian, or responsible adult appointed by a court to make educational decisions for a minor pursuant to WIC sections 319, 361 or 726, or a person holding the right to make educational decisions for the student pursuant to Education Code section 56055.

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<sup>3</sup> The Charter School shall not require an Indian tribe or tribal court representative to certify that any student is a dependent of an Indian tribe, consortium of tribes, or tribal organization.

- *“School of origin”* means the school that the foster youth attended when permanently housed or the school in which the foster youth was last enrolled. If the school the foster youth attended when permanently housed is different from the school in which the student was last enrolled, or if there is some other school that the foster youth attended within the immediately preceding 15 months, the Charter School liaison for foster youth, in consultation with and with the agreement of the foster youth and the ERH for the youth, shall determine, in the best interests of the foster youth, the school that shall be deemed the school of origin. For a foster youth who is an individual with exceptional needs as defined in Education Code section 56026, “school” as used in the definition of “school of origin” includes a placement in a nonpublic, nonsectarian school as defined in Education Code section 56034, subject to the requirements of Education Code section 56325.
- *“Best interests”* means that, in making educational and school placement decisions for a foster youth, consideration is given to, among other factors, the opportunity to be educated in the least restrictive educational program and the foster youth’s access to academic resources, services, and extracurricular and enrichment activities that are available to all Charter School students.
- *“Partial coursework satisfactorily completed”* includes any portion of an individual course, even if the student did not complete the entire course.

Within this notice, foster youth, former juvenile court school students, a child of a military family, a currently migratory child, and newcomer pupil will be collectively referred to as “Foster and Mobile Youth.” Within this notice, a parent, guardian, or other person holding the educational rights for a Foster and Mobile Youth will be referred to as a “parent/guardian” or “ERH.”

**Foster and Mobile Youth Liaison:** The Chief Executive Officer or designee designates the following staff person as the Liaison for Foster and Mobile Youth:

<b>Benito Juarez Elementary</b>	<b>Downtown Charter Academy</b>	<b>John Henry High School</b>
Janice Galindo	Gregg Pentony	Omar Padilla
Dean of Instruction	Dean of Students	Dean of Students
1450 Marina Way South, Richmond, CA 94804	2000 Dennison St, Oakland, CA 94606	1402 Marina Way South, Richmond, CA 94804
510-215-7009	510-535-1580	510-235-2439
jgalindo@amethodschools.org	gpentony@amethodschools.org	opadilla@amethodschools.org

<b>Oakland Charter Academy</b>	<b>Oakland Charter High School</b>	<b>Richmond Charter Academy</b>
Jocelyn Brooks	David Hoopes	Gabriela Lopez-Reifsnyder
Dean of Instruction	Dean of Instruction	Dean of Students
4215 Foothill Blvd, Oakland, CA 94601	2433 Coolidge Ave, Oakland, CA 94601	1450 Marina Way South, Richmond, CA 94804
510-532-6751	510-436-0101	510-235-2465
jbrooks@amethodschools.org	dhoopes@amethodschools.org	glopez@amethodschools.org

The Foster and Mobile Youth Liaison’s responsibilities include but are not limited to the following:

1. Ensuring and facilitating the proper educational placement, enrollment in school, and checkout from school of foster children.
2. Assisting foster children when transferring from one school to another school in ensuring proper transfer of credits, records and grades.

**School Stability:** The Charter School will work with foster youth and their parent/guardian to ensure that each student is placed in the least restrictive educational programs, and has access to the academic resources, services, and extracurricular and enrichment activities that are available to all students, including, but not necessarily limited to, interscholastic sports. All decisions regarding a foster youth's education and placement will be based on the best interest of the child and shall consider, among other factors, educational stability and the opportunity to be educated in the least restrictive educational setting necessary to achieve academic progress.

Foster youth, currently migratory children and children of military families have the right to remain in their school of origin if it is in their best interest. The Charter School will immediately enroll a foster youth, currently migratory child or child of a military family seeking re enrollment in the Charter School as the student's school of origin (subject to the Charter School's capacity and pursuant to the procedures stated in the Charter School's charter and Board policy). If a dispute arises regarding a foster youth's request to remain in the Charter School as the school of origin, the foster youth has the right to remain in the Charter School pending the resolution of the dispute. The Charter School will also immediately enroll any foster youth, currently migratory child or child of a military family seeking to transfer to the Charter School (subject to the Charter School's capacity and pursuant to the procedures stated in the Charter School's charter and Board policy) regardless of the student's ability to meet normal enrollment documentation or uniform requirements (e.g. producing medical records or academic records from a previous school).

Foster youth, currently migratory children, and children of military families have the right to remain in their school of origin following the termination of the child's status as a foster youth, currently migratory child or child of a military family, as follows:

1. For students in Kindergarten through eighth grade, inclusive, the student will be allowed to continue in the school of origin through the duration of the academic year in which the student's status changed.
2. For students enrolled in high school, the student will be allowed to continue in the school of origin through graduation.

If the Charter School operates an intersession program, Charter School shall grant priority access to foster youths. Notwithstanding any other law, if the foster youth will be moving during an intersession period, the pupil's educational rights holder, or Indian custodian in the case of an Indian child, shall determine which school the pupil attends for the intersession period, if applicable. "Intersession program" means an expanded learning program offered by the Charter School on non school days, including, but not limited to, summer school. "Indian custodian" is as the term is defined in Section 1903 of Title 25 of the United States Code.

**Graduation Requirements:** Foster and Mobile Youth who transfer to the Charter School any time after the completion of their second year of high school, and newcomer pupils who are in

their third or fourth year of high school, shall be exempt from any of the Charter School's graduation requirements that are in excess of the California minimum graduation requirements specified in Education Code section 51225.3 ("additional graduation requirements") unless the Charter School makes a finding that the student is reasonably able to complete the Charter School's graduation requirements by the end of the student's fourth year of high school.

To determine whether a Foster and Mobile Youth is in their third or fourth year of high school, either the number of credits the student has earned to the date of transfer, the length of the student's school enrollment, or, for students with significant gaps in school attendance, the student's age as compared to the average age of students in the third or fourth year of high school, may be used, whichever will qualify the student for the exemption. For a newcomer, enrollment in grade 11 or 12, based on the average age of students in the third or fourth year of high school may be used to determine whether the student is in their third or fourth year of high school.

Within thirty (30) calendar days of the date that a student who may qualify for exemption under the above requirements transfers into the Charter School, the Charter School shall notify the student, the parent/guardian, and where applicable, the student's social worker or probation officer, of the availability of the exemption and whether the student qualifies for an exemption.

The Charter School shall notify and consult with students who are exempted from the Charter School's additional graduation requirements and the student's ERH. The consultation shall include all of the following:

1. Discussion regarding how any of the requirements that are waived may affect the student's postsecondary education or vocation plans, including the ability to gain admission to a postsecondary educational institution.
2. Discussion and information about other options available to the student, including, but not limited to, a fifth year of high school, possible credit recovery, and any transfer opportunities available through the California Community Colleges.
3. Consideration of the student's academic data and any other information relevant to making an informed decision on whether to accept the exemption.

The Charter School shall not require any student who would otherwise be entitled to remain in attendance at the Charter School to accept the exemption from the Charter School's additional graduation requirements or deny the student enrollment in, or the ability to complete, courses for which the student is otherwise eligible. The Charter School shall not revoke an exemption and shall grant an eligible student's request for the exemption at any time if the student qualifies, regardless of whether the student previously declined the exemption.

If a Foster and Mobile Youth who was eligible for an exemption and 1) was not properly notified of the availability of the exemption, or 2) previously declined the exemption pursuant to this Policy, the Charter School shall exempt the student within thirty (30) days of the exemption request, if an exemption is requested by the student or the student's ERH student at one time qualified for the exemption, even if the student is no longer a Foster and Mobile Youth or the court's jurisdiction of the student has terminated.

An eligible student's exemption from the Charter School's additional graduation requirements

will continue to apply while the student is enrolled in the Charter School or if the student transfers to another school even after the court's jurisdiction terminates or the student no longer meets the definition of Foster and Mobile Youth.

The Charter School shall not require or request that a student transfer schools in order to qualify the student for the exemption. Nor shall a student, a student's parent/guardian or educational rights holder, or a student's social worker or probation officer request a transfer solely to qualify for an exemption from the Charter School's additional graduation requirements.

If a student who is exempted from the Charter School's additional graduation requirements completes the California minimum coursework requirements specified in Education Code section 51225.3 before the end of the student's fourth year of high school and would otherwise be entitled to remain in attendance at the Charter School, the Charter School shall not require or request that the student graduate before the end of the student's fourth year of high school.

If the Charter School determines the student is reasonably able to complete the Charter School's additional graduation requirements by the end of the student's fifth year of high school, the Charter School shall do the following:

1. Consult with the student and the student's ERH regarding the student's option to remain at the Charter School for a fifth year to complete the Charter School's graduation requirements, consistent with the laws regarding continuous enrollment and satisfactory progress for Charter School students over age 19.
2. Consult with the student, and the ERH for the student, about how remaining in school for a fifth year to complete the Charter School's graduation requirements will affect the student's ability to gain admission to a postsecondary educational institution.
3. Consult with and provide information to the student and the student's ERH about transfer opportunities available through the California Community Colleges.
4. Permit the student to stay at the Charter School for a fifth year to complete the Charter School's graduation requirements upon agreement with the student, if the student is 18 years of age or older, or, if the student is under 18 years of age, upon agreement with the educational rights holder for the student
5. For a student identified as a foster youth, consult with the student, and the student's ERH, regarding the student's option to remain in the school of origin.

Through January 1, 2028, upon making a finding that a Foster and Mobile Youth **is not reasonably able to complete the Charter School's additional graduation requirements but is reasonably able to complete state coursework requirements specified in Education Code Section 51225.3** within the student's fifth year of high school, the Executive Director or designee shall exempt the student from Charter School's graduation requirements and provide student the option of remaining in school for a fifth (5<sup>th</sup>) year to complete the statewide coursework requirements. Charter School shall consult with the Foster and Mobile Youth and their ERH regarding all of the following:

1. The student's option to remain in school for a fifth year to complete the statewide coursework requirements.
2. How waiving the local educational requirements and remaining in school for a fifth year may affect the student's postsecondary education or vocation plans, including the ability to

- gain admission to an institution of higher education.
- 3. Whether any other options are available to the student, including, but not limited to, possible credit recovery, and any transfer opportunities available through the California Community Colleges.
- 4. The student's academic data and any other information relevant to making an informed decision on whether to accept the exemption and option to remain in school for a fifth year to complete the statewide coursework requirements.

If a Foster and Mobile Youth is not eligible for an exemption in the year in which the student transfers between schools, or for a newcomer pupil, is not eligible for an exemption in the student's third year of high school, because Charter School makes a finding that the student is reasonably able to complete Charter School's additional graduation requirements in time to graduate from high school by the end of the student's fourth year of high school, then Charter School shall do the following:

- 1. Within the first 30 calendar days of the *following* academic year, Charter School shall reevaluate eligibility;
- 2. Provide written notice to the student, the student's ERH, and the student's social worker or probation officer, if applicable, whether the student qualifies for an exemption upon reevaluation, based on the course completion status of the student at the time of reevaluation, to determine if the student continues to be reasonably able to complete Charter School's additional graduation requirements in time to graduate from high school by the end of the student's fourth year of high school.
- 3. If, given their course completion status at that time the reevaluation is conducted, the student is not reasonably able to complete Charter School additional graduation requirements in time to graduate from high school by the end of the student's fourth year of high school, the Charter School shall provide written notice to the pupil and the pupil's ERH of the pupil's options to:
  - a. Receive an exemption from all coursework and other requirements adopted by the governing board body of Charter School that are in addition to the statewide coursework requirements specified in Section 51225.3, or
  - b. Upon agreement with the student's ERH to stay in school for a fifth year to complete the Charter School's additional graduation requirements.

The student (if not a minor) or the student's ERH shall have sole discretion whether to accept the exemption, based on the student's best educational interests.

**Reporting Requirements:** Charter School shall report to the California Department of Education ("CDE") annually on the number of pupils who, for the prior school year, graduated with an exemption from the Charter School's graduation requirements that are in addition to the statewide coursework requirements. This data shall be reported for pupils graduating in the fourth year and fifth year cohorts, and shall be disaggregated by cohort, pupil category, race, and disability status. The CDE shall make this data publicly available on an annual basis aligned with other reporting timelines for the California dashboard graduation data. For purposes of this notice, "pupil category" means the categories of pupils identified in the "Definitions" section of this Policy, above.

**Acceptance of Course Work:** The Charter School will accept any coursework satisfactorily

completed at any public school, a juvenile court school, a school in a country other than the United States, and/or a nonpublic, nonsectarian school or agency by a Foster and Mobile Youth.

The Charter School will provide Foster and Mobile Youth credit for the partial completion of courses taken while attending a public school, a juvenile court school, a school in a country other than the United States, and/or a nonpublic, nonsectarian school or agency. If the student did not complete the entire course, the Charter School shall not require the student to retake the portion of the course the student completed unless the Charter School, in consultation with the holder of educational rights for the student, finds that the student is reasonably able to complete the requirements in time to graduate from high school. When partial credit is awarded in a particular course, the Foster and Mobile Youth shall be enrolled in the same or equivalent course, if applicable, so that the student may continue and complete the entire course. These students shall not be prevented from taking or retaking a course to meet California State University or the University of California admission eligibility requirements.

**Student Records:** When the Charter School receives a transfer request and/or student records request for the educational information and records of a foster youth from a new local educational agency (“LEA”), the Charter School shall provide these student records within two (2) business days. The Charter School shall compile the complete educational record of the student, including but not limited to a determination of seat time, full or partial credits earned, current classes and grades, immunization and other records, and, if applicable, a copy of the student’s special education records including assessments, IEPs, and/or 504 plans. All requests for student records will be shared with the Foster and Mobile Youth Liaison, who shall be aware of the specific educational record-keeping needs of Foster and Mobile Youth.

The Charter School shall not lower a foster youth’s grades as a result of the student’s absence due to a verified court appearance, related court ordered activity, or a change the placement of the student made by a county or placing agency. If a foster youth is absent from school due to a decision to change the placement of the student made by a county or placing agency, the grades and credits of the student will be calculated as of the date the student left the Charter School.

In accordance with the Charter School’s Educational Records and Student Information Policy, under limited circumstances, the Charter School may disclose student records or personally identifiable information contained in those records to certain requesting parties including but not limited to a foster family agency and state and local authorities within a juvenile justice system, without parent/guardian consent. Students who are 16 years of age or older or have finished 10th grade may access their own school records.

**Discipline Determinations:** If the Charter School intends to extend the suspension of any foster/youth pending a recommendation for expulsion, the Charter School will invite the student’s attorney and an appropriate representative from the relevant county agency to participate in the meeting at which the extension of the suspension will be discussed.

If the Charter School intends to suspend for more than ten (10) consecutive school days or expel a student with a disability who is also a foster youth due to an act for which the recommendation for expulsion is discretionary, the Charter School will invite the student’s attorney and an appropriate representative from the relevant county agency to participate in the Manifestation Determination Review meeting.

**Complaints of Noncompliance:** A complaint of noncompliance with any of the requirements outlined above may be filed through the Charter School's Uniform Complaint Procedures. A copy of the Uniform Complaint Policy and Procedures is available upon request at the main office.

**Availability of Complete Policy:** For any Foster and Mobile Youth who enrolls at the Charter School, a copy of the Charter School's complete foster youth policy shall be provided at the time of enrollment. A copy of the complete Policy is available upon request at the main office.

### **Education of Homeless Children and Youth**

The term "homeless children and youth" means individuals who lack a fixed, regular and adequate nighttime residence. It includes children and youths who (42 U.S.C. § 11434a):

1. Are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; are living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative adequate accommodations; are living in emergency or transitional shelters; or are abandoned in hospitals;
2. Have a primary nighttime residence that is a public or private place not designed for or ordinarily used as regular sleeping accommodations for human beings;
3. Are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings; and/or
4. Migratory children and unaccompanied youth (youth not in the physical custody of a parent or guardian) may be considered homeless if they meet the above definition of "homeless."

Homeless status is determined in cooperation with the parent or guardian. In the case of unaccompanied youth, status is determined by the Charter School Liaison.

**School Liaison:** The Chief Executive Officer or designee designates the following staff person as the School Liaison for homeless students (42 U.S.C. § 11432(g)(1)(J)(ii)):

<b>Benito Juarez Elementary</b>	<b>Downtown Charter Academy</b>	<b>John Henry High School</b>
Janice Galindo	Gregg Pentony	Omar Padilla
Dean of Instruction	Dean of Students	Dean of Students
1450 Marina Way South, Richmond, CA 94804	2000 Dennison St, Oakland, CA 94606	1402 Marina Way South, Richmond, CA 94804
510-215-7009	510-535-1580	510-235-2439
jgalindo@amethodschools.org	gpentony@amethodschools.org	opadilla@amethodschools.org

<b>Oakland Charter Academy</b>	<b>Oakland Charter High School</b>	<b>Richmond Charter Academy</b>
Jocelyn Brooks	David Hoopes	Gabriela Lopez-Reifsnyder
Dean of Instruction	Dean of Instruction	Dean of Students
4215 Foothill Blvd, Oakland, CA	2433 Coolidge Ave, Oakland, CA	1450 Marina Way South, Richmond,

94601	94601	CA 94804
510-532-6751	510-436-0101	510-235-2465
jbrooks@amethodschools.org	dhoopes@amethodschools.org	glopez@amethodschools.org

The Charter School Liaison shall ensure that (42 U.S.C. § 11432(g)(6)):

1. Homeless students are identified by Charter School personnel through outreach and coordination activities with other entities and agencies, and through the annual housing questionnaire administered by the Charter School.
2. Homeless students enroll in and have a full and equal opportunity to succeed at the Charter School.
3. Homeless students and families receive educational services for which they are eligible, including services through Head Start programs (including Early Head Start programs) under the Head Start Act, early intervention services under part C of the Individuals with Disabilities Education Act, any other preschool programs administered by the Charter School, if any, and referrals to health care services, dental services, mental health services and substance abuse services, housing services, and other appropriate services.
4. Parents/guardians are informed of the educational and related opportunities available to their children and are provided with meaningful opportunities to participate in the education of their children. Public notice of the educational rights of homeless children is disseminated at places frequented by parents or guardians of such youths, and unaccompanied youths, including schools, shelters, public libraries, and soup kitchens, and in a manner and form understandable to the parents and guardians of homeless youth and unaccompanied youth.
5. Enrollment/admissions disputes are mediated in accordance with law, the Charter School's charter, and Board policy.
6. Parents/guardians and any unaccompanied youth are fully informed of all transportation services, as applicable.
7. Charter School personnel providing services receive professional development and other support.
8. The Charter School Liaison collaborates with State coordinators and community and school personnel responsible for the provision of education and related services to homeless children and youths.
9. Unaccompanied youth are enrolled in school; have opportunities to meet the same challenging State academic standards as the State establishes for other children and youth; and are informed of their status as independent students under section 480 of the Higher Education Act of 1965 and that the youths may obtain assistance from the Charter School Liaison to receive verification of such status for the purposes of the Free Application for Federal Student Aid described in section 483 of the Act.

The California Department of Education publishes a list of the contact information for the Homeless Education Liaisons in the state, which is available at: <https://www.cde.ca.gov/sp/hs/>

**Housing Questionnaire:** Charter School shall administer a housing questionnaire for purposes of identifying homeless children and youth. Charter School shall ensure that the housing questionnaire is based on the best practices developed by the CDE. Charter School shall annually provide the housing questionnaire to all parents/guardians of students and to all unaccompanied youths at Charter School. The housing questionnaire shall include an explanation of the rights and protections a student has as a homeless child or youth or as an unaccompanied youth. The housing

questionnaire shall be available in paper form. The housing questionnaire shall be available in English, and if fifteen (15) percent or more of the students enrolled at Charter School speak a single primary language other than English, it shall also be written in the primary language. The questionnaire shall be translated into other languages upon request of a student's parent/guardian or an unaccompanied youth. Charter School shall collect the completed housing questionnaires and annually report to the CDE the number of homeless children and youths and unaccompanied youths enrolled. (Education Code Section 48851.)

**School Stability:** The Charter School will work with homeless students and their parent/guardian to ensure that each student is placed in the least restrictive educational programs, and has access to the academic resources, services, and extracurricular and enrichment activities that are available to all students, including, but not necessarily limited to, interscholastic sports. All decisions regarding a homeless student's education and placement will be based on the best interest of the child and shall consider, among other factors, educational stability and the opportunity to be educated in the least restrictive educational setting necessary to achieve academic progress.

Homeless students have the right to remain in their school of origin if it is in their best interest. The Charter School will immediately enroll a homeless student seeking reenrollment in the Charter School as the student's school of origin (subject to the Charter School's capacity and pursuant to the procedures stated in the Charter School's charter and Board policy). The Charter School will also immediately enroll any homeless student seeking to transfer to the Charter School (subject to the Charter School's capacity and pursuant to the procedures stated in the Charter School's charter and Board policy) regardless of the student's ability to meet normal enrollment documentation or uniform requirements (e.g., producing medical records or academic records from a previous school).

Homeless students have the right to remain in their school of origin following the termination of the child's status as a homeless student as follows:

1. For students in Kindergarten through eighth grade, inclusive, the student will be allowed to continue in the school of origin through the duration of the academic year in which the student's status changed.
2. For students enrolled in high school, the student will be allowed to continue in the school of origin through graduation.

If the Charter School operates an intersession program, Charter School shall grant priority access to homeless students. Notwithstanding any other law, if the homeless student will be moving during an intersession period, the pupil's parent, guardian, educational rights holder, Indian custodian<sup>4</sup> in the case of an Indian child, or, if none of the preceding are applicable, an accompanied homeless student themselves shall determine which school the pupil attends for the intersession period, if applicable. "Intersession program" means an expanded learning program offered by the Charter School on non school days, including, but not limited to, summer school. "Indian custodian" is as the term is defined in Section 1903 of Title 25 of the United States Code.

**High School Graduation Requirements:** Homeless students who transfer to the Charter School

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<sup>4</sup> "Indian custodian" means any Indian person who has legal custody of an Indian child under tribal law or custom or under State law or to whom temporary physical care, custody, and control has been transferred by the parent of such child. *Section 1903 of Title 25 of the United States Code*

any time after the completion of their second year of high school shall be exempt from any of the Charter School's graduation requirements that are in excess of the California minimum graduation requirements specified in Education Code section 51225.3 ("additional graduation requirements") unless the Charter School makes a finding that the student is reasonably able to complete the Charter School's graduation requirements by the end of the student's fourth year of high school.

To determine whether a homeless student is in their third or fourth year of high school, either the number of credits the student has earned to the date of transfer, the length of the student's school enrollment, or, for pupils with significant gaps in school attendance, the pupil's age as compared to the average age of pupils in the third or fourth year of high school may be used, whichever will qualify the student for the exemption.

Within thirty (30) calendar days of the date that a student who may qualify for exemption under the above requirements transfers into the Charter School, the Charter School shall notify the student, the student's educational rights holder ("ERH"), and the School Liaison of the availability of the exemption and whether the student qualifies for an exemption.

The Charter School shall notify and consult with students who are exempted from the Charter School's additional graduation requirements and the student's ERH. The consultation shall include all of the following:

1. Discussion regarding how any of the requirements that are waived may affect the pupil's postsecondary education or vocation plans, including the ability to gain admission to a postsecondary educational institution.
2. Discussion and information about other options available to the pupil, including, but not limited to, a fifth year of high school, possible credit recovery, and any transfer opportunities available through the California Community Colleges.
3. Consideration of the pupil's academic data and any other information relevant to making an informed decision on whether to accept the exemption.

The Charter School shall not require any student who would otherwise be entitled to remain in attendance at the Charter School to accept the exemption from the Charter School's additional graduation requirements or deny the student enrollment in, or the ability to complete, courses for which the student is otherwise eligible. The Charter School shall not revoke an exemption and shall grant an eligible student's request for the exemption at any time if the student qualifies, regardless of whether the student previously declined the exemption.

If a homeless student who was eligible for an exemption and 1) was not properly notified of the availability of the exemption, or 2) previously declined the exemption pursuant to this Policy, the Charter School shall exempt the student within thirty (30) days of the exemption request, if an exemption is requested by the student or the student's ERH and the student at one time qualified for the exemption, even if the student is no longer homeless.

An eligible student's exemption from the Charter School's additional graduation requirements will continue to apply while the student is enrolled in the Charter School or if the student transfers to another school even after the student no longer meets the definition of a homeless child.

The Charter School shall not require or request that a student transfer schools in order to qualify the student for the exemption. Nor shall a student, a student's parent/guardian or educational rights holder, or a student's social worker or probation officer request a transfer solely to qualify for an exemption from the Charter School's additional graduation requirements.

If a student who is exempted from the Charter School's additional graduation requirements completes the California minimum coursework requirements specified in Education Code section 51225.3 before the end of the student's fourth year of high school and would otherwise be entitled to remain in attendance at the Charter School, the Charter School shall not require or request that the student graduate before the end of the student's fourth year of high school.

If the Charter School determines the student is reasonably able to complete the Charter School's additional graduation requirements by the end of the student's fifth year of high school, the Charter School shall do the following:

1. Consult with the student and the student's ERH regarding the student's option to remain at the Charter School for a fifth year to complete the Charter School's graduation requirements, consistent with the laws regarding continuous enrollment and satisfactory progress for Charter School students over age 19.
2. Consult with the student and the student's ERH, and the educational rights holder for the student, about how remaining in school for a fifth year to complete the Charter School's graduation requirements will affect the student's ability to gain admission to a postsecondary educational institution.
3. Consult with and provide information to the student and the student's ERH about transfer opportunities available through the California Community Colleges.
4. Permit the student to stay at the Charter School for a fifth year to complete the Charter School's graduation requirements upon agreement with the student, if the student is 18 years of age or older, or, if the student is under 18 years of age, upon agreement with the ERH for the student.
5. Consult with the student, and the student's ERH, regarding the student's option to remain in the school of origin.

Through January 1, 2028, upon making a finding that a homeless student **is not reasonably able to complete the Charter School's additional graduation requirements but is reasonably able to complete state coursework requirements specified in Education Code Section 51225.3** within the student's fifth year of high school, the Executive Director or designee shall exempt the pupil from Charter School's graduation requirements and provide pupil the option of remaining in school for a fifth (5<sup>th</sup>) year to complete the statewide coursework requirements. Charter School shall consult with the homeless student and the student's ERH regarding all of the following:

1. The pupil's option to remain in school for a fifth year to complete the statewide coursework requirements.
2. How waiving the local educational requirements and remaining in school for a fifth year may affect the pupil's postsecondary education or vocation plans, including the ability to gain admission to an institution of higher education.
3. Whether any other options are available to the pupil, including, but not limited to, possible credit recovery, and any transfer opportunities available through the California

Community Colleges.

4. The pupil's academic data and any other information relevant to making an informed decision on whether to accept the exemption and option to remain in school for a fifth year to complete the statewide coursework requirements.

If a homeless student is **not** eligible for an exemption in the year in which the pupil transfers between schools, because Charter School makes a finding that the pupil is reasonably able to complete Charter School's additional graduation requirements in time to graduate from high school by the end of the pupil's fourth year of high school, then Charter School shall do the following:

1. Within the first 30 calendar days of the ***following*** academic year, Charter School shall reevaluate eligibility;
2. Provide written notice to the pupil, the ERH, and the pupil's social worker or probation officer, if applicable, whether the pupil qualifies for an exemption upon reevaluation, based on the course completion status of the pupil at the time of reevaluation, to determine if the pupil continues to be reasonably able to complete Charter School's additional graduation requirements in time to graduate from high school by the end of the pupil's fourth year of high school.
3. If, given their course completion status at that time the reevaluation is conducted, the pupil is not reasonably able to complete Charter School additional graduation requirements in time to graduate from high school by the end of the pupil's fourth year of high school, the Charter School shall provide written notice to the pupil and the ERH of the pupil's options to:
  - i. Receive an exemption from all coursework and other requirements adopted by the governing board body of Charter School that are in addition to the statewide coursework requirements specified in Section 51225.3, **or**
  - ii. Upon agreement with the ERH, stay in school for a fifth year to complete the Charter School's additional graduation requirements.

The pupil (if not a minor) or the ERH shall have sole discretion whether to accept the exemption, based on the pupil's best educational interests.

**Reporting Requirements:** Charter School shall report to the California Department of Education ("CDE") annually on the number of pupils who, for the prior school year, graduated with an exemption from the Charter School's graduation requirements that are in addition to the statewide coursework requirements. This data shall be reported for pupils graduating in the fourth year and fifth year cohorts, and shall be disaggregated by cohort, pupil category, race, and disability status. The CDE shall make this data publicly available on an annual basis aligned with other reporting timelines for the California dashboard graduation data.

**Acceptance of Course Work:** The Charter School will accept any coursework satisfactorily completed at any public school, a juvenile court school, a school in a country other than the United States, and/or a nonpublic, nonsectarian school or agency by a homeless student.

The Charter School will provide homeless students credit for the partial completion of courses taken while attending a public school, a juvenile court school, a school in a country other than the United States, and/or a nonpublic, nonsectarian school or agency. If the student did not

complete the entire course, the Charter School shall not require the student to retake the portion of the course the student completed unless the Charter School, in consultation with the holder of educational rights for the student, finds that the student is reasonably able to complete the requirements in time to graduate from high school. When partial credit is awarded in a particular course, the homeless student shall be enrolled in the same or equivalent course, if applicable, so that the student may continue and complete the entire course. These students shall not be prevented from taking or retaking a course to meet California State University or the University of California admission eligibility requirements.

**Complaints of Noncompliance:** A complaint of noncompliance with any of the requirements outlined above may be filed through the Charter School's Uniform Complaint Procedures. A copy of the Uniform Complaint Policy and Procedures is available upon request at the main office.

**Availability of Complete Policy:** For any homeless student who enrolls at the Charter School, a copy of the Charter School's complete policy shall be provided at the time of enrollment. A copy of the complete Policy is available upon request at the main office.

### **National School Lunch Program: Universal Free Meals**

#### ***School Meals and Student Wellness***

Pursuant to California law, the Charter School shall make available a nutritionally adequate breakfast and a nutritionally adequate lunch free of charge and with adequate time to eat, during each school day to any student who requests a meal without consideration of the student's eligibility for a federally funded free or reduced-price meal, with a maximum of one (1) free breakfast meal and one (1) free lunch meal during each school day. This shall apply to all pupils in kindergarten through grade twelve (12). This shall apply to all students in kindergarten through grade twelve (12).

Applications for school meals are included in the first day packets to all families and can also be obtained on the Charter School website and in the main office. All families are encouraged to complete the application form. Completed application forms can be returned to the main office.

Based on a parent/guardian's annual earnings, a parent/guardian may be eligible to receive the Earned Income Tax Credit from the Federal Government (Federal EITC). The Federal EITC is a refundable federal income tax credit for low-income working individuals and families. The Federal EITC has no effect on certain welfare benefits. In most cases, Federal EITC payments will not be used to determine eligibility for Medicaid, Supplemental Security Income, food stamps, low-income housing, or most Temporary Assistance For Needy Families payments. Even if you a parent/guardian does not owe federal taxes, they must file a federal tax return to receive the Federal EITC. Be sure to fill out the Federal EITC form in the Federal Income Tax Return Booklet. For information regarding your eligibility to receive the Federal EITC, including information on how to obtain the Internal Revenue Service (IRS) Notice 797 or any other necessary forms and instructions, contact the IRS by calling 1-800-829-3676 or through its website at [www.irs.gov](http://www.irs.gov).

A parent/guardian may also be eligible to receive the California Earned Income Tax Credit (California EITC) starting with the calendar year 2015 tax year. The California EITC is a

refundable state income tax credit for low-income working individuals and families. The California EITC is treated in the same manner as the Federal EITC and generally will not be used to determine eligibility for welfare benefits under California law. To claim the California EITC, even if you do not owe California taxes, you must file a California income tax return and complete and attach the California EITC Form (FTB 3514). For information on the availability of the credit eligibility requirements and how to obtain the necessary California forms and get help filing, contact the Franchise Tax Board at 1-800-852-5711 or through its website at [www.ftb.ca.gov](http://www.ftb.ca.gov).

Charter School shall allow students, teachers, and staff to bring and carry water bottles. Water bottles may be excluded from libraries, computer labs, science labs, and other places where it is deemed dangerous to have drinking water. Charter School may develop additional policies regarding the types of water bottles that may be carried.

Charter School adheres to all applicable requirements regarding placement and maintenance of water bottle refilling stations on campus.

Charter School shall encourage water consumption through promotional and educational activities and signage that focus on the benefits of drinking water and highlight any water bottle filling stations that are located on campus.

A copy of the complete Policy is available upon request at the main office. The Charter School also maintains a School Wellness Policy pursuant to state and federal requirements and is available upon request in the main office.

All families are also encouraged to complete an "Income Survey" to qualify for other services available to the students and to the school (i.e. discounted internet and bus fares, SAT fee waivers, etc.). Income Surveys are included in the first day packets to all families and can also be obtained on the Charter School website and in the main office. All families are encouraged to complete the survey form in order to include as many eligible students as possible. Completed application forms can be returned to the main office.

In accordance with federal civil rights law and U.S. Department of Agriculture (USDA) civil rights regulations and policies, Charter School is prohibited from discriminating on the basis of race, color, national origin, sex (including gender identity and sexual orientation), disability, age, or reprisal or retaliation for prior civil rights activity.

Program information may be made available in languages other than English. Persons with disabilities who require alternative means of communication to obtain program information (e.g., Braille, large print, audiotope, American Sign Language), should contact the responsible state or local agency that administers the program or USDA's TARGET Center at (202) 720-2600 (voice and TTY) or contact USDA through the Federal Relay Service at (800) 877-8339.

To file a program discrimination complaint, a Complainant should complete a Form AD-3027, USDA Program Discrimination Complaint Form which can be obtained online at: <https://www.usda.gov/sites/default/files/documents/ad-3027.pdf>, from any USDA office, by calling (866) 632-9992, or by writing a letter addressed to USDA. The letter must contain the complainant's name, address, telephone number, and a written description of the alleged discriminatory action in sufficient detail to inform the Assistant Secretary for Civil Rights

(ASCR) about the nature and date of an alleged civil rights violation. The completed AD-3027 form or letter must be submitted to USDA by:

mail:

U.S. Department of Agriculture  
Office of the Assistant Secretary for Civil Rights  
1400 Independence Avenue, SW  
Washington, D.C. 20250-9410; or

fax:

(833) 256-1665 or (202) 690-7442; or

email:

Program.Intake@usda.gov

The Charter School is an equal opportunity provider.

### **Parent and Family Engagement Policy**

The Charter School aims to provide all students in our school significant opportunity to receive a fair, equitable, and high-quality education, and to close educational achievement gaps while abiding by guidelines within the Elementary and Secondary Education Act (“ESEA”). The Charter School staff recognizes a partnership with families is essential to meet this goal. Our Parent and Family Engagement Policy leverages and promotes active involvement of all families as partners with schools to ensure student success. A copy of the Charter School’s complete Policy is available upon request in the main office.

## **Student Health & Safety**

### **Physical Examinations and Right to Refuse**

All students must complete a health screening examination on or before the 90th day after the student's entrance into first grade or such students must have obtained a waiver pursuant to Health and Safety Code Sections 124040 and 124085. This examination can be obtained from your family physician or possibly through the services provided by your County Health Department. Information and forms are distributed to students enrolled in kindergarten. If your child's medical status changes, please provide the teacher with a physician's written verification of the medical issue, especially if it impacts in any way your child's ability to perform schoolwork.

A parent/guardian having control or charge of any child enrolled in the Charter School may file annually with the Site Director of the school in which the child is enrolled a written and signed statement stating that the parent/guardian will not consent to a physical examination of the child. Thereupon the child shall be exempt from any physical examination, but whenever there is a good reason to believe that the child is suffering from a recognized contagious or infectious disease, the child shall be sent home and shall not be permitted to return until the school authorities are satisfied that any contagious or infectious disease does not exist.

### **Cancer Prevention Act**

Students in the state are advised to adhere to current immunization guidelines, as recommended by the Advisory Committee on Immunization Practices (ACIP) of the federal Centers for Disease Control and Prevention (CDC), the American Academy of Pediatrics, and the American Academy of Family Physicians, regarding full human papillomavirus (HPV) immunization before admission or advancement to the eighth grade level of any private or public elementary or secondary school.

Because the vaccine is more effective when given at younger ages, two doses of HPV vaccine are recommended for all kids between the ages of 9 to 12 years, and the second dose should be given before the start of 8th grade. Kids who wait until later to get their first dose of HPV vaccine may need three doses.

HPV vaccination can prevent over 90 percent of cancers caused by HPV. HPV vaccines are very safe, and scientific research shows that the benefits of HPV vaccination far outweigh the potential risks.

### **Diabetes**

The Charter School will provide an information sheet regarding type 2 diabetes to the parent or guardian of incoming 7th grade students, pursuant to Education Code Section 49452.7. The information sheet shall include, but shall not be limited to, all of the following:

1. A description of type 2 diabetes.
2. A description of the risk factors and warning signs associated with

type 2 Diabetes.

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

A copy of the information sheet regarding type 2 diabetes is available at:

<https://www.cde.ca.gov/ls/he/hn/type2diabetes.asp>.

Please contact the office if you need a copy of this information sheet or if you have any questions about this information sheet.

The Charter School will provide an information sheet regarding type 1 diabetes to the parent or guardian of a student when the student is first enrolled in elementary school, pursuant to Education Code Section 49452.6. The information sheet shall include, but shall not be limited to, all of the following:

1. A description of type 1 diabetes.
2. A description of the risk factors and warning signs associated with type 1 diabetes.
3. A recommendation that parents or guardians of students displaying warning signs associated with type 1 diabetes should immediately consult with the student's primary care provider to determine if immediate screening for type 1 diabetes is appropriate.
4. A description of the screening process for type 1 diabetes and the implications of test results.
5. A recommendation that, following a type 1 diagnosis, parents or guardians should consult with the student's primary care provider to develop an appropriate treatment plan, which may include consultation with and examination by a specialty care provider, including, but not limited to, a properly qualified endocrinologist.

A copy of the information sheet regarding type 1 diabetes is available at: <https://www.cde.ca.gov/ls/he/hn/type1diabetes.asp>. Please contact the office if you need a copy of this information sheet or if you have any questions about this information sheet.

### **Dangers of Synthetic Drugs**

**The illicit use and abuse of synthetic drugs** represents an emerging and ongoing public health threat in California. The fentanyl crisis specifically has impacted communities across the state, leading to a sharp increase in fentanyl poisonings and deaths in recent years.

This notice aims to address the crisis with a preventative approach ensuring students and families are educated on the deadly consequences of recreational drug use.

A synthetic drug is a drug with properties and effects similar to a known hallucinogen or narcotic but having a slightly altered chemical structure, especially such a drug created in order to evade existing restrictions against illegal substances.

Synthetic drugs include but are not limited to synthetic cannabinoids ("synthetic marijuana," "Spice," "K2"), methamphetamines, bath salts, and fentanyl.

The California Department of Public Health (“CDPH,”) has expounded on the extreme danger of drugs laced with fentanyl. Illicit fentanyl can be added to other drugs to make them cheaper, more powerful, and more addictive. Illicit fentanyl has been found in many drugs, including heroin, methamphetamine, counterfeit pills, and cocaine. Fentanyl mixed with any drug increases the likelihood of a fatal overdose. Furthermore, it is nearly impossible to tell if drugs have been laced with fentanyl without additional testing, because fentanyl cannot be seen, smelled, or tasted when used as a lacing agent.

Additional information regarding fentanyl from the CDPH’s Substance and Addiction Prevention Branch [can be found here](#).

### **Human Trafficking Prevention**

California has the highest number of incidents of human trafficking in the U.S., and all students may be vulnerable. The Charter School believes it is a priority to inform our students about (1) the prevalence, nature of and strategies to reduce the risk of human trafficking, techniques to set healthy boundaries, and how to safely seek assistance, and (2) how social media and mobile device applications are used for human trafficking.

In accordance with the California Healthy Youth Act, Charter School will provide age-appropriate instruction on the prevention of human trafficking, including sexual abuse, assault, and harassment. You have the right to excuse your child from all or part of the instruction on the prevention of human trafficking. An opt-out form is available at the main office for your convenience. Your consent for this instruction is NOT required. If we do not receive a written request to excuse your child, your child will be included in the instruction.

Information and materials for parents/guardians about the curriculum and resources on prevention of human trafficking and abuse, including sexual abuse, assault, and harassment are available on Charter School’s website for your review.

### **Immunizations**

Pursuant to the California Health and Safety Code and the California Code of Regulations, children must provide proof of having received required immunizations (shots) before they can attend school unless they meet the requirements for an exemption. Immunization records will be required for all incoming students. Verification of immunizations will be completed with written medical records from the child’s doctor or immunization clinic. To ensure a safe learning environment for all students, the Charter School follows and abides by the health standards set forth by the state of California. The immunization status of all students will be reviewed periodically. Those students who are not in compliance with the State requirements must be excluded from attendance until the requirements are met. Students who have been exposed to a communicable disease for which they have not been immunized may be excluded from school at the discretion of the Charter School.

These required immunizations include:

Child's Grade	List of shots required to attend school
<b>TK/K-12 Admission</b>	<p>Diphtheria, Tetanus and Pertussis, (DTaP) - Five (5) doses Polio - Four (4) doses</p> <p>Measles, Mumps, and Rubella (MMR) - Two (2) doses</p> <p>Hepatitis B (Hep B) - Three (3) doses</p> <p>Varicella (chickenpox) – Two (2) doses</p> <p><b>NOTE:</b> Four doses of DTaP are allowed if one was given on or after the fourth birthday. Three doses of DTaP meet the requirement if at least one dose of Tdap, DTaP, or DTP vaccine was given on or after the seventh birthday (also meets the 7th-12th grade Tdap requirement.) One or two doses of Td vaccine given on or after the seventh birthday count towards the requirement for DTaP. Three doses of Polio are allowed if one was given on or after fourth birthday. MMR doses must be given on or after the first birthday. Two doses of measles, two doses of mumps, and one dose of rubella vaccine meet the requirement, separately or combined. Combination vaccines (e.g., MMRV) meet the requirements for individual component vaccines.</p>

<b>Entering 7<sup>th</sup> Grade</b>	<p>Tetanus, reduced Diphtheria, and acellular Pertussis (Tdap) - One (1) dose</p> <p>Varicella (chickenpox) - Two (2) doses</p> <p><b>NOTE:</b> In order to begin 7th grade, students who had a valid personal belief exemption on file with a public or private elementary or secondary school in California before January 1, 2016 must meet the requirements listed for grades K-12 as well as requirements for 7<sup>th</sup> grade advancement (i.e., polio, MMR, varicella and primary series for diphtheria, tetanus, and pertussis). At least one dose of pertussis-containing vaccine is required on or after the 7th birthday.</p>
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### **Mental Health Services**

The Charter School recognizes that when unidentified and unaddressed, mental health challenges can lead to poor academic performance, increased likelihood of suspension and expulsion, chronic absenteeism, student attrition, homelessness, incarceration, and/or violence. Access to mental health services at the Charter School and in our community is not only critical to improving the physical and emotional safety of students, but it also helps address barriers to learning and provides support so that all students can learn problem-solving skills and achieve in school and, ultimately, in life. The following resources are available to your child:

#### **Available on Campus:**

- **School-based counseling services** – your child is encouraged to directly contact a Charter School counselor by coming into the counseling office during school hours and making an appointment to speak with a counselor. Our Charter School counselors support students by providing individual sessions, group or parent consultations whenever a student is having a difficult time due to academic stress, transition to changes in their environment, or social concerns, including isolation. Counseling services, whether provided by our Charter School or by an outside provider listed herein, are voluntary. The counseling office can also be reached at:

School	Phone
Benito Juarez Elementary	510-215-7009
John Henry High School	510-235-2439
Downtown Charter Academy	510-535-1580
Oakland Charter High School	510-436-0101
Oakland Charter Academy	510-532-6751

Richmond Charter Academy	510-235-2465
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- Special education services – if you believe your child may have a disability, you are encouraged to directly contact the Site Director to request an evaluation:

School	Name/Title	Phone
Benito Juarez Elementary	Michelle Walker, Site Director	510-215-7009
John Henry High School	Jennifer Crocker, Site Director	510-235-2439
Downtown Charter Academy	Julia Li, Site Director	510-535-1580
Oakland Charter High School	Jasmine Nash, Site Director	510-436-0101
Oakland Charter Academy	Stacy Drakeford, Site Director	510-532-6751
Richmond Charter Academy	Jasmine Williams, Site Director	510-235-2465

- Prescription medication while on campus – if your child requires prescription medication during school hours and you would like assistance from School staff in providing this medication to your child, please contact:

School	Name/Title	Phone
Benito Juarez Elementary	Janice Galindo, Dean of Instruction	510-215-7009
John Henry High School	Omar Padilla, Dean of Students	510-235-2439
Downtown Charter Academy	Greg Pentony, Dean of Students	510-535-1580
Oakland Charter High School	David Hoopes, Dean of Instruction	510-436-0101
Oakland Charter Academy	Jocelyn Brooks, Dean of Instruction	510-532-6751
Richmond Charter Academy	Gabriela Lopez-Reifsnyder, Dean of Students	510-235-2465

.Available in the Community for All School:

- **Call TeenLine Online:** (800) TLC-TEEN from 6pm to 10pm PST

#### Texting Hotlines:

- Text "safe" to 20121 (Local, between 4pm-11pm)
- Text 741-741 (24 hours)
- Text "TEEN" to 839-863 (Teens helping teens, 6pm-9pm)
- **Seneca Mobile Crisis Response Team: (877) 441-1089** (24 hr phone support)  
Best to call between 7am-11pm to reach a clinician.

#### Contra Costa County

- **Adults Crisis Line-----**
  - **Contra Costa Mobile Crisis Line: 833-443-2672**  
**Hours of operation are Monday thru Friday: 8:00 am -10:30 pm and Saturday & Sunday: 8:00 am - 5:00 pm**
- **STAND! for Families Free of Violence** (Contra Costa County):

<http://www.standffov.org/> (support related to intimate partner violence)  
24-HOUR TOLL-FREE CRISIS LINES  
STAND!: 1.888.215.5555

- **First Hope: 925-608-6550** (an outpatient treatment program for young people and their families, experiencing early symptoms of psychosis or a recent psychotic episode) <https://cchealth.org/firsthope/index.php>
- **Alameda County Adults Crisis Line-----**
  - **County Mobile Crisis Line: 510-891-5600**  
Hours of operation are Monday thru Friday: 8:00am -6:00pm
- **A safe place emergency phone line for domestic violence: 510-536-7233**
- **Alameda County hotline to report child abuse or neglect: 510-259-1800**
- **Crisis Support Services hotline: 800-309-2131**
- **County hotline to report child abuse or neglect: 510-259-1800**
- **Crisis Support Services hotline: 800-309-2131**

**Available in the State or Nationally:**

- **California Youth Crisis Line:** 800-843-5200 (24 hours)
- **National Suicide Prevention Hotline** - This organization provides confidential support for adults and youth in distress, including prevention and crisis resources. Available 24 hours at 1-800-273-8255.
- **The Trevor Project** - This organization provides suicide prevention and crisis intervention for LGBTQ youth between the ages of 13 and 24. **Available at 1-866-488-7386 or visit** <https://www.thetrevorproject.org/>.
- **Big Brothers/Big Sisters of America** – This organization is a community-based mentorship program. Community-specific program information can be found online at <https://www.bbbs.org> or by calling (813) 720-8778.
- **National Domestic Violence Hotline:** 1.800.799.7233
- **Community Violence Solutions:** (support related to sexual assault) NEED HELP? CALL (800) 670-7273 <https://cvsolutions.org/>

**Oral Health Assessment**

Students enrolled in kindergarten in a public school or while enrolled in first grade if the student was not previously enrolled in kindergarten in a public school are required to have an oral health assessment completed by a dental professional. Please contact the main office if you have

questions about this requirement.

### **Pregnant and Parenting Students**

The Charter School recognizes that pregnant and parenting students are entitled to accommodations that provide them with the opportunity to succeed academically while protecting their health and the health of their children. A pregnant or parenting student is entitled to eight (8) weeks of parental leave, or more if deemed medically necessary by the student's physician, which the student may take before the birth of the student's infant if there is a medical necessity and after childbirth during the school year in which the birth takes place, inclusive of any mandatory summer instruction, in order to protect the health of the student who gives or expects to give birth and the infant, and to allow the pregnant or parenting student to care for and bond with the infant. The Charter School will ensure that absences from the student's regular school program are excused until the student is able to return to the regular school program.

Upon return to school after taking parental leave, a pregnant or parenting student will be able to make up work missed during the pregnant or parenting student's leave, including, but not limited to, makeup work plans and re enrollment in courses. Notwithstanding any other law, a pregnant or parenting student may remain enrolled for a fifth year of instruction in the Charter School if it is necessary in order for the student to be able to complete any graduation requirements, unless the Charter School determines that the student is reasonably able to complete the graduation requirements in time to graduate from high school by the end of the student's fourth year of high school.

Complaints of noncompliance with laws relating to pregnant or parenting students may be filed under the Uniform Complaint Procedures ("UCP") of the Charter School. The complaint may be filed in writing with the compliance officer:

Maria Arechiga  
Sr. Director of Operations and Compliance  
Amethod Public Schools  
1450 Marina Way South  
Suite 300  
Richmond, CA 94804  
[marechiga@amethodschools.org](mailto:marechiga@amethodschools.org)  
Telephone: (510) 436-0172

A copy of the UCP is available upon request at the main office. For further information on any part of the complaint procedures, including filing a complaint or requesting a copy of the complaint procedures, please contact the Chief Executive Officer.

### **Opioid Information Sheet**

The Charter School annually provides each athlete with an Opioid Factsheet for Patients published by the Centers for Disease Control and Prevention. The athlete and, if the athlete is 17 years of age or younger, the athlete's parent or guardian shall sign a document acknowledging receipt of the Opioid Factsheet for Patients and return that document to the Charter School before the athlete initiates practice or competition. The fact sheet is available at:

<https://www.cdc.gov/drugoverdose/pdf/AHA-Patient-Opioid-Factsheet-a.pdf>

### **Sudden Cardiac Arrest Prevention and Automated External Defibrillators**

The Charter School is invested in the health of its athletes, especially their heart health. Sudden cardiac arrest (“SCA”) is when the heart stops beating, suddenly and unexpectedly. Those wishing to participate in athletics at the Charter School, must review the information sheet on sudden cardiac arrest via the following link <https://www.cde.ca.gov/pd/ca/pe/documents/pescaform.pdf>

### **Concussion/Head Injuries**

A concussion is a brain injury that can be caused by a bump, blow, or jolt to the head, or by a blow to another part of the body with the force transmitted to the head. Even though most concussions are mild, all concussions are potentially serious and may result in complications including prolonged brain damage and death if not recognized and managed properly. Because the Charter School has elected to offer an athletic program, we must immediately remove from a school-sponsored athletic activity for the remainder of the day an athlete who is suspected of sustaining a concussion or head injury during that activity. The athlete may not return to that activity until the athlete is evaluated by, and receives written clearance from, a licensed health care provider. If the licensed health care provider determines the athlete has a concussion or head injury, the athlete shall also complete a graduated return-to-play protocol of no less than 7 days in duration under the supervision of a licensed health care provider. On a yearly basis, a concussion and head injury information sheet must be signed and returned by the athlete and the athlete’s parent or guardian before the athlete initiates practice or competition. This requirement does not apply to an athlete engaging in an athletic activity during the regular school day or as part of a physical education course.

### **Safe Storage of Firearms**

The purpose of this notice is to inform and to remind parents and legal guardians of all students at the Charter School of their responsibilities for keeping firearms out of the hands of children as required by California law. There have been many news reports of children bringing firearms to school. In many instances, the child obtained the firearm(s) from his or her home. **These incidents can be easily prevented by storing firearms in a safe and secure manner, including keeping them locked up when not in use and storing them separately from ammunition.**

To help everyone understand their legal responsibilities, this notice spells out California law regarding the storage of firearms. Please take some time to review this notice and evaluate your own personal practices to assure that you and your family are in compliance with California law:

- With very limited exceptions, California makes a person criminally liable for keeping any firearm, loaded or unloaded, within any premises that are under their custody and control where that person knows or reasonably should know that a child is likely to gain access to the firearm without the permission of the child’s parent or legal guardian, and the child obtains access to the firearm and thereby (1) causes death or injury to the child or any other person; (2) carries the firearm off the premises or to a public place, including to any

preschool or school grades kindergarten through twelfth grade, or to any school-sponsored event, activity, or performance; or (3) unlawfully brandishes the firearm to others.

- The criminal penalty may be significantly greater if someone dies or suffers great bodily injury as a result of the child gaining access to the firearm.
- With very limited exceptions, California also makes it a crime for a person to negligently store or leave any firearm, loaded or unloaded, on their premises in a location where the person knows or reasonably should know that a child is likely to gain access to it without the permission of the child's parent or legal guardian, unless reasonable action is taken to secure the firearm against access by the child, even where a minor **never** actually accesses the firearm.
- In addition to potential fines and terms of imprisonment, as of January 1, 2020, a gun owner found criminally liable under these California laws faces prohibitions from possessing, controlling, owning, receiving, or purchasing a firearm for 10 years.
- Finally, a parent or guardian may also be civilly liable for damages resulting from the discharge of a firearm by that person's child or ward.

The county or city may have additional restrictions regarding the safe storage of firearms. Thank you for helping to keep our children and schools safe. Remember that the easiest and safest way to comply with the law is to keep firearms in a locked container or secured with a locking device that renders the firearm inoperable.

### **School Bus and Passenger Safety**

All students who are transported in a school bus or school student activity bus shall receive instruction in school bus emergency procedures and passenger safety. A copy of the complete Policy is available upon request at the main office.

### **School Safety Plan and Asbestos Management Plan**

The Charter School has established a Comprehensive School Safety Plan. The Plan is available upon request at the main office.

The Charter School has also established an Asbestos Management Plan. The Plan is available upon request at the main office. The following asbestos-related activities are planned or in progress at the Charter School.



Explore Locations Enroll Careers Support Contact Board Meetings Governance Public Reporting & Resources

## PUBLIC REPORTING & RESOURCES

2024-25 Board Approved  
Budget Summary

2024-2025 School Calendar

Annual Notices

California Community  
Schools Partnership  
Program | Implementation  
Grant

California Test Score Guide

Cardiac Arrest Symptoms &  
Warning Signs

Charter School  
Enrollment/Disenrollment  
Complaint Form

Charter SELPA Local Plan

Education for Foster and  
Mobile Youth Policy

Education Protection  
Account (EPA)

Employee Code of Conduct  
& Child Abuse and Neglect  
Policy

ESSER III Expenditure Plans

Expanded Learning  
Opportunities Grant

Family Educational Rights  
and Privacy Act Policy  
(FERPA)

Financial Audits

Independent Studies Policy

Internal Resolution Service  
Process and Forms

LEA Plans


Local Control and  
Accountability Plan (LCAP)

Mathematics Placement  
Policy

Notice of Access to  
Available Pupil Mental  
Health Services

Notice of Rights and  
Resources of Homeless  
Children and Youth

UCP Policy -2024 \_4... 1 / 9 86%



**AMPS**  
HONOR HARD WORK  
UNIFORM COMPLAINT POLICY AND PROCEDURE

Board Policy Number: 1051  
Adopted/Ratified: July 20, 2020  
Revised: April 17, 2024

Amethod Public Schools ("AMPS") complies with applicable federal and state laws and regulations. AMPS is the local agency primarily responsible for compliance with federal and state laws and regulations governing educational programs. Pursuant to this policy, persons responsible for compliance and/or conducting investigations shall be knowledgeable about the laws and programs which they are assigned to investigate.

Scope

This complaint procedure is adopted to provide a uniform system of complaint processing ("UCP") for the following types of complaints:

- Complaints alleging unlawful discrimination, harassment, intimidation or bullying against any protected group on the basis of the actual or perceived characteristics of age, ancestry, color, mental disability, physical disability, ethnic group identification, immigration status, citizenship, gender expression, gender identity, gender, genetic information, nationality, national origin, race or ethnicity, religion, medical condition, marital status, sex, or sexual orientation, or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics in any AMPS program or activity. Unlawful discrimination includes, but is not limited to, noncompliance with Education Code section 243(a).
- Complaints alleging a violation of state or federal law or regulation governing the following programs:
  - Accommodations for Pregnant, Parenting or Lactating Students;
  - Adult Education Programs;
  - Career Technical and Technical Education and Training Programs
  - Child Care and Development Programs;
  - Migrant Child Education Programs;
  - Consolidated Categorical Aid;
  - Education or graduation of Students in Foster Care, Students who are Homeless, former Juvenile Court Students now enrolled in a public school, Migratory Children and Children of Military Families;
  - Every Student Succeeds Act;
  - Regional Occupational Centers and Programs School Safety Plans.
- Complaints alleging that a student enrolled in a public school was required to pay a pupil fee for participation in an educational activity as those terms are defined below.
  - "Educational activity" means an activity offered by the charter school that constitutes an integral fundamental part of elementary and secondary education, including, but not limited to, curricular and extracurricular activities.
  - "Pupil fee" means a fee, deposit or other charge imposed on students, or a student's parents/guardians, in violation of Education Code section 49011 and Section 5 of Article IX of the California Constitution, which require educational activities to be provided free of charge to all students without regard to their families' ability or willingness to pay fees or request special waivers, as provided for in *Hartzell v. Connell* (1984) 35 Cal.3d 899. A pupil fee includes, but is not limited to, all of the following:
    - A fee charged to a student as a condition for registering for school or classes, or as a condition for participation in a class or an extracurricular activity, regardless of whether the class or activity is elective or compulsory or is for credit.
    - A security deposit, or other payment, that a student is required to make to obtain a lock,

1450 Marina Way South Suite 300, Richmond, CA 94804 • Office 510.436.0172 • Fax 510.436.0173 •  
amethodschools.org

Amethod Public Schools

Files:

[UCP Policy -2024\\_4872-2937-5921.pdf](#)

Prop 28 AMS Annual Report

Public Records Act  
Requests

Right To Know Professional  
Qualifications

School Accountability  
Report Cards (SARC)

School Charter Petitions

School Lunch Program and  
Student Wellness

Section 504: Policy,  
Procedures, and Parent  
Rights Regarding  
Identification, Evaluation  
and Education

Special Education Policy

Student Freedom of Speech  
and Expression Policy

Student-Parent Handbook

Student Use of Technology  
Policy

Suicide Prevention Policy

Title IX Resources

Uniform Complaint  
Procedure (UCP)

Williams Complaint Policy  
& Procedure

Workplace Violence  
Prevention Plans 2024

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## **Amethod Public School's Mathematics Placement Policy for High Schools**

Board Approved: June 18, 2024

### **Purpose**

In alignment with our mission to provide a rigorous, college-preparatory education to all students, especially those from historically disenfranchised populations, and in compliance with the California Mathematics Placement Act of 2015 (SB 359 / EC 51224.7), Amethod Public Schools has adopted the following Mathematics Placement Policy for its High Schools with approval from its board of governance. Pursuant to California Education Code Section 260, the Governing Board has the primary responsibility for ensuring that school district programs and activities are free from discrimination based upon enumerated characteristics, including race and ethnicity. Because the Governing Board is responsible for ensuring that all students, regardless of race or ethnic background, receive an equal chance to advance in mathematics, the Governing Board desires to ensure that Amethod Public Schools implements a fair, objective and transparent mathematics placement process.

### **Use of Objective Indicators**

The Governing Board therefore directs Amethod Public Schools staff to create, implement, and monitor a mathematics placement process that includes, but is not limited to, the following elements: computerized diagnostic placement tests aligned to state-adopted content standards such as the those provided by the Northwest Education Association (NWEA) or diagnostic placement tests aligned to state-adopted content standards created by qualified staff and reviewed by a committee of their peers; standardized tests that reflect statewide mathematics assessments relevant to middle and high school mathematics course placements; student grades in courses from previous grades that reflect comprehension and mastery of the subject matter relevant to the courses provided in higher-level courses; and other objective indicators of student performance and proficiency in mathematics.

### **Prohibition of Subjective Measures**

Subjective placement measures, such as placement recommendations, may not be considered in determining mathematics placement. However, recognizing that teachers and counselors are often aware of students' talents and abilities that are not reflected in objective data, an exception to this prohibition may be made to advance a student to a higher mathematics class than objective data indicates.

### **Notification and Opportunity for Recourse**

Mathematics placement decisions and parent/student notification of placement decisions shall be made according to a timeline that allows for maximum use of current objective measures. Placement decisions shall be communicated in writing to parents/students prior to the start of the school year. Notices of placement protocol shall also include a recourse plan developed by Amethod Public Schools, for any parents/guardians/students who may be dissatisfied with a student's mathematics placement.

### **Implementation, Monitoring, And Accountability**

District staff involved in placement decisions shall be properly trained on the protocol and its use. The protocol shall also include steps for ensuring that it is being followed in practice, including provisions for checking that each student is properly placed according to the protocol within the first 30 days of the school year. Any student found to be misplaced shall be promptly placed in the correct mathematics course.

### **Governing Board Approval And Review**

District staff shall report to the Governing Board regularly and report on the effectiveness of the process and any need for changes or modifications. Once approved, the process shall be prominently posted on the District's website and shall be made readily accessible to parents/students and administrators. Any necessary changes to the process shall be reflected on the school's website and in writing to parents/families in a timely manner.

### **Legal References:**

California Education Code Section 200  
California Education Code Section 201  
California Education Code Section 260

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### **Methods for Placement Process**

All ninth grade students entering high school for the first time will be given a diagnostic test based on California Common Core Content Standards for Algebra I provided through an external assessment provider (e.g., Northwest Evaluation Association, Illuminate Education, et al.).

All students who have completed Algebra I in 7th or 8th grade and have received a passing grade of C (74%) or higher in that course, will be placed in the next progressive class in the school, currently Geometry, unless a parent or guardian, teacher or other staff member requests evaluation of the student's knowledge of Algebra I whereby the student in question may be placed in an alternate class based upon the results from the Algebra I diagnostic test.

All students who have not completed Algebra I in 7<sup>th</sup> or 8<sup>th</sup> grade will be placed in a Math Support Course/Lab in addition to Algebra I unless they show proficiency in Algebra I concepts and skills. Proficiency in Algebra I concepts and skills will be determined by achieving a score showing proficiency on at least one of two diagnostic tests: **(1)** a diagnostic test based on California Common Core Content Standards for Algebra I provided through an external assessment provider (e.g., Northwest Evaluation Association, Illuminate Education, et al.) **OR**, at the request of a student's parent, guardian, or school staff member **(2)** an in-house diagnostic test based on California Common Core Content Standards for Algebra 1 created by a qualified teacher and approved by at least two other math teachers within the Amethod Public School network selected by a member of the Home Office Instructional staff (e.g., Chief Academic Officer, Regional Director of Instruction, Instructional Coordinator, et al.).

Scores showing proficiency ("cut scores") will be mutually agreed upon by a team composed of the following personnel: Mathematics Teacher (preferably a lead teacher and/or department head), School Site Administrator, and Staff Member of the Amethod Public Schools Home Office deemed qualified to evaluate curriculum (e.g., Chief Academic Officer, Regional Director of Instruction, Instructional Coordinator, et al.).

Students' transcripts and/or report cards will be collected with their matriculation submissions during the enrollment period. Report cards and transcripts will be evaluated by a school site staff member and students' eighth grade mathematics courses will be recorded for use by the individual or individuals tasked with building the master schedule and/or determining course assignments for students, while following all laws and regulations to protect student confidentiality.

School-site staff are required to keep a record of all students' individual ninth grade mathematics placements, the scores that students received on any diagnostic tests given by the school or Amethod Public Schools used to help determine placement, the student's eighth grade mathematics course, the grades students received for both semesters 1 and 2 of their eighth grade mathematics course, if available, and any additional evidence used to place students.

### **Methods for Evaluating the Placement Process**

A team of the following personnel will come together to assess the accuracy of placement and determine and permit the reevaluation of individual pupil progress within the first thirty (30) days of the regular school year: Mathematics Teacher (preferably a lead teacher and/or department head), School Site Administrator, and Staff Member of the Amethod Public Schools Home Office deemed qualified to evaluate curriculum (e.g., Chief Academic Officer, Regional Director of Instruction, Instructional Coordinator, et al.). The meeting and determination of this team will be considered the *placement checkpoint* and during this meeting the team will evaluate and determine whether subsequent meetings throughout the school-year are necessary as well as determine if any changes to this process are necessary.

An examination of the aggregate pupil placement data must occur annually by May of the school year in order to ensure that pupils who are qualified to progress in mathematics courses based on their performance on the objective measures selected are not held back in a disproportionate manner on the basis of their race, ethnicity, gender, or socioeconomic background. All local educational agencies shall report the aggregate results of this examination to the governing board prior to the end of the school along with any recommended revisions to this process.

### **Notice of Placement Process and Means of Recourse**

Parents/guardians of all incoming ninth grade students will be notified in writing of their student's placement and the process used to determine that placement prior to the beginning of the school year.

Any parent, guardian, teacher, or staff member who has reasonable evidence to assert that a student has been misplaced or who wishes a student's placement to be reevaluated is encouraged to contact school-site administration in a timely manner. Individuals requesting reevaluation of placement may be asked to provide objective evidence (e.g., student results on a relevant statewide mathematics assessment) or request one of the diagnostics aforementioned be administered. School site administration will determine the appropriate course of action and may contact Home Office staff for clarification on this process or application. Individuals who feel that this process has not been followed with fidelity or believe that their student has not been fairly placed are encouraged to bring their concerns to the attention of their school's Site Administration, the Director of Instruction, or, if necessary, to follow the Internal Resolution Service Process and Forms for Amethod Public Schools found on Amethod Public Schools website ([https://amethodschools.org/apps/pages/index.jsp?uREC\\_ID=376642&type=d&termREC\\_ID=&pREC\\_ID=681089](https://amethodschools.org/apps/pages/index.jsp?uREC_ID=376642&type=d&termREC_ID=&pREC_ID=681089)) or available at any AMPS campus.

This policy and subsequent revisions are to be placed on the Amethod Public School website.

## SUICIDE PREVENTION POLICY

Board Policy #: 5007  
 Adopted/Ratified: 2017  
 Revision Date: June 12, 2024

The Board of Directors of Amethod Public Schools (“AMPS” or “Charter School”), a nonprofit benefit corporation which operates Oakland Charter Academy, Oakland Charter High School, Downtown Charter Academy, Richmond Charter Academy, Benito Juarez Elementary, and John Henry High School recognizes that suicide is a major cause of death among youth and should be taken seriously. To attempt to reduce suicidal behavior and its impact on students and families, the Board of Directors has developed prevention strategies and intervention procedures.

In compliance with Education Code section 215, this policy has been developed in consultation with Charter School and community stakeholders, Charter school-employed mental health professionals, (e.g., school counselors, psychologists, social workers, nurses), administrators, other school staff members, parents/guardians/caregivers, students, local health agencies and professionals, the county mental health plan, law enforcement, and community organizations in planning, implementing, and evaluating AMPS’s strategies for suicide prevention and intervention. AMPS must work in conjunction with local government agencies, community-based organizations, and other community supports to identify additional resources and address procedures relating to suicide prevention, intervention, and postvention.

To ensure the policies regarding suicide prevention are properly adopted, implemented, and updated, AMPS shall appoint an individual (or team) to serve as the suicide prevention point of contact for AMPS. The suicide prevention point of contact for AMPS and the Site Director shall ensure proper coordination and consultation with the county mental health plan if a referral is made for mental health or related services on behalf of a student who is a Medi-Cal beneficiary. This policy shall be reviewed and revised as indicated, at least annually in conjunction with the previously mentioned community stakeholders.

### **Suicide Prevention Crisis Team**

To ensure the policies regarding suicide prevention are properly adopted, implemented, and updated, AMPS created an in-house Suicide Prevention Crisis Team (“SPCT”) consisting of administrators, mental health professionals, relevant staff, parents, and middle and high school students.

AMPS designates the following administrators to act as the primary and secondary suicide prevention liaisons to lead the SPCT:

1. School Psychologist
2. Executive Director

The functions of the SPCT are to:

- Review mental health related school policies and procedures;
- Provide annual updates on school data and trends;
- Review and revise school prevention policies;
- Review and select general and specialized mental health and suicide prevention training;
- Review and oversee staff, parent/guardian, and student trainings;
- Ensuring the suicide prevention policy, protocols, and resources are posted on the school website;
- Collaborate with community mental health organizations;
- Identify resources and agencies that provide evidence-based or evidence-informed treatment;
- Help inform and build skills among law enforcement and other relevant partners; and

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- Collaborate to build community response.

## **Prevention and Instruction**

Suicide prevention strategies may include, but not be limited to, efforts to promote a positive school climate that enhances students' feelings of connectedness with Charter School and is characterized by caring staff and harmonious interrelationships among students.

The Charter School's instructional and student support program shall promote the healthy mental, emotional, and social development of students including, but not limited to, the development of problem-solving skills, coping skills, and resilience.

The Site Director or designee may offer parents/guardians education or information which describes the severity of the youth suicide problem, Charter School's suicide prevention efforts, risk factors and warning signs of suicide, basic steps for helping suicidal youth, reducing the stigma of mental illness, and/or Charter School and community resources that can help youth in crisis.

The Charter School's instructional curriculum may include information about suicide prevention, as appropriate or needed, taking into consideration the grade level and age of the students. If offered or included in Charter School's instructional curriculum, suicide prevention instruction shall be designed to help students:

1. Identify and analyze signs of depression and self-destructive behaviors and understand how feelings of depression, loss, isolation, inadequacy, and anxiety can lead to thoughts of suicide.
2. Identify alternatives to suicide and develop coping and resiliency skills.
3. Learn to listen, be honest, share feelings, and get help when communicating with friends who show signs of suicidal intent.
4. Identify trusted adults, Charter School resources, and/or community crisis intervention resources where youth, including those at high risk, such as youth bereaved by suicide; youth with disabilities, mental illness, or substance use disorders; youth experiencing homelessness or in out-of-home settings such as foster care; and lesbian, gay, bisexual, transgender, or questioning youth can get help and recognize that there is no stigma associated with seeking mental health, substance abuse, gender identity, or other support services.

## **Staff Development**

Suicide prevention training for staff will be provided and be designed to help staff identify and find help for students at risk of suicide.

AMPS, along with its partners, has carefully reviewed available staff training to ensure it promotes the mental health model of suicide prevention and does not encourage the use of the stress model to explain suicide.

Training shall be provided for all school staff members. It may also be provided, when appropriate, for other adults on campus (such as substitutes and intermittent staff, volunteers, interns, tutors, coaches, and afterschool staff). Training shall include the following:

1. All suicide prevention trainings shall be offered under the direction of mental health professionals (e.g., school counselors, school psychologists, other public entity professionals, such as psychologists or social workers) who have received advanced training specific to suicide. Charter School has collaborated with Contra Costa County Health, Clinica de la Raza, Asian Health, Native American Health Center, and Lifelong Medical Center to review the training materials and content to ensure it is evidence-based, evidence-informed, and aligned with



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- best practices.
2. Staff training may be adjusted year-to-year based on previous professional development activities and emerging best practices.
  3. At least annually, all staff shall receive training on the risk factors and warning signs of suicide, suicide prevention, intervention, referral, and postvention.
  4. Charter School shall ensure that training is available for new hires during the school year.
  5. At a minimum, all staff shall participate in training on the core components of suicide prevention (identification of suicide risk factors and warning signs, prevention, intervention, referral, and postvention) at the beginning of their employment or annually. Core components of the general suicide prevention training shall include:
    - a. Suicide risk factors, warning signs, and protective factors.
    - b. How to talk with a student about thoughts of suicide.
    - c. How to respond appropriately to the youth who has suicidal thoughts. Such responses shall include constant supervision of any student judged to be at risk for suicide and an immediate referral for a suicide risk assessment.
    - d. Emphasis on immediately referring (same day) any student who is identified to be at risk of suicide for assessment while staying under constant monitoring by staff member.
    - e. Emphasis on reducing stigma associated with mental illness and that early prevention and intervention can drastically reduce the risk of suicide.
    - f. Reviewing the data annually to look for any patterns or trends of the prevalence or occurrence of suicide ideation, attempts, or death. Data from the California School Climate, Health, and Learning Survey (Cal-SCHLS) should also be analyzed to identify school climate deficits and drive program development. See the Cal-SCHLS Web site at <http://cal-schls.wested.org/>.
    - g. Information regarding groups of students judged by the school, and available research, to be at elevated risk for suicide. These groups include, but are not limited to, the following:
      - i. Youth affected by suicide.
      - ii. Youth with a history of suicide ideation or attempts.
      - iii. Youth with disabilities, mental illness, or substance abuse disorders.
      - iv. Lesbian, gay, bisexual, transgender, or questioning youth.
      - v. Youth experiencing homelessness or in out-of-home settings, such as foster care.
      - vi. Youth who have suffered traumatic experiences.
  6. In addition to initial orientations to the core components of suicide prevention, ongoing annual staff professional development for all staff may include the following components:
    - a. The impact of traumatic stress on emotional and mental health.
    - b. Common misconceptions about suicide.
    - c. Charter School and community suicide prevention resources.
    - d. Appropriate messaging about suicide (correct terminology, safe messaging guidelines).
    - e. The factors associated with suicide (risk factors, warning signs, protective factors).
    - f. How to identify youth who may be at risk of suicide.
    - g. Appropriate ways to interact with a youth who is demonstrating emotional distress or is suicidal. Specifically, how to talk with a student about their thoughts of suicide and (based on AMPS guidelines) how to respond to such thinking; how to talk with a student about thoughts of suicide and appropriately respond and provide support based on AMPS guidelines.
    - h. Charter School-approved procedures for responding to suicide risk (including multi-tiered systems of support and referrals). Such procedures should emphasize that the suicidal student should be constantly supervised until a suicide risk assessment is completed.
    - i. Charter School-approved procedures for responding to the aftermath of suicidal behavior (suicidal behavior postvention).
    - j. Responding after a suicide occurs (suicide postvention).

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- k. Resources regarding youth suicide prevention.
- l. Emphasis on stigma reduction and the fact that early prevention and intervention can drastically reduce the risk of suicide.
- m. Emphasis that any student who is identified to be at risk of suicide is to be immediately referred (same day) for assessment while being constantly monitored by a staff member.

### **Parents, Guardians, and Caregivers Participation and Education**

1. Parents/guardians/caregivers may be included in suicide prevention efforts. At a minimum, the Charter School shall share this Policy with parents/guardians/caregivers by notifying them where a complete copy of the policy is available.
2. This Suicide Prevention Policy shall be easily accessible and prominently displayed on the AMPS Web page and included in the parent handbook.
3. Parents/guardians/caregivers should be invited to provide input on the development and implementation of this policy.
4. Charter School shall establish and widely disseminate a referral process to all parents/guardians/caregivers/families, so they are aware of how to respond to a crisis and are knowledgeable about protocols and school, community- based, and crisis resources.
5. Community-based organizations that provide evidence-based suicide-specific treatments shall be highlighted on the Charter School's website with treatment referral options marked accordingly.
6. Staff autoreplies during vacations or absences shall include links to resources and phone/text numbers so parents and students have information readily available.
7. All parents/guardians/caregivers may have access to suicide prevention training that addresses the following:
  - a. Suicide risk factors, warning signs, and protective factors.
  - b. How to talk with a student about thoughts of suicide.
  - c. How to respond appropriately to the student who has suicidal thoughts. Such responses shall include constant supervision of any student judged to be at risk for suicide and referral for an immediate suicide risk assessment.
  - d. Charter School's referral processes and how they or their children can reach out for help, etc.
8. Parents/guardians/caregivers are reminded that the Family Educational Rights and Privacy Act ("FERPA") generally protects the confidentiality of student records, which may sometimes include counseling or crisis intervention records. However, FERPA's health or safety emergency provision permits the disclosure of personally identifiable information from a student's education records, to appropriate parties, in order to address a health or safety emergency when the disclosure is necessary to protect the health or safety of the student or other individuals.

### **Student Participation and Education**

Messaging about suicide has an effect on suicidal thinking and behaviors. Consequently, AMPS along with its partners has carefully reviewed and will continue to review all materials and resources used in awareness efforts to ensure they align with best practices for safe messaging about suicide. Suicide prevention strategies may include, but not be limited to, efforts to promote a positive school climate that enhances students' feelings of connectedness with AMPS and is

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characterized by caring staff and harmonious interrelationships among students.

AMPS's instructional and student support program shall promote the healthy mental, emotional, and social development of students including, but not limited to, the development of problem-solving skills, coping skills, and resilience. The instruction shall not use the stress model to explain suicide.

AMPS's instructional curriculum may include information about suicide prevention, as appropriate or needed. If suicide prevention is included in the Charter School's instructional curriculum, it shall consider the grade level and age of the students and be delivered and discussed in a manner that is sensitive to the needs of young students. Under the supervision of an appropriately trained individual acting within the scope of their credential or license, students shall:

1. Receive developmentally appropriate, student-centered education about the warning signs of mental health challenges and emotional distress. The content of the education may include:
  - a. Coping strategies for dealing with stress and trauma.
  - b. How to recognize behaviors (warning signs) and life issues (risk factors) associated with suicide and mental health issues in oneself and others.
  - c. Help-seeking strategies for oneself and others, including how to engage school-based and community resources and refer peers for help.
  - d. Emphasis on reducing the stigma associated with mental illness and the fact that early prevention and intervention can drastically reduce the risk of suicide.
2. Receive developmentally appropriate guidance regarding AMPS's suicide prevention, intervention, and referral procedures. Student-focused suicide prevention education can be incorporated into classroom curricula (e.g., health classes, orientation classes, science, and physical education).

AMPS will support the creation and implementation of programs and/or activities on campus that raise awareness about mental wellness and suicide prevention (e.g., Mental Health Awareness Week, Peer Counseling, Freshman Success, and National Alliance on Mental Illness on Campus High School Clubs).

Charter School maintains a list of current student trainings, which is available upon request. Charter School has shared school-based supports and self-reporting procedures, so students are able to seek help if they are experiencing thoughts of suicide or if they recognize signs with peers. Although confidentiality and privacy are important, students should understand safety is a priority and if there is a risk of suicide, school staff are required to report. Charter-based mental health professionals are legally and ethically required to report suicide risk. **When reporting suicidal ideation or an attempt, school staff must maintain confidentiality and only share information limited to the risk or attempt.**

Charter School shall establish and widely disseminate a referral process to all students, so they know how to access support through school, community-based, and crisis services. Students shall be encouraged to notify a staff member when they are experiencing emotional distress or suicidal ideation, or when they have knowledge or concerns of another student's emotional distress, suicidal ideation, or attempt.

### **Specialized Professional Development for School-based Mental Health Staff (Screening and/or Assessment)**

Additional professional development in suicide risk assessment (SRA) and crisis intervention is provided to designated student mental health professionals, including but not limited to school counselors, psychologists, social workers, administrators, and nurses employed by Charter School. Training for these staff is specific to conducting SRAs, intervening during a crisis, de-escalating situations, interventions specific to preventing suicide, making referrals, safety planning, and re-entry.

Specialized Professional Training for targeted School-based mental health staff includes the following components:

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- Best practices and skill building on how to conduct an effective suicide risk screening/SRA using an evidence-based, Charter-approved tool; Patient Health Questionnaire 9 (PHQ-9) Depression Scale; BSS Beck Scale for Suicide Ideation; National Institute of Mental Health (NIMH)'s Ask Suicide-Screening Questions (ASQ) Toolkit; and the Adolescent Suicide Assessment Protocol – 20.
- Best practices on approaching and talking with a student about their thoughts of suicide and how to respond to such thinking, based on district guidelines and protocols.
- Best practices on how to talk with a student about thoughts of suicide and appropriately respond and provide support based on district guidelines and protocols.
- Best practices on follow up with parents/caregivers.
- Best practices on re-entry.

### **Virtual Screenings for Suicide Risk**

Virtual suicide prevention efforts include checking in with all students, promoting access to school and community-based resources that support mental wellbeing and those that address mental illness and give specific guidance on suicide prevention.

Charter School has established a protocol for assigning school staff to connect with students during distance learning and school closures. In the event of a school closure, Charter School has determined a process and protocols to establish daily or regular contact with all students. Staff understand that any concern about a student's emotional wellbeing and/or safety must be communicated to the appropriate school staff, according to Charter School protocols.

Charter School has determined a process and protocols for school-based mental health professionals to establish regular contact with high-risk students, students who are on their caseloads, and those who are identified by staff as demonstrating need. When connecting with students, staff are directed to begin each conversation by identifying the location of the student and the availability of parents or caregivers. This practice allows for the staff member to ensure the safety of the student, particularly if they have expressed suicidal thoughts.

### **Employee Qualifications and Scope of Services**

Employees of AMPS must act only within the authorization and scope of their credential or license. While it is expected that school professionals are able to identify suicide risk factors and warning signs, and to prevent the immediate risk of a suicidal behavior, treatment of suicidal ideation is typically beyond the scope of services offered in the school setting. In addition, treatment of the mental health challenges often associated with suicidal thinking typically requires mental health resources beyond what schools are able to provide.

### **Intervention and Emergency Procedures**

Whenever a staff member suspects or has knowledge of a student's suicidal intentions, they shall promptly notify the Site Director or designee. If this primary suicide prevention liaison is unavailable, the staff shall promptly notify the secondary suicide prevention liaison. The Site Director or designee shall then notify the student's parent/guardian as soon as possible and may also refer the student to mental health resources at Charter School or in the community.

The suicide prevention liaison shall immediately notify the Site Director or designee, who shall then notify the student's parent/guardian as soon as possible if appropriate and in the best interest of the student. Determination of notification to parents/guardians/caregivers should follow a formal initial assessment to ensure that the student is not endangered by

parental notification.

The suicide prevention liaison shall also refer the student to mental health resources at AMPS or in the community.

When a student is in imminent danger (has access to a gun, is on a rooftop, or in other unsafe conditions), a call shall be made to 911. The call shall NOT be made in the presence of the student and the student shall not be left unsupervised. Staff shall NOT physically restrain or block an exit.

When a suicide attempt or threat is reported on campus or at a school-related activity, the suicide prevention liaison shall, at a minimum:

1. Ensure the student's physical safety by one or more of the following, as appropriate:
  - a. Securing immediate medical treatment if a suicide attempt has occurred;
  - b. Securing law enforcement and/or other emergency assistance if a suicidal act is being actively threatened.
  - c. Keeping the student under continuous adult supervision until the parent/guardian and/or appropriate support agent or agency can be contacted and has the opportunity to intervene.
  - d. Remaining calm, keeping in mind the student is overwhelmed, confused, and emotionally distressed.
  - e. Moving all other students out of the immediate area.
  - f. Not sending the student away or leaving him/her alone, even to go to the restroom.
  - g. Providing comfort to the student, listening and allowing the student to talk and being comfortable with moments of silence.
  - h. Promising privacy and help, but not promising confidentiality.
2. Document the incident in writing as soon as feasible.
3. Follow up with the parent/guardian and student in a timely manner to provide referrals to appropriate services as needed and coordinate and consult with the county mental health plan if a referral is made for mental health or related services on behalf of a student who is a Medi-Cal beneficiary. **Determination of notification to parents/guardians/caregivers should follow a formal initial assessment to ensure that the student is not endangered by parental notification.**
4. After a referral is made, AMPS shall verify with the parent/guardian that the follow up treatment has been accessed. Parents/guardians will be required to provide documentation of care for the student. If parents/guardians refuse or neglect to access treatment for a student who has been identified to be at risk for suicide or in emotional distress, the suicide prevention liaisons shall meet with the parent to identify barriers to treatment (e.g., cultural stigma, financial issues) and work to rectify the situation and build understanding of care. If follow up care is still not provided, AMPS may contact Child Protective Services.
5. Provide access to counselors or other appropriate personnel to listen to and support students and staff who are directly or indirectly involved with the incident at Charter School.
6. Provide an opportunity for all who respond to the incident to debrief, evaluate the effectiveness of the strategies used, and make recommendations for future actions.

In the event a suicide occurs or is attempted on the AMPS campus, the suicide prevention liaison shall follow the crisis intervention procedures contained in AMPS's safety plan. After consultation with the Site Director or designee and the student's parent/guardian about facts that may be divulged in accordance with the laws governing confidentiality of student record information, the Site Director or designee may provide students, parents/guardians, and staff with information, counseling, and/or referrals to community agencies as needed. AMPS staff may receive assistance from AMPS counselors or other mental health professionals in determining how best to discuss the suicide or attempted suicide with students.

In the event a suicide occurs or is attempted off the AMPS campus and unrelated to school activities, the Site Director or designee shall take the following steps to support the student:

1. Contact the parent/guardian and offer support to the family.
2. Discuss with the family how they would like AMPS to respond to the attempt while minimizing widespread rumors among teachers, staff, and students.
3. Obtain permission from the parent/guardian to share information to ensure the facts regarding the crisis are correct.
4. The suicide prevention liaisons shall handle any media requests.
5. Provide care and determine appropriate support to affected students.
6. Offer to the student and parent/guardian steps for re-integration to school. Re-integration may include obtaining a written release from the parent/guardian to speak with any health care providers; conferring with the student and parent/guardian about any specific requests on how to handle the situation; informing the student's teachers about possible days of absences; allowing accommodations for make-up work (being understanding that missed assignments may add stress to the student); appropriate staff maintaining ongoing contact with the student to monitor the student's actions and mood; and working with the parent/guardian to involve the student in an aftercare plan; providing parents/guardians/caregivers/families local emergency numbers for after school and weekend emergency contacts.

### **Supporting Students during or after a Mental Health Crisis**

Students shall be encouraged through the education program and in AMPS activities to notify a teacher, the Site Director, another AMPS administrator, psychologist, AMPS counselor, suicide prevention liaisons, or other adult when they are experiencing thoughts of suicide or when they suspect or have knowledge of another student's suicidal intentions. AMPS staff should treat each report seriously, calmly, and with active listening and support. Staff should be non-judgmental to students and discuss with the student and the student's parent/guardian about additional resources to support the student.

### **Responding After a Suicide Death (Postvention)**

A death by suicide in the school community (whether by a student or staff member) can have devastating consequences on the school community, including students and staff. AMPS shall follow the below action plan for responding to a suicide death, which incorporates both immediate and long-term steps and objectives:

The suicide prevention liaison shall:

1. Coordinate with the Site Director to conduct an initial meeting of the Suicide Crisis team to:
  - a. Confirm death and cause.
  - b. Identify a staff member to contact the deceased's family (within 24 hours).
  - c. Enact the Suicide Postvention Response.
  - d. Notify all staff members (ideally in-person or via phone, not via e-mail or mass notification).
2. Coordinate an all-staff meeting, to include:
  - a. Notification (if not already conducted) to staff about suicide death.
  - b. Emotional support and resources available to staff.
  - c. Notification to students about suicide death and the availability of support services (if this is the protocol



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- that is decided by administration).
- d. Share information that is relevant and that which you have permission to disclose.
3. Prepare staff to respond to needs of students regarding the following:
    - a. Review of protocols for referring students for support/assessment.
    - b. Talking points for staff to notify students.
    - c. Resources available to students (on and off campus).
  4. Identify students significantly affected by suicide death and other students at risk of imitative behavior and refer them to a school-based mental health professional.
  5. Identify students affected by suicide death but not at risk of imitative behavior.
  6. Communicate with the larger school community about the suicide death. Staff shall not share explicit, graphic, or dramatic content, including the manner of death.
  7. Consider funeral arrangements for the family and school community.
  8. Respond to memorial requests in respectful and non-harmful manner; responses should be handled in a thoughtful way and their impact on other students should be considered.
  9. Identify media spokesperson if needed.
  10. Ensure that all communications, documents, materials related to messaging about suicide avoid discussing details about method of suicide, avoid oversimplifying (i.e. identifying singular cause of suicide), avoid sensational language, and only includes clear, respectful, people-first language that encourages an environment free of stigma. As part of safe messaging for suicide, Charter School shall use specific terminology when referring to actions related to suicide or suicidal behavior:

Use	Do Not Use
<b>“Died by suicide”</b> or <b>“Took their own life”</b>	<b>“Committed suicide”</b> <b>Note:</b> Use of the word “commit” can imply crime/sin
<b>“Attempted suicide”</b>	<b>“Successful” or “unsuccessful”</b> <b>Note:</b> There is no success, or lack of success, when dealing with suicide

11. Include long-term suicide postvention responses:
  - a. Consider important dates (i.e., anniversary of death, deceased birthday, graduation, or other significant event) and how these will be addressed.
  - b. Support siblings, close friends, teachers, and/or students of the deceased.
  - c. Consider long-term memorials and how they may impact students who are emotionally vulnerable and at risk of suicide.

### **Student Identification Cards**

Charter School will include the following telephone number on all student identification cards:

- National Suicide Prevention Lifeline/Suicide Crisis Lifeline:
  - Call or Text **“988”**
  - Call 1-800-273-8255
- National Domestic Violence Hotline: Call 1-800-799-7233
- Crisis Text Line: Text **“HOME”** to 741741

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- Teen Line: Text “TEEN” to 839863
- Trevor Project: Text “START” to 678678
- Trans Lifeline: 1-877-565-8860
- Local suicide prevention hotline telephone number

### **Charter School Employees Acting Within Scope of Services**

Charter School shall ensure that employees act only within the authorization and scope of the employee’s credential or license. While it is expected that school professionals are able to identify suicide risk factors and warning signs, and to prevent the immediate risk of a suicidal behavior, treatment of suicidal ideation is typically beyond the scope of services offered in the school setting. In addition, treatment of the mental health challenges often associated with suicidal thinking typically requires mental health resources beyond what schools are able to provide.

4860-2577-6836, v. 1

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Contacts

A-G Contact

Mary Busby  
mbusby@amethodschools.org  
(510) 436-0172

Head of Institution

Stacy Drakeford  
sdrakeford@amethodschools.org  
(510) 660-7156

Manage Users

Information

Contact Information

(510) 235-2439  
Fax: (510) 235-2439  
jhhs.amethodschools.org

Street Address

1402 Marina Way South  
Richmond, CA 94804

Mailing Address

1402 Marina Way South  
Richmond, CA 94804

Course Details

School Type

High School (Grades >9-12)  
School Subtype(s): Site-Based/Traditional, Charter School

Accreditation

Western Association of Schools and Colleges  
Valid Through: June 30, 2025  
✓ File accepted by UC [\(more\)](#)

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**AMPS**

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**Amethod Public Schools**  
**Board Item Overview****Date: 10/16/2024****Subject:****Approval of Annual JHHS Certification of Compliance Review****Action:****Information:****Committee:**

<b>RECOMMENDATIONS:</b>	Staff recommends that the board take action to approve the governing board compliance review report which includes compliance related policies, systems, and procedures
<b>SUMMARY OF PREVIOUS BOARD DISCUSSION AND ACTION:</b>	NA
<b>SUMMARY OF KEYS ISSUES:</b>	State Board of Education (SBE) Authorized Charter Schools are required to complete an Annual Compliance Monitoring and Certification of Governing Board Compliance Review. Staff has reviewed all of the compliance requirements and put together a packet with the related policies, systems and procedures. The CEO has reviewed the presented packet and certified the compliance review and is now presenting the packet for certification from the governing board.
<b>FISCAL ANALYSIS</b>	NA
<b>ATTACHMENT(s):</b>	Certification of Governing Compliance Review Overview and supporting documentation.

# Coversheet

## Approval of Provisional Internship Permits

<b>Section:</b>	III. Business
<b>Item:</b>	E. Approval of Provisional Internship Permits
<b>Purpose:</b>	Vote
<b>Submitted by:</b>	
<b>Related Material:</b>	Approval of Provisional Internship Permits.docx.pdf



Board Meeting of October, 16 2024

To: Board

FROM: HR Department

**SUBJECT: Approval of Provisional Internship Permits**

DATE: 10/11/2024

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**Background:**

The California Commission on Teacher Credentialing requires Board of Education approval to assign certificated personnel on a Provisional Internship Permit. This permit indicates that John Henry High School thoroughly searched for a qualified credentialed teacher or intern teacher. Below is the name of the employees and the subject area assigned for the 2024-25 school year for John Henry High School.

**Provisional Internship Permits**

John Henry High School

- Nicholas Weller-History Teacher, Single Subject Provisional Internship Permit (9th and 10th Grade)
- Edgar David Brown- History Teacher, Single Subject Provisional Internship Permit (10th & 11th Grade)
- Robert James Steggall-Education Specialist, Education Specialist Provisional Internship Permit (9-12 Grade Levels)

**Recommendation:**

It is recommended that the Board Members approve the as stated employee and their assignment for the 2024-2025 school year.

## Coversheet

### Approval of Declaration of Need for Fully Qualified Educators (CL-500) for John Henry High School

**Section:** III. Business  
**Item:** F. Approval of Declaration of Need for Fully Qualified Educators (CL-500) for John Henry High School  
**Purpose:** Vote  
**Submitted by:**  
**Related Material:** Declaration Of Need For Fully Qualified Educators (JHHS)-cl500 (1).pdf

Email: [credentials@ctc.ca.gov](mailto:credentials@ctc.ca.gov)  
Website: [www.ctc.ca.gov](http://www.ctc.ca.gov)

## Original Declaration of Need for year: 24-25

Revised Declaration of Need for year: \_\_\_\_\_

Name of District or Charter: John Henry High School District CDS Code: 77354

Name of County: Contra Costa County CDS Code: 07

- A diligent search, as defined below, to recruit a fully prepared teacher for the assignment(s) was made
- If a suitable fully prepared teacher is not available to the school district, the district will make a reasonable effort to recruit based on the priority stated below

The governing board/body of the school district or charter school specified above adopted a declaration at a regularly scheduled public meeting held on 10/16/2024 certifying that there is an insufficient number of certificated persons who meet the district's specified employment criteria for the position(s) listed on the attached form. The attached form was part of the agenda, and the declaration did NOT appear as part of a consent calendar.

With my signature below, I verify that the item was acted upon favorably by the board. The declaration shall remain in force until June 30, 2025.

\_\_\_\_\_  
*Name*                      *Signature*                      *Title*

<i>Fax Number</i>	<i>Telephone Number</i>	<i>Date</i>
-------------------	-------------------------	-------------

Mailing Address

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*E-Mail Address*

Name of County \_\_\_\_\_ County CDS Code \_\_\_\_\_

Name of State Agency \_\_\_\_\_

Name of NPS/NPA \_\_\_\_\_ County of Location \_\_\_\_\_

The Superintendent of the County Office of Education or the Director of the State Agency or the Director of the NPS/NPA specified above adopted a declaration on \_\_\_\_/\_\_\_\_/\_\_\_\_, at least 72 hours following his or her public announcement that such a declaration would be made, certifying that there is an insufficient number of certificated persons who meet the county's, agency's or school's specified employment criteria for the position(s) listed on the attached form.

The declaration shall remain in force until June 30, \_\_\_\_\_.

► **Enclose a copy of the public announcement**

Submitted by Superintendent, Director, or Designee:

Name	Signature	Title
Fax Number	Telephone Number	Date
Mailing Address		
EMail Address		

- *This declaration must be on file with the Commission on Teacher Credentialing before any emergency permits will be issued for service with the employing agency*

**AREAS OF ANTICIPATED NEED FOR FULLY QUALIFIED EDUCATORS**

Based on the previous year's actual needs and projections of enrollment, please indicate the number of emergency permits the employing agency estimates it will need in each of the identified areas during the valid period of this Declaration of Need for Fully Qualified Educators. This declaration shall be valid only for the type(s) and subjects(s) identified below.

This declaration must be revised by the employing agency when the total number of emergency permits applied for exceeds the estimate by ten percent. Board approval is required for a revision.

**Type of Emergency Permit**

**Estimated Number Needed**

CLAD/English Learner Authorization (applicant already holds teaching credential)

5

Bilingual Authorization (applicant already holds teaching credential)

0

List target language(s) for bilingual authorization:

0

Resource Specialist

0

Teacher Librarian Services

0

Emergency Transitional Kindergarten (ETK)

0

**LIMITED ASSIGNMENT PERMITS**

Limited Assignment Permits may only be issued to applicants holding a valid California teaching credential based on a baccalaureate degree and a professional preparation program including student teaching.

Based on the previous year's actual needs and projections of enrollment, please indicate the number of Limited Assignment Permits the employing agency estimates it will need in the following areas. Additionally, for the Single Subject Limited Assignment Permits estimated, please include the authorization(s) which will be requested:

TYPE OF LIMITED ASSIGNMENT PERMIT	ESTIMATED NUMBER NEEDED
Multiple Subject	0
Single Subject	4
Special Education	0
TOTAL	4

#### Authorizations for Single Subject Limited Assignment Permits

SUBJECT	ESTIMATED NUMBER NEEDED	SUBJECT	ESTIMATED NUMBER NEEDED
Agriculture		Mathematics	1
Art		Music	
Business		Physical Education	
Dance		Science: Biological Sciences	
English	1	Science: Chemistry	
Foundational-Level Math		Science: Geoscience	
Foundational-Level Science		Science: Physics	
Health		Social Science	1
Home Economics		Theater	
Industrial & Technology Education		World Languages (specify)	1(Spanish)

### EFFORTS TO RECRUIT CERTIFIED PERSONNEL

The employing agency declares that it has implemented in policy and practices a process for conducting a diligent search that includes, but is not limited to, distributing job announcements, contacting college and university placement centers, advertising in local newspapers, exploring incentives included in the Teaching as a Priority Block Grant (refer to [www.cde.ca.gov](http://www.cde.ca.gov) for details), participating in state and regional recruitment centers and participating in job fairs in California.

If a suitable fully prepared teacher is not available to the school district, the district made reasonable efforts to recruit an individual for the assignment, in the following order:

- A candidate who qualifies and agrees to participate in an approved internship program in the region of the school district
- An individual who is scheduled to complete initial preparation requirements within six months

### EFFORTS TO CERTIFY, ASSIGN, AND DEVELOP FULLY QUALIFIED PERSONNEL

Has your agency established a District Intern program?

☐ Yes ☒ No

If no, explain. \_\_\_\_\_

Does your agency participate in a Commission-approved college or university internship program?

☒ Yes ☐ No

If yes, how many interns do you expect to have this year? 4

If yes, list each college or university with which you participate in an internship program.

REACH, Touro, Alliant, National University  
\_\_\_\_\_  
\_\_\_\_\_

If no, explain why you do not participate in an internship program.

N/A  
\_\_\_\_\_  
\_\_\_\_\_

## Coversheet

### Approval of Appointment of CEO as Authorized Designee to Submit the RCA Charter Renewal Petition to WCCUSD

**Section:** III. Business  
**Item:** G. Approval of Appointment of CEO as Authorized Designee to Submit  
the RCA Charter Renewal Petition to WCCUSD  
**Purpose:** Vote  
**Submitted by:**  
**Related Material:** Board Resolution Richmond Charter Academy Renewal Petition.pdf



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**RESOLUTION NO. 12000-02**

**RESOLUTION OF AMETHOD PUBLIC SCHOOLS, INC. BOARD OF  
DIRECTORS AUTHORIZING THE SUBMISSION OF A RENEWAL  
CHARTER PETITION FOR RICHMOND CHARTER ACADEMY**

WHEREAS, Amethod Public Schools, Inc. (“AMPS”) is a California nonprofit public benefit corporation organized and operated exclusively for charitable purposes to manage, operate, guide, direct, and promote one or more charter schools to provide a rigorous college preparatory education and character development program that will prepare students from underserved communities to succeed in college and beyond; and

WHEREAS, AMPS currently operates the public charter school Richmond Charter Academy, Charter No. 1441 (the “Charter School”), authorized by the West Contra Costa Unified School District (the “District”); and

WHEREAS, the current charter petition for the Charter School expires on June 30, 2025.

NOW, THEREFORE, BE IT RESOLVED that the AMPS Board of Directors hereby approves the submission of the renewal charter petition, including each of its appendices and any additional documents required for submission by the District for Richmond Charter Academy to the District, for a term of July 1, 2025 to June 30, 2030.

AND BE IT FURTHER RESOLVED that the AMPS Board of Directors designates Sylvia Flores, Chief Executive Officer, as the lead petitioner and delegates to her the authority to make any changes or revisions to the charter renewal petition as may be necessary to comply with applicable legal requirements and/or District policies and procedures, and to take all steps necessary for approval of same.

#####

IN WITNESS WHEREOF, the AMPS Board of Directors has adopted the above resolution by the following vote at a regular meeting this day of October 16, 2024.

AYES:

NOES:

ABSTAIN:

ABSENT:

By: \_\_\_\_\_  
Gilbert Lopez Jr., Board Chair