



Amethod Public Schools

Regular Meeting of the AMPS Board of Directors

Published on January 11, 2025 at 10:50 AM PST

Date and Time

星期三 一月 15, 2025 at 5:00 下午 PST

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 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.

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 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
I. Opening Items			5:00 PM
A. Call the Meeting to Order		Edgar Quiroz	2 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			5:08 PM
A. Approval of 12/11/2024 Regular Board Meeting Minutes	Approve Minutes	Edgar Quiroz	1 m
B. Approval of 12/13/2024 Special Board Meeting Minutes	Approve Minutes	Edgar Quiroz	1 m

	Purpose	Presenter	Time
III. Business			5:10 PM
A. iReady/NWEA Data Presentation Public Comment	Discuss	Mary Busby	40 m
B. SARC SY23-24 Presentation and Vote for each school. Public Comment.	Vote	Maria Arechiga	10 m
C. WASC Presentation Public Comment	Vote	Mary Busby	10 m
D. Brown Act Training by Procopio Public Comment	Discuss		60 m
E. Review and Consideration of Approval of Fiscal Policies and Procedures The board will consider the approval of the updated Fiscal Policies and Procedures. Public Comment	Vote	Adrienne Barnes	5 m
F. Review and Consideration of Approval of Aya Education Master Contract The board will consider the approval of a Special Education services contract Public Comment	Vote	Mary Busby	2 m
G. Interim CEO report Public Comment	Discuss	Adrienne Barnes	5 m
H. Financial Report Public Comment	Discuss	Adrienne Barnes	5 m
IV. Closed Session			7:27 PM
A. CONFERENCE WITH LEGAL COUNSEL— ANTICIPATED LITIGATION Significant exposure to litigation pursuant to Paragraph (2) or (3) of subdivision (d) of Section 54956.9 (two cases)	Discuss		40 m
B. Public Employment	Discuss		45 m

	Purpose	Presenter	Time
a. CEO			
b. CAO			
c. Site Director			

V. Open Session 8:52 PM

A.	Review and Consideration of Approval of Employment Agreements	Vote	Adrienne Barnes	2 m
	The board will review and consider the approval of any certificated and/or classified employment agreements.			
	Public Comment			
B.	Review and Consideration of Approval of Compensation Comparability Study for Charter School Chief Executive Officer	Vote	Edgar Quiroz	2 m
	Acting/Interim CEO			
	Public Comment			
C.	Oral Report of Salary, Salary Schedule, or Compensation Paid in the Form of Fringe Benefits to Acting/Interim Chief Executive Officer	FYI	Edgar Quiroz	2 m
	Public Comment			
D.	Review and Consideration of Approval of Employment Agreement for Acting/Interim Chief Executive Officer	Vote	Edgar Quiroz	2 m
	Public Comment			

VI. Closing Items 9:00 PM

A.	Adjourn Meeting	FYI	Edgar Quiroz	1 m
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*assistance by contacting the Amethod Public School Inc., 1450 Marina Way South Second Floor. Richmond, CA 94804; telephone, (510) 436-0172 gbarriga@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: gbarriga@amethodschools.org*

Coversheet

Approval of 12/11/2024 Regular Board Meeting Minutes

Section: II. Consent
Item: A. Approval of 12/11/2024 Regular Board Meeting Minutes
Purpose: Approve Minutes
Submitted by:
Related Material:
Minutes for Regular Meeting of the AMPS Board of Directors on December 11, 2024

APPROVED



Amethod Public Schools

Minutes

Regular Meeting of the AMPS Board of Directors

Date and Time

星期三 十二月 11, 2024 at 6:00 下午

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

Directors Present

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

Directors Absent

A. Emmanuelli

Guests Present

A. Barnes, G. Barriga, M. Arechiga, M. Busby

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 Dec 11, 2024 at 6:21 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 12/02/2024 Regular Board Meeting Minutes

E. Quiroz made a motion to approve the minutes from Special Meeting of the AMPS Board of Directors on 12-02-24.

E. Gallegos seconded the motion.

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

Roll Call

A. Emmanuelli Absent

G. Lopez Jr. Aye

M. Moncada Aye

E. Quiroz Aye

E. Gallegos Aye

III. Closed Session

A. CONFERENCE WITH LEGAL COUNSEL— ANTICIPATED LITIGATION

No reportable actions

B. PUBLIC EMPLOYEE PERFORMANCE EVALUATION

IV. Business

A. Approval of Corrective Action Plan for OCHS

E. Quiroz made a motion to Approval of Corrective Action Plan for OCHS.

M. Moncada seconded the motion.

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

Roll Call

M. Moncada Aye

G. Lopez Jr. Aye

E. Gallegos Aye

E. Quiroz Aye

A. Emmanuelli Absent

B. 23-24 Audit Report Extension

This is a notification that we have requested an extension for our audit report via email to all authorizers on Friday, December 6th. The goal is to complete the audit by end of January, although we have requested an extension until February 28th.

C. Approval of Bank Account Signers

G. Lopez Jr. made a motion to Approve Bank Account Signers.

E. Gallegos seconded the motion.

This will be switched to the end of the meeting.

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

Roll Call

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

D. Approval of Substitute Company Approvals (4)

Item has been removed from Agenda

E. Approval of Provisional Internship Permit

E. Gallegos made a motion to Approval of Provisional Internship Permit.

E. Quiroz seconded the motion.

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

Roll Call

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

F. Board Rotations

E. Gallegos made a motion to Approval Board Rotations.

M. Moncada seconded the motion.

Gilbert Lopez Jr, Board Chair, nominates Edgar Quiroz, current Board Vice Chair, for the Board Chair position, Edgar accepts. Elisa makes the first motion, Monica Seconds.

Motion Passes. Gilbert nominates Monica Moncada for Board Vice Chair. Elisa Gallegos, Board Member, makes the first motion, Edgar seconds the motion. Motion Passes.

Gilbert nominates Grace Barriga as Board Secretary. Grace accepts. Elisa makes the first motion, Edgar seconds. Motion passes.

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

G. Approval of New Board Member Addition

This agenda item has been tabled.

V. Closing Items

A. Adjourn Meeting

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 9:28 下午.

Respectfully Submitted,
E. Quiroz

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Coversheet

Approval of 12/13/2024 Special Board Meeting Minutes

Section: II. Consent
Item: B. Approval of 12/13/2024 Special Board Meeting Minutes
Purpose: Approve Minutes
Submitted by:
Related Material:
Minutes for Special Meeting of the AMPS Board of Directors on December 13, 2024

APPROVED



Amethod Public Schools

Minutes

Special Meeting of the AMPS Board of Directors

Date and Time

星期五 十二月 13, 2024 at 5:00 下午

Location

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ORDER OF BUSINESS MAY BE CHANGED WITHOUT NOTICE

Directors Present

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

Directors Absent

A. Emmanuelli

Guests Present

A. Barnes, D. Clark, G. Barriga, M. Arechiga

I. Opening Items

A. Call the Meeting to Order

E. Quiroz called a meeting of the board of directors of Amethod Public Schools to order on Friday Dec 13, 2024 at 5:04 PM.

B. Record Attendance

C. Announcements

AMPS Winter party is today.

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 action

III. Open Session

A. Approval of Interim Chief Executive Officer.

G. Lopez Jr. made a motion to Approve Interim Chief Executive Officer.

E. Gallegos seconded the motion.

Gilbert Lopez Jr, Board Member, makes a motion to approve Adrienne Barnes as Interim Chief Operating Officer effective immediately.

The Board makes a motion to remove the nomination amendment first introduced by Gilbert. Monica Seconds. Adrienne Barnes is Interim Chief Operating Officer, effective immediately

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

Roll Call

G. Lopez Jr. Aye

A. Emmanuelli Absent

E. Gallegos Aye

E. Quiroz Aye

M. Moncada 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 7:02 下午.

Respectfully Submitted,
E. Quiroz

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Coversheet

iReady/NWEA Data Presentation

Section:	III. Business
Item:	A. iReady/NWEA Data Presentation
Purpose:	Discuss
Submitted by:	
Related Material:	BJE Data Slides - 1_15 Board Meeting.pptx RCA_Middle School Data Template.pdf OCA Middle School Data Template (1).pptx DCA Data - December 2024.pptx OCHS NWEA High School Data.pptx John Henry High School Data.pptx

Amethod Public Schools

HONOR HARD WORK

Benito Juarez Elementary



Growth by Grade Level - Reading

	1st Grade	2nd Grade	3rd Grade	4th Grade	5th Grade
Spring 2023-2024	36% proficient	38% proficient	43% proficient	25% proficient	36% proficient
Fall 2024-2025	7% proficient	12% proficient	20% proficient	8% proficient	9% proficient

Growth by Grade Level - Math

	1st Grade	2nd Grade	3rd Grade	4th Grade	5th Grade
Spring 2023-2024	36% proficient	40% proficient	36% proficient	27% proficient	36% proficient
Fall 2024-2025	4% proficient	4% proficient	6% proficient	14% proficient	5% proficient

Growth by Year - Math

	1st Grade	2nd Grade	3rd Grade	4th Grade	5th Grade
Fall 2024-2025	4% proficient	4% proficient	6% proficient	14% proficient	5% proficient
Winter 2024-2025	18% proficient	17% proficient	20% proficient	17% proficient	21% proficient

Growth by Year - Reading

	1st Grade	2nd Grade	3rd Grade	4th Grade	5th Grade
Fall 2024-2025	7% proficient	12% proficient	20% proficient	8% proficient	9% proficient
Winter 2024-2025	12% proficient	32% proficient	33% proficient	11% proficient	17% proficient

Action Steps

1. Decrease students scoring in tier III reading domain by 5%.
2. Decrease students scoring in tier III math domain by 5%.
3. Implement AIMSWeb Progress Monitoring to further identify tiers accurately.
4. Implement Response to Intervention (RTI) where students are placed in tiers (I, II, III, & IV) with IV being added this year.
5. SPED (Diverse Learners) are engaged in intense skills' based learning, as well as meeting IEP goals. They made significant progress since the beginning of the year.

1. Use iReady data to start and support target tutoring.
2. Use AIMSWeb data once integrated into our system to target areas for Reading using, Oral Reading Fluency (ORF), Silent Reading Fluency (SRF), Vocabulary (VOC), and Comprehension scores to place students accurately in tiers.
3. Use AIMSWeb data to target Math Computation deficits.
4. Use AIMSWeb progress monitoring weekly (Tier III & IV) and biweekly (Tier II) to compliment iReady to correctly form support small group instruction.

Amethod Public Schools

HONOR HARD WORK

Richmond Charter Academy

Growth by Grade Level - Reading

	6th Grade	7th Grade	8th Grade
Spring 23-24	40% Proficient	30% Proficient	39% Proficient
Fall 24-25	19% Proficient	25% Proficient	23% Proficient

Growth by Grade Level - Math

	6th Grade	7th Grade	8th Grade
Spring 23-24	29% Proficient	14% Proficient	15% Proficient
Fall 24-25	16% Proficient	12% Proficient	6% Proficient

Growth by Year - Reading

	6th Grade	7th Grade	8th Grade
Fall 24-25	20% Proficient	25% Proficient	23% Proficient
Winter 24-25	26% Proficient	38% Proficient	26% Proficient

Growth by Year - Math

	6th Grade	7th Grade	8th Grade
Fall 24-25	16% Proficient	12% Proficient	6% Proficient
Winter 24-25	20% Proficient	23% Proficient	18% Proficient

Action Steps

What

1. Increase students performing in tier 1 by 10% for both reading and math SBAC outcomes.
2. Decrease students performing in tier 3 by 10% for both reading and math SBAC outcomes.

How

Professional Development and Coaching:

1. Providing data driven professional development 3 days a week.
2. Providing weekly coaching cycles to our teachers to address tier 1 instruction.
3. Restructuring core blocks to allow for more student practice with grade level and prerequisite skills.

Schoolwide Intervention Block:

4. Implementing one on one data chats with students so they know where they are currently and where their goal is after Benchmark Assessments
5. Students tracking their own data and goals weekly in accordance with their lesson passage rate
6. Weekly data schoolwide data meetings and follow ups with students/families

Student Action Plans (SAP):

7. Students who were at risk of failing(one or more classes) have been placed on action plans after quarter 1 to prevent disengagement and course failure.
8. Weekly Tutoring

Amethod Public Schools

HONOR HARD WORK

Oakland Charter Academy



Growth by Grade Level - Reading

	6th Grade	7th Grade	8th Grade
Spring 23-24	6% Proficient	12 % Proficient	13% Proficient
Fall 24-25	16% Proficient	7% Proficient	8% Proficient

Growth by Grade Level - Math

	6th Grade	7th Grade	8th Grade
Spring 23-24	17% Proficient	8% Proficient	11% Proficient
Fall 24-25	8% Proficient	6% Proficient	8% Proficient

Growth by Term - Reading

	6th Grade	7th Grade	8th Grade
Fall 24-25	16% Proficient	7% Proficient	8% Proficient
Winter 24-25	13% Proficient	9% Proficient	10% Proficient

Growth by Term - Math

	6th Grade	7th Grade	8th Grade
Fall 24-25	8% Proficient	6% Proficient	8% Proficient
Winter 24-25	15% Proficient	12% Proficient	10% Proficient

Action Steps

What:

1. 10% decrease in the red area iReady
2. 10 % proficiency increase in IReady and ELPAC
3. 100% of teachers actively participating in the MTSS/IEP process

How:

❖ Macro

IReady Diagnostics testing
Benchmark Assessments
Data Analysis cycles
Observing classes & Pulling out trends: Intervention strategies (MTSS)
C.O.S.T. Meetings- Utilized as a way to highlight students who are struggling both behaviorally and academically.
PD's, Coaching meetings to support teacher needs
Feedback
SpEd Push and Pull Outs
Tardy Incentives

❖ Micro

Backwards Planning: Assessments & Units
Lesson Planning
Data & Lesson Internalization
Content-Level PLCs
Small Groups Using Formal (iReady & Mock SBAC) and Informal data
Parent Meetings to Discuss Academic Concerns and To Provide Resources

Amethod Public Schools

HONOR HARD WORK

Downtown Charter Academy



Growth by Grade Level - Reading

(percent of students above the 60th percentile compared against national data)



	6th Grade	7th Grade	8th Grade
Winter 23	53%	42%	56%
Fall 24	62%	58%	45%

Growth by Grade Level - Math

(percent of students above the 60th percentile compared against national data)



	6th Grade	7th Grade	8th Grade
Winter 23	63%	63%	63%
Fall 24	52%	78%	64%



Growth by Cohort (Year) - Reading

(percent of students above the 60th percentile compared against national data)

	6th Grade	7th Grade	8th Grade
Class of 25-26	52%	58%	
Class of 24-25	39%	42%	45%
Class of 23-24	32%	40%	49%



Growth by Cohort (Year) - Math

(percent of students above the 60th percentile compared against national data)

	6th Grade	7th Grade	8th Grade
Class of 25-26	51%	78%	
Class of 24-25	56%	64%	64%
Class of 23-24	43%	59%	61%

Action Steps

What:

1. <5% students below the 20th percentile by Spring of each year
2. ELA proficiency (>60th percentile)
 - 65% by end of 7th
 - 75 % by end of 8th

How:

1. Facilitate collaboration with teachers / tutors / ELD specialist to identify and support students with the greatest need. Track progress of those students throughout the year, and from year to year.
2. Students track their own progress on standardized assessments (tools to do so need to be formalized). PD with teaching/tutoring staff to continue promotion of literacy.

Amethod Public Schools

HONOR HARD WORK

Oakland Charter High School

Growth by Grade Level - Reading

	9th Grade	10th Grade	11th Grade	12th Grade
Spring 23-24	26th	49th	48th	N/A
Fall 24-25	43rd	45th	58th	52nd

Growth by Grade Level - Math

	9th Grade	10th Grade	11th Grade	12th Grade
Spring 23-24	27th	40th	53rd	24th
Fall 23-24	37th	49th	66th	55th

Growth by Grade Level - Reading

	9th Grade	10th Grade	11th Grade	12th Grade
2023-2024	28th	45th	56th	43rd
2024-2025	48th	50th	60th	52nd

Growth by Grade Level - Math

	9th Grade	10th Grade	11th Grade	12th Grade
2023-2024	36th	43rd	61st	51st
2024-2025	47th	52nd	66th	57th

Action Steps

What:

1. Continue to increase students in the 40th-60th percentile.
1. Strengthening instruction and support to increase 60th-80th band.

How:

1. Strengthening achievement culture by creating community-celebration and incentives (specifically for rising 12 graders)
2. Targeted support in planning and in direct instruction for small grouping learning across the content areas.

Amethod Public Schools

HONOR HARD WORK

John Henry High School

Growth by Grade Level- Reading

	9th Grade	10th Grade	11th Grade	12th Grade
Spring 2023- 2024	15%	19%		4%
Fall 2024-2025	15%	8%	25%	25%

Growth by Grade Level - Math

	9th Grade	10th Grade	11th Grade	12th Grade
Spring 2023- 2024	12%	16%		7%
Fall 2024-2025	23%	20%	32%	40%

Growth by Year- Reading

	9th Grade	10th Grade	11th Grade	12th Grade
Fall 2023-2024	15%	19%	18%	7%
Fall 2024-2025	15%	8%	25%	25%

Growth by Year - Math

	9th Grade	10th Grade	11th Grade	12th Grade
Fall 2023-2024	8%	19%	32%	15%
Fall 2024-2025	23%	20%	32%	40%

Action Steps

What:

Example

1. Increase Math proficiency across all grade levels by 7%
2. Increase Reading proficiency across all grade levels by 7%

How:


Example

1. Strong facilitation of Tier 1 across all classrooms
2. Targeted small groups

Coversheet

SARC SY23-24

Section:	III. Business
Item:	B. SARC SY23-24
Purpose:	Vote
Submitted by:	
Related Material:	SARC Briefing Sheet-2025.pdf BJE_23-24_SARC_Draft-V2.pdf RCA_23-24_SARC_Draft-V2.pdf OCA_23-24_SARC_Draft-V2.pdf DCA_23-24_SARC_Draft-V3.pdf OCHS_23-24_SARC_Draft-V2.pdf JHHS_23-24_SARC_Draft-V2.pdf

		Amethod Public Schools Board Item Overview Date: 1/15/25	
Subject:		School Accountability Report Cards 2023-2024	
Action: <input checked="" type="checkbox"/> Information: <input type="checkbox"/> Committee: <input type="checkbox"/>		Approval of School Accountability Report Cards 2023-2024	

RECOMMENDATIONS:	Staff recommends board approval of School Accountability Report Cards (SARC) for all AMPS sites as recommended by the California Department of Education.
SUMMARY OF PREVIOUS BOARD DISCUSSION AND ACTION:	N/A
SUMMARY OF KEYS ISSUES:	<p>In November 1988, California voters passed Proposition 98, also known as The Classroom Instructional Improvement and Accountability Act. This ballot initiative provides California's public schools with a stable source of funding. In return, all public schools in California are required prepare annual School Accountability Report Cards (SARCs) and disseminate them to the public. SARCs are intended to provide the public with important information about each public school and to communicate a school's progress in achieving its goals.</p> <p>In the years since the passage of Proposition 98, additional requirements for school accountability reporting and dissemination have been established through legislation. Most SARC requirements are codified in California Education Code (EC) Sections 33126 and 33126.1. In addition, similar requirements are contained in the federal Elementary and Secondary Education Act (ESEA) legislation.</p> <p>Pursuant to Chapter 914, Statutes of 2004 (Assembly Bill 1858), all nonpublic, nonsectarian schools are required to prepare a SARC in accordance with EC Section 33126. This requirement applies to nonpublic, nonsectarian schools but does not apply to nonpublic, nonsectarian agencies.</p> <p>Pursuant to EC Section 35256, The governing board of each school district maintaining an elementary or secondary school shall develop and cause to be implemented for each school in the school district a School Accountability Report Card</p>
FISCAL ANALYSIS :	
ATTACHMENT(S):	School Accountability Report Cards for: BJE, RCA, JHHS, OCA, DCA, and OCHS

Richmond Charter Elementary-Benito Juarez

2023–24 School Accountability Report Card

Reported Using Data from the 2023–24 School Year

California Department of Education

Address:	1450 Marina Way South Richmond, CA , 94804-1534	Principal:	LaSonya Michelle Walker
Phone:	(510) 436-0172	Grade Span:	K-5

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard

The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

Admission Requirements for the University of California (UC)

Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at <https://admission.universityofcalifornia.edu/>.

Admission Requirements for the California State University (CSU)

Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at <https://www2.calstate.edu/>.

LaSonya Michelle Walker

📍 Principal, Richmond Charter Elementary-Benito Juarez

Principal Message

My name is Dr. Michelle Walker from Spring Hill, TN. Educational journey encompasses a Bachelor of Science Degree in Business Management, Master of Business Administration (MBA), and a Master of Arts in Teaching (MAT), Education. My K-6 licensure for the state of TN was obtained in Lipscomb University's graduate program. It was an honor to receive a Doctor of Education Degree in Leadership and Professional Practice at Trevecca Nazarene University. Employment includes a wide range of experience from years in Human Resources (HR) and Quality Statistical Analysis at General Motors - Spring Hill Operation (formerly Saturn), years as an adjunct Human Resource Management and Business Administration professor at Daymar College to working for TN South Central Workforce Alliance for the State of TN (ESOL program) teaching English and Civics, as well as G.E.D. Math, Language, Science, and Social Studies.

Previous employment fueled my passion for education, financial independence, and career growth for everyone in the surrounding communities. Being an instructor afforded me the awesome opportunity to teach students from various cultures, including Mexico, El Salvador, China, Sudan, Afghanistan, Gambia, Bosnia, Dominican Republic, India, Jordan, and Somalia along with others, thus overcoming communication barriers to facilitate a successful learning experience. As an educator, it was a privilege to obtain experience as an I-Ready Implementation Leadership Team Lead, Pacing Guide and Curriculum Development Team Lead, District ELA & Math Facilitator, Data Analytics Coach, as well as Lead Mentor Teacher. My passionate dedication for educating adults and children is shown in my own educational and career path to acquire knowledge that allows me to pass along to others, as well as mentor students to achieving monumental success.

It brings me joy to lead Benito Juarez Elementary Mighty Mites to achieve beyond expectations with initiatives including total digital 1-to-1 integration of I-Ready implementation which is one of the nation's leading academic programs, social emotional awareness integration, and comprehensive intervention to assist students in bridging gaps of learning to reach grade level and beyond. Our goal is solidified with AMPS's mission, "to provide a rigorous college preparatory education and character development program that will prepare students from underserved communities to succeed in college and beyond" (2023). BJE's administrators, teachers, and staff desire to make real world connections with BJE Mighty Mites at their level, giving them the "What's in it for me" (WIIFM) approach, enhance their learning experience, and ignite a passion in them to become lifelong learners. As BJE's Site Director/Principal, it is with great joy and enthusiasm to have the pleasure and honor of making contributions within the AMPS' organization with a vision of academic excellence, motivating students to achieve beyond their dreams!

Respectfully submitted,

Dr. Michelle Walker

About Our School

Dr. Michelle Walker

lawalker@amethodschools.org

(510) 722-1179

Contact

Richmond Charter Elementary-Benito Juarez
1450 Marina Way South

Phone: [\(510\) 436-0172](tel:(510)436-0172)

Email: lawalker@amethodschools.org

Contact Information (School Year 2024–25)

District Contact Information (School Year 2024–25)

District Name	West Contra Costa Unified
Phone Number	(510) 722-1179
Superintendent	Barnes, Adrienne
Email Address	abarnes@amethodschools.org
Website	https://amethodschools.org

School Contact Information (School Year 2024–25)

School Name	Richmond Charter Elementary-Benito Juarez
Street	1450 Marina Way South
City, State, Zip	Richmond, CA , 94804-1534
Phone Number	(510) 436-0172
Principal	LaSonya Michelle Walker
Email Address	lawalker@amethodschools.org
Website	www.amethodschools.org
Grade Span	K-5
County-District-School (CDS) Code	07617960129643

School Description and Mission Statement (School Year 2024–25)

Benito Juarez School Accountability Report

The School Accountability Report Card (SARC) is a tool designed to provide transparency and accountability in education. It offers detailed information about a school's performance, including data on student achievement, school climate, resources, and demographics (CDE, 2024). The primary purpose of the SARC is to help parents, caregivers, and the community make informed decisions about schools and to allow for meaningful comparisons between different schools. By making this information publicly available, the SARC promotes accountability and encourages schools to strive for continuous improvement (CDE, 2024). The following information summarizes Benito Juarez Elementary School's 2023-2024 year's academic performance.

Benito Juarez Elementary School's (BJE): Mission and Vision Statement

It brings me joy to lead Benito Juarez Elementary Mighty Mites to achieve beyond expectations with initiatives including total digital 1-to-1 integration of I-Ready implementation which is one of the nation's leading academic programs, social emotional awareness integration, and comprehensive intervention to assist students in bridging gaps of learning to reach grade level and beyond. Our goal is solidified with AMPS's mission, "to provide a rigorous college preparatory education and character development program that will prepare students from underserved communities to succeed in college and beyond" (2024). BJE's administrators, teachers, and staff's desire to make real world connections with BJE Mighty Mites at their level, giving them the "What's in it for me" (WIIFM) approach, enhance their learning experience, and ignite a passion in them to become lifelong learners. As BJE's Site Director/Principal, it is with great joy and enthusiasm to have the

Celebrating Our School's Incremental Success: A Year of Improved Achievement and Growth

As we reflect on the past year, we are incredibly proud to share the significant strides and accomplishments of Benito Juarez Elementary School (BJE), as highlighted in our School Accountability Report Card (SARC). The 2023-2024 year has been a testament to the dedication, hard work, and collaboration of our entire school community—staff, students, families, and all other stakeholders.

Academic Performance: Our students have demonstrated remarkable progress relative to academic growth and achievement. We are thrilled to report a Benito Juarez Elementary School realized an increase in proficiency scores, with our Math increasing to 24.57% and English results rising to 28.14 % surpassing performance of the previous year. This achievement is a clear reflection of our students' commitment to their studies and the exceptional teaching and support they receive from our dedicated educators in light of having several guest teachers.

Improved Promotion Performance: Our school excelled with our fifth graders in preparing students for their advancement to middle school and future endeavors. BJE fifth grade scholars outperformed the school with students' achievement rate of 27.28% in Math and 34.21% in ELA. This performance is a testament to the effective support systems and personalized learning plans that ensure every student is equipped to succeed.

Engaged and Present: Student engagement remains a cornerstone of our school's success, as evidenced by our chronic attendance rate declining by 1.1%. Although chronic absenteeism declined incrementally there is evidence of students being somewhat more engaged than the previous year. The suspension rate declined 1.4% as well. Moreover, BJE has a high population of English Language Learners; the school saw a substantial increase and enhanced performance, thus rising to 15.6% which translated into 50% of ELL scholars making progress. Finally, 100% of BJE scholars are engaged in the learning process utilizing I-Ready to enhance performance in the classroom in both Math and Reading. This high level of engagement began in late October 2023, which fostered student engagement and growth across all demographics.

Advanced Academics: Our commitment to challenging and enriching academic experiences is evident in the significant number of students engaged in classroom and digital independent learning. BJE administrators created a schedule for intervention that facilitated a place in scholars' daily schedule to utilize I-Ready Math and Reading during both Math and ELA blocks. Teachers engaged in an abundance of professional development from Curriculum Associates (I-Ready Consultants) to assist in creating effective lesson planning, enhanced and engaging lesson implementation in the classroom, and deep data dives to assess student performance.

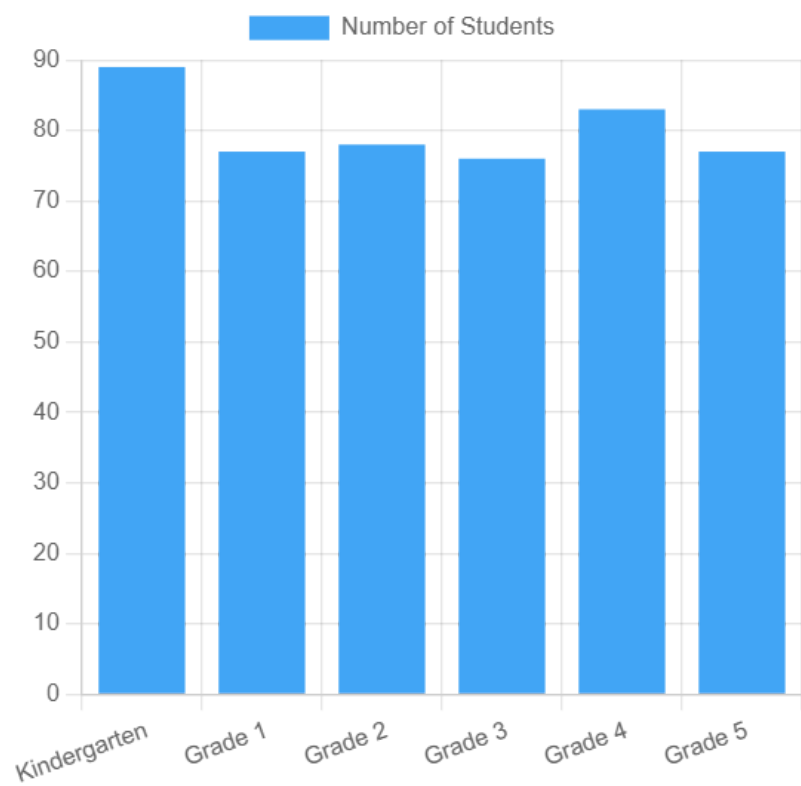
Extracurricular Activity (Clubs) and Positive Climate: Beyond academics, our students engaged in academic clubs and social emotional learning to improve the overall culture and climate of the school. Students were able to explore their personal areas of interest such as gardening, cheerleading, Lego, and other club activities, which was the first ever for the school. This proved effective in creating a fun learning environment while encouraging students to attend school on minimum days which are notorious for absences, as well as enhanced the positive climate of the school while becoming a great PBIS activity for students. The school Spring Carnival was an absolute joy for students!

Enhanced Learning Resources: We have made significant investments in our school's infrastructure and resources this year, thus including innovative curriculum, advanced imaging with 3D technology, drones, new furniture, cafeteria upgrades along with a PA system installed to enhance safety of BJE scholars and other stakeholders. Our newly upgraded environment and the addition of cutting-edge technology in classrooms are designed to provide students with the best possible learning experiences.

Community Involvement: The strong partnership between our school and the community continues to thrive. Benito Juarez Elementary School had community engagement activities inviting stakeholders to Grandparents Day, Hispanic Heritage Program, Black History Month Wax Museum, Halloween Parade, and Graduation/Promotion ceremonies among other engaging activities.

Student Enrollment by Grade Level (School Year 2023–24)

Grade Level	Number of Students
Kindergarten	89
Grade 1	77
Grade 2	78
Grade 3	76
Grade 4	83
Grade 5	77
Total Enrollment	480



Student Enrollment by Student Group (School Year 2023–24)

Student Group	Percent of Total Enrollment
Female	52.10%
Male	47.90%
Non-Binary	0.00%
American Indian or Alaska Native	0.00%
Asian	0.80%
Black or African American	1.00%
Filipino	1.00%
Hispanic or Latino	89.80%
Native Hawaiian or Pacific Islander	0.20%
Two or More Races	1.50%
White	1.50%

Student Group (Other)	Percent of Total Enrollment
English Learners	56.90%
Foster Youth	0.00%
Homeless	0.80%
Migrant	0.00%
Socioeconomically Disadvantaged	69.60%
Students with Disabilities	10.00%

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Preparation and Placement (School Year 2020–21)

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	11.90	66.65%	1159.10	82.56%	228366.10	83.12%
Intern Credential Holders Properly Assigned	1.00	5.56%	62.20	4.43%	4205.90	1.53%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	4.00	22.23%	106.60	7.60%	11216.70	4.08%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00%	49.60	3.54%	12115.80	4.41%
Unknown/Incomplete/NA	0.90	5.50%	26.30	1.87%	18854.30	6.86%
Total Teaching Positions	17.90	100.00%	1403.90	100.00%	274759.10	100.00%

Note: The data in this table is based on full-time equivalent (FTE) status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teacher Preparation and Placement (School Year 2021–22)

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	6.00	46.15%	1150.10	75.53%	234405.20	84.00%
Intern Credential Holders Properly Assigned	0.00	0.00%	59.40	3.90%	4853.00	1.74%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	5.20	40.38%	171.60	11.27%	12001.50	4.30%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00%	50.30	3.30%	11953.10	4.28%
Unknown/Incomplete/NA	1.70	13.46%	91.20	5.99%	15831.90	5.67%
Total Teaching Positions	13.00	100.00%	1522.80	100.00%	279044.80	100.00%

Note: The data in this table is based on full-time equivalent (FTE) status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teacher Preparation and Placement (School Year 2022–23)

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	6.90	49.96%	1081.70	75.48%	231142.40	100.00%
Intern Credential Holders Properly Assigned	0.00	0.00%	45.20	3.16%	5566.40	2.00%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	6.90	49.96%	155.30	10.84%	14938.30	5.38%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00%	56.40	3.94%	11746.90	4.23%
Unknown/Incomplete/NA	0.00	0.00%	94.30	6.58%	14303.80	5.15%
Total Teaching Positions	13.90	100.00%	1433.20	100.00%	277698	100%

Note: The data in this table is based on full-time equivalent (FTE) status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

Authorization/Assignment	2020-21 Number	2021-22 Number	2022-23 Number
Permits and Waivers	1.00	0.00	0
Misassignments	3.00	5.20	6.9
Vacant Positions	0.00	0.00	0
Total Teachers Without Credentials and Misassignments	4.00	5.20	6.9

Credentialed Teachers Assigned Out-of-Field (considered "out-of-field" under ESSA)

Indicator	2020-21 Number	2021-22 Number	2022-23 Number
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00	0
Local Assignment Options	0.00	0.00	0
Total Out-of-Field Teachers	0.00	0.00	0

Class Assignments

Indicator	2020– 21 Percent	2021– 22 Percent	2022– 23 Percent
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	17.30%	58.4%	77.1%
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	28.90%	43.6%	64.1%

Note: For more information refer to the Updated Teacher Equity Definitions web page at

<https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2024–25)

Year and month in which the data were collected: August 2024

Subject	List of Textbooks and Other Instructional Materials/Indicate if from Most Recent Adoption/Year of Adoption	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	World of Wonders, McGraw Hill - Adopted 2018 Lexia Learning - Adopted 2023	0
Mathematics	i-Ready, Curriculum Associates - Adopted 2023	0
Science	Foss Next Generation Science - Adopted 2019	0
History-Social Science	Studies Weekly - Adopted 2023	0
Foreign Language		0
Health		0
Visual and Performing Arts		0
Science Lab Eqpmt (Grades 9-12)	N/A	0

Note: Cells with N/A values do not require data.

School Facility Conditions and Planned Improvements

The LEA has ensured that this school has facilities that are safe, clean, and adequate, and that any needed maintenance to ensure good repair has been or will soon be completed.

School Facility Good Repair Status

Using the **most recently collected** Facility Inspection Tool (FIT) data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

Year and month of the most recent FIT report: December 2024

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	Clean and replace damaged ventilation tiles.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	Install fire extinguisher hooks in deficient areas.
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	

Overall Facility Rate

Year and month of the most recent FIT report: December 2024

Overall Rating	Good
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State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System includes assessments for English language arts/literacy [ELA], mathematics, and science for students in the general education population and the California Alternate Assessment [CAA]. Only eligible students may participate in the administration of the CAA. CAA items are aligned with alternate achievement standards, which are linked with the Common Core Standards [CCSS] or California Next Generation Science Standards [CA NGSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAA for ELA** in grades three through eight and grade eleven.
 2. **Smarter Balanced Summative Assessments and CAA for mathematics** in grades three through eight and grade eleven.
 3. **California Science Test (CAST) and CAA for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).
- **College and Career Ready:** The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in ELA and Mathematics for All Students taking and completing state-administered assessments Grades Three through Eight and Grade Eleven Percentage of Students Meeting or Exceeding the State Standard

Amethod Public Schools - Regular Meeting of the AMPS Board of Directors - Agenda - Wednesday January 15, 2025 at 5:00 PM

Subject	School 2022– 23	School 2023– 24	District 2022– 23	District 2023– 24	State 2022– 23	State 2023– 24
English Language Arts / Literacy (grades 3-8 and 11)	22%	28%	32%	33%	46%	47%
Mathematics (grades 3-8 and 11)	21%	25%	22%	23%	34%	35%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: ELA and Mathematics test results include the Smarter Balanced Summative Assessments and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAA divided by the total number of students who participated in both assessments.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	232	231	99.57%	0.43%	28.14%
Female	111	110	99.10%	0.90%	30.00%
Male	121	121	100.00%	0.00%	26.45%
American Indian or Alaska Native	0	0	0%	0%	0%
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	212	211	99.53%	0.47%	27.49%
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	127	126	99.21%	0.79%	17.46%
Foster Youth	0	0	0%	0%	0%
Homeless	--	--	--	--	--
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	205	204	99.51%	0.49%	25.98%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	30	30	100.00%	0.00%	6.67%

Note: ELA test results include the Smarter Balanced Summative Assessments and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	232	232	100.00%	0.00%	24.57%
Female	111	111	100.00%	0.00%	21.62%
Male	121	121	100.00%	0.00%	27.27%
American Indian or Alaska Native	0	0	0%	0%	0%
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	212	212	100.00%	0.00%	23.58%
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	127	127	100.00%	0.00%	16.54%
Foster Youth	0	0	0%	0%	0%
Homeless	--	--	--	--	--
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	205	205	100.00%	0.00%	22.44%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	30	30	100.00%	0.00%	3.33%

Note: Mathematics test results include the Smarter Balanced Summative Assessments and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2022–23	School 2023–24	District 2022–23	District 2023–24	State 2022–23	State 2023–24
Science (grades 5, 8, and high school)	22.08%	20.78%	20.56%	20.89%	30.29%	30.73%

Note: Science test results include the CAST and the CAA for Science. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Test Results in Science by Student Group

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Grades Five, Eight and High School (School Year 2023–24)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	77	77	100.00%	0.00%	20.78%
Female	37	37	100.00%	0.00%	18.92%
Male	40	40	100.00%	0.00%	22.50%
American Indian or Alaska Native	0	0	0%	0%	0%
Asian	0	0	0%	0%	0%
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	70	70	100.00%	0.00%	21.43%
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	35	35	100.00%	0.00%	5.71%
Foster Youth	0	0	0%	0%	0%
Homeless	0	0	0%	0%	0%
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	66	66	100.00%	0.00%	18.18%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	13	13	100.00%	0.00%	0.00%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Career Technical Education (CTE) Participation (School Year 2023–24)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	--
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	--
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	--

Course Enrollment/Completion of University of California (UC) and/or California State University (CSU) Admission Requirements

UC/CSU Course Measure	Percent
2023–24 Pupils Enrolled in Courses Required for UC/CSU Admission	0.00%
2022–23 Graduates Who Completed All Courses Required for UC/CSU Admission	0.00%

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

California Physical Fitness Test Results (School Year 2023–24)

Percentage of Students Participating in each of the five Fitness Components

Grade	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
5	76%	76%	76%	76%	76%

Note: The admistration of the PFT requires only participation results for these five fitness areas.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site

Opportunities for Parental Involvement (School Year 2024–25)

Parent and community engagement is a priority and key to the success of the school. We believe our educational partners are central support for our students. There are multiple ways for parents to engage in the school community both formally and informally.

The Family Staff Team (FST) is composed of staff, community and more importantly of parents whom are “potential transformers” and are ready to serve as a team to assure that academic performance and student success through measurable deliverables remain the top driver in inner city charter schools. All the members in the group seek improvement in the community as a whole, inspired by the power of school choice and accountability. The group meets regularly to identify matters that are pertinent to the families and local charter school community and make recommendations to the governance board regarding programming, education activities, supplemental activities, and expenditures for programs at BJE.

Coffee with the principal is a monthly meeting for parents to come to school to speak with site leaders, get an update on planned activities, and address any issues or concerns they may have. This is an informal meeting that promotes strengthening and personal relations with staff and parents.

In addition, we make educating your child our highest priority and we require that families make the same commitment. That requires that often our staff and volunteers will make themselves available above and beyond the traditional school hours and also that families commit to supporting the efforts of the school and have their child attend school every day, on time and ready to learn. Although at times, it may be inconvenient for staff and families, our students' success makes these inconveniences worthwhile.

Parents have various means in which to get involved at Benito Jurez Elementary. We have families attend a minimum, two parent informational meetings. These meetings discuss topics such as state test data, curriculum updates, and LCAP approval.

Most importantly, we encourage parents to become involved in their children's education at home by assuring that their child is completing their assigned work and by making sure that their child leaves home for school at an appropriate time

State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school graduation rates;
- High school dropout rates; and
- Chronic Absenteeism

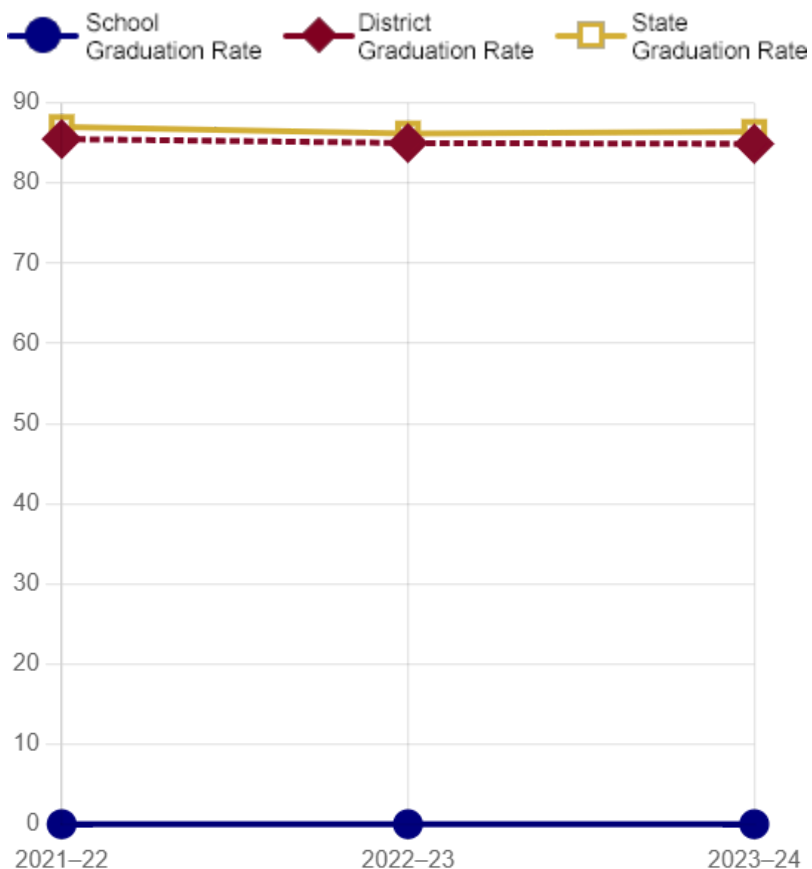
Graduation Rate and Dropout Rate (Four-Year Cohort Rate)

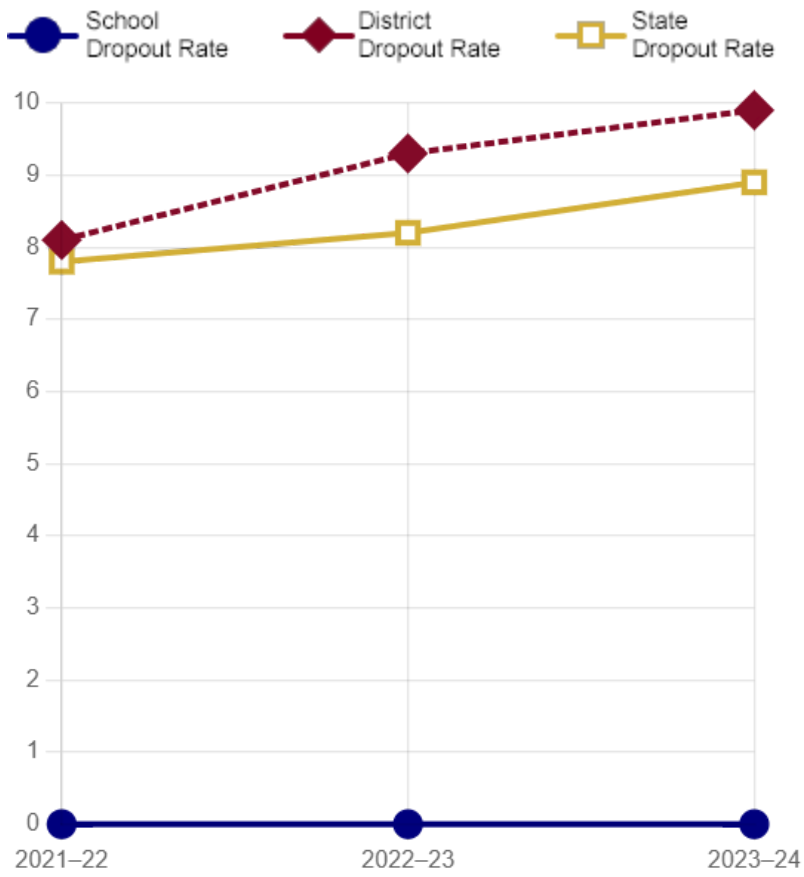
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Indicator	School 2021– 22	School 2022– 23	School 2023– 24	District 2021– 22	District 2022– 23	District 2023– 24	State 2021– 22	State 2022– 23	State 2023– 24
Graduation Rate				85.5%	85.0%	84.9%	87%	86.2%	86.4%
Dropout Rate				8.1%	9.3%	9.9%	7.8%	8.2%	8.9%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a student population is ten or fewer.

Graduation Rates





Graduation Rate by Student Group (Four-Year Cohort Rate) (School Year 2023–24)

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Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	0.0	0.0	0.0%
Female	0.0	0.0	0.0%
Male	0.0	0.0	0.0%
Non-Binary	0.0	0.0	0.0%
American Indian or Alaska Native	0.0	0.0	0.0%
Asian	0.0	0.0	0.0%
Black or African American	0.0	0.0	0.0%
Filipino	0.0	0.0	0.0%
Hispanic or Latino	0.0	0.0	0.0%
Native Hawaiian or Pacific Islander	0.0	0.0	0.0%
Two or More Races	0.0	0.0	0.0%
White	0.0	0.0	0.0%
English Learners	0.0	0.0	0.0%
Foster Youth	0.0	0.0	0.0%
Homeless	0.0	0.0	0.0%
Socioeconomically Disadvantaged	0.0	0.0	0.0%
Students Receiving Migrant Education Services	0.0	0.0	0.0%
Students with Disabilities	0.0	0.0	0.0%

For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at <https://www.cde.ca.gov/ds/ad/acgrinfo.asp>.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a student population is ten or fewer.

Chronic Absenteeism by Student Group (School Year 2023–24)

Amethod Public Schools - Regular Meeting of the AMPS Board of Directors - Agenda - Wednesday January 15, 2025 at 5:00 PM

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	492	486	171	35.2%
Female	258	254	68	26.8%
Male	234	232	103	44.4%
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	452	449	164	36.5%
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	--	--	--	--
White	--	--	--	--
English Learners	277	276	95	34.4%
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	425	420	158	37.6%
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	49	49	24	49.0%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

Rate	School 2021– 22	School 2022– 23	School 2023– 24	District 2021– 22	District 2022– 23	District 2023– 24	State 2021– 22	State 2022– 23	State 2023– 24
Suspensions	1.40%	1.57%	0.20%	3.97%	4.81%	4.82%	3.17%	3.60%	3.28%
Expulsions	0.20%	0.00%	0.00%	0.04%	0.02%	0.01%	0.07%	0.08%	0.07%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Suspensions and Expulsions by Student Group (School Year 2023-24)

Amethod Public Schools - Regular Meeting of the AMPS Board of Directors - Agenda - Wednesday January 15, 2025 at 5:00 PM

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.2%	0%
Female	0%	0%
Male	0.43%	0%
Non-Binary	0%	0%
American Indian or Alaska Native	0%	0%
Asian	0%	0%
Black or African American	0%	0%
Filipino	0%	0%
Hispanic or Latino	0.22%	0%
Native Hawaiian or Pacific Islander	0%	0%
Two or More Races	0%	0%
White	0%	0%
English Learners	0%	0%
Foster Youth	0%	0%
Homeless	0%	0%
Socioeconomically Disadvantaged	0.24%	0%
Students Receiving Migrant Education Services	0%	0%
Students with Disabilities	2.04%	0%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Our school's Comprehensive Safety Plan is reviewed and updated annually. The safety plan was last board approved on 2/21/24.

The safety plans contained within were reviewed with all faculty and staff in a staff training at the beginning of the school year and emergency procedures are re-visited throughout the year in staff trainings to reinforce the importance of knowing how to handle emergency situations.

The school regularly holds drills for fire, earthquake and lockdown situations; before, during and after these drills, teachers inform students of the safety procedures and emergency plans for the various scenarios. The basic safety plan conforms to the federally mandated National Incident Management System (NIMS) State mandated Standardized Emergency Management System (SEMS) and is compliant with the Incident Command System (ICS).

?School administrators work closely with police, fire, emergency services and public health officials to ensure our

Comprehensive Safety Plan and Emergency Handbook reflect appropriate practices and that all schools are prepared for

emergencies. Amethod Public Schools takes an all-hazards approach to emergency readiness.

We are prepared to work in partnership with emergency responders should a critical incident occur in one of our schools. All emergency equipment is regularly serviced and emergency first-aid supplies are always at the ready. Our Comprehensive Safety Plan and Emergency Handbook address a multitude of potential incidents, not because we expect them to occur, but because we want to be prepared in case they do.

Elements of the Comprehensive Safety Plan:

SECTION 1: School Safety Overview

SECTION 2: Safe School Reports

SECTION 3: Safe School Action Plans

SECTION 4: School Safety Policy and Procedures

D. Other SARC information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Average Class Size and Class Size Distribution (Elementary) (School Year 2021–22)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	20.00	5	7	
1	25.00		7	
2	26.00		15	
3	27.00		15	
4	29.00		11	
5	27.00		11	
6				
Other**				

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Elementary) (School Year 2022-23)

Amethod Public Schools - Regular Meeting of the AMPS Board of Directors - Agenda - Wednesday January 15, 2025 at 5:00 PM

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	24.00	5	12	0
1	26.00	0	15	0
2	27.00	0	15	0
3	28.00	0	15	0
4	28.00	0	15	0
5	26.00	0	15	0
6	0.00	0	0	0
Other**	0.00	0	0	0

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Elementary) (School Year 2023–24)

Amethod Public Schools - Regular Meeting of the AMPS Board of Directors - Agenda - Wednesday January 15, 2025 at 5:00 PM

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	24.00		15	
1	26.00		15	
2	26.00		15	
3	25.00		15	
4	28.00		15	
5	26.00		15	
6				
Other**				

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Secondary) (School Year 2021–22)

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Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts				
Mathematics				
Science				
Social Science				

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Average Class Size and Class Size Distribution (Secondary) (School Year 2022–23)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts				
Mathematics				
Science				
Social Science				

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Average Class Size and Class Size Distribution (Secondary) (School Year 2023–24)

Amethod Public Schools - Regular Meeting of the AMPS Board of Directors - Agenda - Wednesday January 15, 2025 at 5:00 PM

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts				
Mathematics				
Science				
Social Science				

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Ratio of Pupils to Academic Counselor (School Year 2023–24)

Title	Ratio
Pupils to Academic Counselor*	0

* One full-time equivalent (FTE) equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time.

Student Support Services Staff (School Year 2023-24)

Amesbury Public Schools - Regular Meeting of the AMPS Board of Directors - Agenda - Wednesday January 15, 2025 at 5:00 PM

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1.00
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	1.00
Resource Specialist (non-teaching)	
Other**	0.00

* One full-time equivalent (FTE) equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time.

** "Other" category is for all other student support services staff positions not listed.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2022–23)

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Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	--	--	\$15301.17	--
District	N/A	N/A	--	\$84356.00
Percent Difference – School Site and District	N/A	N/A	--	--
State	N/A	N/A	\$10770.62	\$94625.00
Percent Difference – School Site and State	N/A	N/A	--	--

Note: Cells with N/A values do not require data.

Types of Services Funded (Fiscal Year 2023–24)

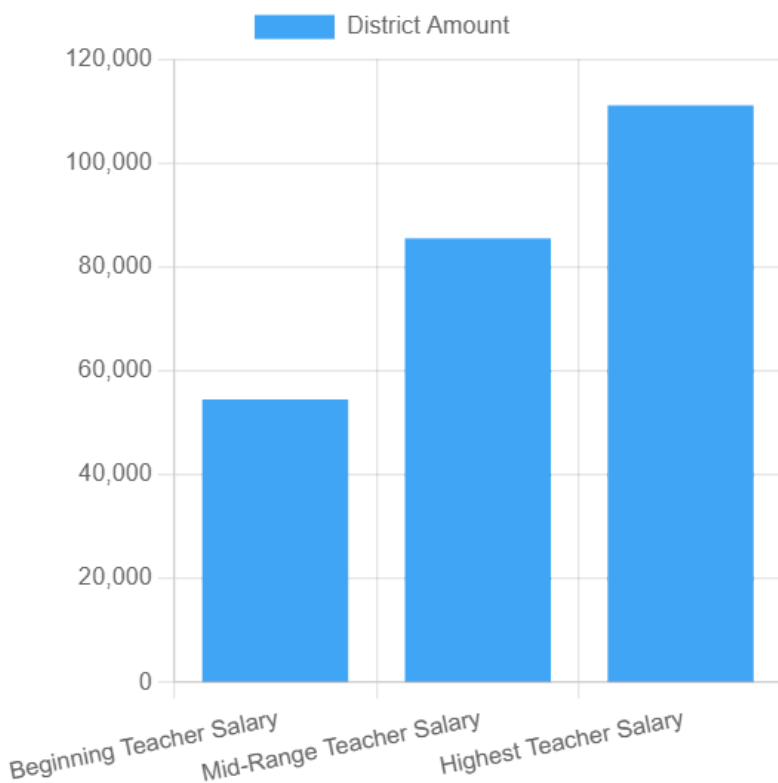
We analyze data from the SBAC and ELPAC results, IEP evaluations, individualized MAP progress reports, unit assessments, quizzes, observations, teachers, parents, and students' input through surveys and anecdotal records to assess Tier 1 and 2 and English Learners needs.

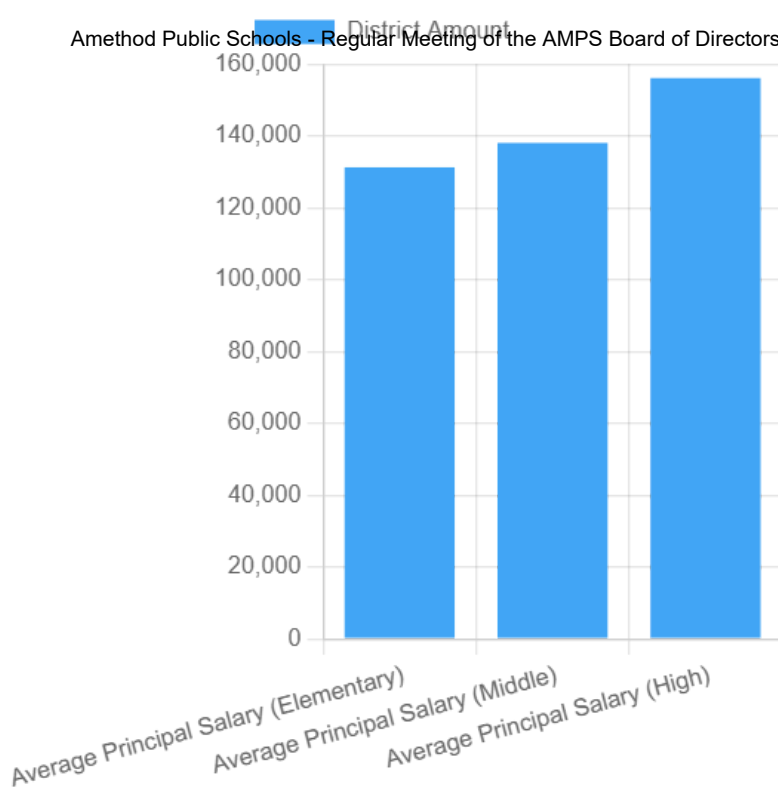
Teacher and Administrative Salaries (Fiscal Year 2022-23)

Amethod Public Schools - Regular Meeting of the AMPS Board of Directors - Agenda - Wednesday January 15, 2025 at 5:00 PM

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$54486.00	\$56572.74
Mid-Range Teacher Salary	\$85479.00	\$87185.69
Highest Teacher Salary	\$111065.00	\$119664.66
Average Principal Salary (Elementary)	\$131244.00	\$148486.09
Average Principal Salary (Middle)	\$138034.00	\$154835.19
Average Principal Salary (High)	\$156078.00	\$170007.96
Superintendent Salary	\$280908.00	\$338699.13
Percent of Budget for Teacher Salaries	27.28%	31.41%
Percent of Budget for Administrative Salaries	5.21%	4.86%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at <https://www.cde.ca.gov/ds/fd/cs/>.





Percent of Students in AP Courses %

Subject	Number of AP Courses Offered*
Computer Science	0
English	0
Fine and Performing Arts	0
Foreign Language	0
Mathematics	0
Science	0
Social Science	0
Total AP Courses Offered*	0

* Where there are student course enrollments of at least one student.

Professional Development

AMPS professional development plan for our elementary school is designed to be an ongoing, weekly practice aimed at continuously enhancing instructional effectiveness and supporting the holistic development of our students from TK through 5th grade. Recognizing the dynamic nature of teaching, the plan incorporates weekly collaborative sessions that focus on key areas of professional growth, including differentiated instruction, formative assessments, and the integration of technology to support personalized learning. Educators will also collaborate in professional learning communities (PLCs) to assess student progress, share best practices for supporting at-risk students, and align teaching strategies. These sessions will provide educators with the latest research, strategies, and tools to address the diverse needs of their students, including English language learners, students with disabilities, and gifted students. Teachers are empowered to use data to inform instruction, ensuring that every student's unique learning needs are met with targeted, evidence-based practices.

Additionally, our professional development plan places a strong emphasis on social-emotional learning (SEL) and classroom management, with weekly sessions dedicated to developing teachers' skills in fostering a supportive, inclusive, and trauma-informed learning environment. These sessions include training on conflict resolution, relationship-building strategies, and creating a culture of respect and empathy. Peer observations and instructional coaching are integral to the weekly practice, encouraging teachers to learn from one another and engage in reflective dialogue to refine their teaching practices. Through consistent, sustained professional development, teachers will be better equipped to meet the academic and emotional needs of their students, ensuring continuous growth and excellence in the classroom.

Measure	2022-23	2023-24	2024-25
Number of school days dedicated to Staff Development and Continuous Improvement	15	18	15

Richmond Charter Academy

2023–24 School Accountability Report Card

Reported Using Data from the 2023–24 School Year

California Department of Education

Address:	1450 Marina Way South Richmond, CA , 94804-1718	Principal:	Sylvia Flores, Superintendent
Phone:	(510) 436-0172	Grade Span:	6-8

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard

The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

Admission Requirements for the University of California (UC)

Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at <https://admission.universityofcalifornia.edu/>.

Admission Requirements for the California State University (CSU)

Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at <https://www2.calstate.edu/>.

Sylvia Flores, Superintendent

📍 Principal, Richmond Charter Academy

Greetings TITAN Family and Community,

I am honored and excited to serve as your new Site Director at Richmond Charter Academy (RCA) for the 2024-25 academic year. My name is Mrs. Jasmine Landers (Ms. Williams), and last year I had the privilege of serving as the Dean of Instruction at RCA. I recently got married in March of 2024 to my amazing husband, and have two beautiful daughters who will be starting 9th grade and Kindergarten this school year. I am thrilled about building a strong family-school partnership because I firmly believe that when families and schools work together, we can produce the BEST outcomes for our students. It truly takes a village to raise every child.

I hail from the great state of North Carolina and attended North Carolina Central University, a Historically Black College and University (HBCU). After completing my undergraduate studies, I began my career as a 2014 Teach for America Corps member in Baltimore, MD, teaching first-grade mathematics and science. It was during this time that I discovered my passion for middle school education and my deep love for mathematics. I spent the next seven years as a middle school math teacher in both public and charter schools in Baltimore. In the public sector, I had the opportunity to be a founding math teacher at a school that was on the verge of closing. In our first year, my scholars outperformed all schools with similar demographics in the state. By the third year, we had exited turnaround status and introduced advanced STEM academics to our school. This experience solidified my understanding that the work of education is urgent and transformative. The academic success of my students in West Baltimore ultimately changed my life as an educator and reinforced my belief in the potential of every student to succeed.

After moving to California in 2022, I was hired on and joined KIPP Northern California Public Schools as an Assistant Principal, specifically in West Oakland. My time in leadership taught me the critical importance of school culture for all stakeholders. The way a school “feels” can significantly impact students, staff, and families. Additionally, I was recognized for my outstanding work coaching teachers and supporting student success, particularly in advancing mathematics education for Black and Brown students. Last school year, I served in the capacity as the Dean of Instruction at Richmond Charter Academy.

As a TITAN team we made great strides in both school culture and academics. I would like to highlight some bright spots in our data: Math proficiency doubled from 9% to 20%; ELA proficiency nearly tripled from 19% to approximately 54%; and we successfully reclassified 23 English Language Learners (ELLs) this year, compared to just 3 in the previous year. I am so proud of the collective work that we have done at RCA to ensure that our students have the best possibilities.

While serving as the Site Director for Richmond Charter Academy for the upcoming school year, the following TITAN priorities are:

Academic: Sustaining growth and improvement of our student data and teacher development.

Culture: Safety is always the top priority. We want students to feel a sense of PRIDE and BELONGING.

Attendance: Students must come to school every day and on time for the best outcomes.

I fervently believe that ALL students can learn when they are supported by dedicated educators, engaged families, and a community that believes in their potential. Together, we will create a vibrant, inclusive, and high-achieving school environment where every student can thrive.

Let's make this year one of growth, achievement, and joy. I am excited to embark on this journey with you and look forward to celebrating our successes. Together, we will soar to new heights and ensure that every student

With TITAN pride,
Mrs. Jasmine Landers (Formerly, Ms. Williams)

About Our School

Jasmine Landers

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Contact

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Phone: (510) 436-0172

Email: sflores@amethodschools.org

Contact Information (School Year 2024–25)

District Contact Information (School Year 2024–25)

District Name	West Contra Costa Unified
Phone Number	(510) 231-1100
Superintendent	Hurst, Kenneth C.
Email Address	chris.hurst@wccusd.net
Website	www.wccusd.net

School Contact Information (School Year 2024–25)

School Name	Richmond Charter Academy
Street	1450 Marina Way South
City, State, Zip	Richmond, CA , 94804-1718
Phone Number	(510) 436-0172
Principal	Sylvia Flores, Superintendent
Email Address	sflores@amethodschools.org
Website	www.amethodschools.org
Grade Span	6-8
County-District-School (CDS) Code	07617960126805

School Description and Mission Statement (School Year 2024–25)



**RICHMOND
CHARTER ACADEMY**

We are proud to share our School Accountability Report Card (SARC), offering a detailed summary of our school's academic achievements, student demographics, and overall environment. This report highlights the significant progress we have achieved as a school community through strategic responses to student data and an intentional focus on teaching, coaching, and development. With the implementation of these practices, we have made transformative changes to our student culture, creating a positive environment that supports student leadership, fosters growth, and boosts RCA TITAN morale for all stakeholders.

RCA Priorities:

1. **Attendance: Average Daily Attendance (ADA) Goal - 97%**
2. **Academic:**
 - **Increase students performing in tier 1 by 10% for both reading and math SBAC outcomes.**
 - **Decrease students performing in tier 3 by 10% for both reading and math SBAC outcomes.**
3. **School Culture: TITAN Pride and belonging**

We are proud to share some of our key achievements from this past school year. One of our most notable accomplishments is the significant improvement in our SBAC scores. In English Language Arts (ELA), our school's proficiency rate increased from 19% to 54%, and in mathematics, it rose from 9% to 19%. Our English Language Learners also experienced remarkable success on the Summative ELPAC, with proficiency increasing from 18% to 34%. This progress enabled 23 students to reclassify their English Learner status. Additionally, we are pleased with the decline in our suspension rate, which has decreased to 1.7%, as reflected on the California Dashboard. This was one of our most improved indicators of accountability.

Much of our academic success can be attributed to the robust intervention block supported by the iReady online curriculum and the intensive coaching and professional development our staff have received to enhance core instruction. Our focus remains on making the curriculum both rigorous and accessible for all students.

In terms of school climate, we have adopted a more restorative approach to student behavior, implemented Social-Emotional Learning (SEL) curriculum, and introduced initiatives to foster joy and engagement. These include weekly student incentives, awards, and the establishment of a Student Government Association, which provides opportunities for students to lead and advocate for their peers.

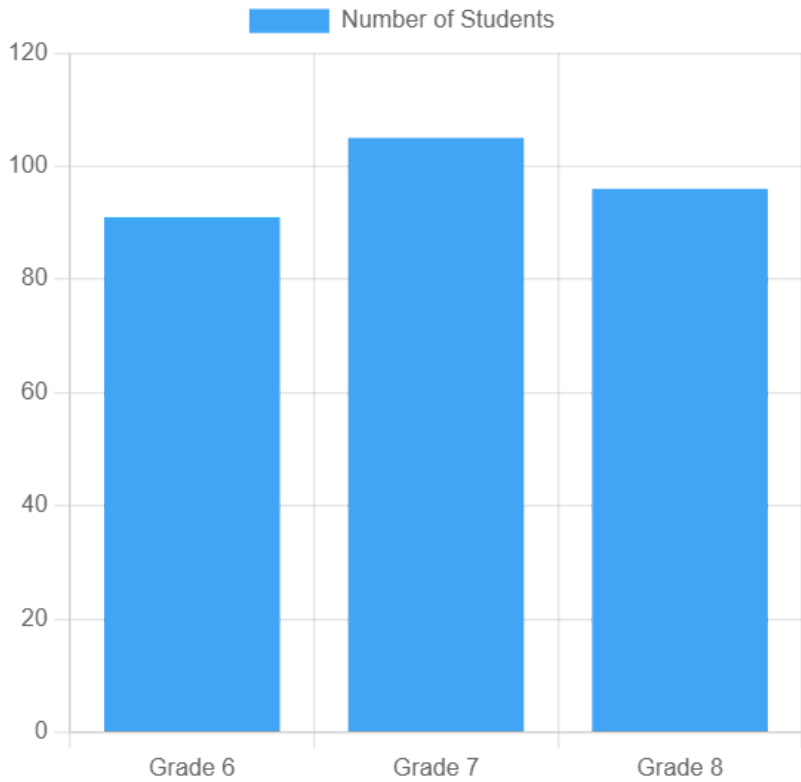
At RCA, we are committed to student success by focusing on three key priorities: attendance, academics, and school culture. We will continue tracking students at risk of being chronically absent, proactively supporting families through meetings and communication, and incentivizing daily, on-time attendance. Academically, we are prioritizing math proficiency to ensure students are fully college and career ready, while maintaining overall growth. To strengthen school culture, we are creating a positive environment through engaging events and initiatives that build TITAN pride.

Together, these priorities reflect our unwavering focus on academic excellence, strong attendance, and a supportive, thriving school culture.

Go RCA TITANS!

Student Enrollment by Grade Level (School Year 2023–24)

Grade Level	Number of Students
Grade 6	91
Grade 7	105
Grade 8	96
Total Enrollment	292



Student Enrollment by Student Group (School Year 2023–24)

Student Group	Percent of Total Enrollment
Female	52.70%
Male	47.30%
Non-Binary	0.00%
American Indian or Alaska Native	0.00%
Asian	0.70%
Black or African American	4.10%
Filipino	0.30%
Hispanic or Latino	92.10%
Native Hawaiian or Pacific Islander	0.30%
Two or More Races	0.70%
White	1.70%

Student Group (Other)	Percent of Total Enrollment
English Learners	37.30%
Foster Youth	0.00%
Homeless	0.70%
Migrant	0.00%
Socioeconomically Disadvantaged	66.10%
Students with Disabilities	8.20%

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Preparation and Placement (School Year 2020–21)

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	2.70	30.56%	1159.10	82.56%	228366.10	83.12%
Intern Credential Holders Properly Assigned	1.00	11.11%	62.20	4.43%	4205.90	1.53%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	4.20	47.22%	106.60	7.60%	11216.70	4.08%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00%	49.60	3.54%	12115.80	4.41%
Unknown/Incomplete/NA	1.00	11.11%	26.30	1.87%	18854.30	6.86%
Total Teaching Positions	9.00	100.00%	1403.90	100.00%	274759.10	100.00%

Note: The data in this table is based on full-time equivalent (FTE) status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teacher Preparation and Placement (School Year 2021–22)

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	1.50	21.43%	1150.10	75.53%	234405.20	84.00%
Intern Credential Holders Properly Assigned	0.00	0.00%	59.40	3.90%	4853.00	1.74%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	5.50	78.57%	171.60	11.27%	12001.50	4.30%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00%	50.30	3.30%	11953.10	4.28%
Unknown/Incomplete/NA	0.00	0.00%	91.20	5.99%	15831.90	5.67%
Total Teaching Positions	7.00	100.00%	1522.80	100.00%	279044.80	100.00%

Note: The data in this table is based on full-time equivalent (FTE) status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teacher Preparation and Placement (School Year 2022–23)

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	0.00	0.00%	1081.70	75.48%	231142.40	100.00%
Intern Credential Holders Properly Assigned	2.20	20.75%	45.20	3.16%	5566.40	2.00%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	3.90	36.31%	155.30	10.84%	14938.30	5.38%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00%	56.40	3.94%	11746.90	4.23%
Unknown/Incomplete/NA	4.70	42.86%	94.30	6.58%	14303.80	5.15%
Total Teaching Positions	10.90	100.00%	1433.20	100.00%	277698	100%

Note: The data in this table is based on full-time equivalent (FTE) status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

Authorization/Assignment	2020-21 Number	2021-22 Number	2022-23 Number
Permits and Waivers	2.50	0.00	0
Misassignments	1.70	5.50	3.9
Vacant Positions	0.00	0.00	0
Total Teachers Without Credentials and Misassignments	4.20	5.50	3.9

Credentialed Teachers Assigned Out-of-Field (considered "out-of-field" under ESSA)

Indicator	2020-21 Number	2021-22 Number	2022-23 Number
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00	0
Local Assignment Options	0.00	0.00	0
Total Out-of-Field Teachers	0.00	0.00	0

Class Assignments

Indicator	2020– 21 Percent	2021– 22 Percent	2022– 23 Percent
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	19.40%	87.5%	60.3%
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	55.50%	25%	60.3%

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2024–25)

Year and month in which the data were collected: August 2024

Subject	List of Textbooks and Other Instructional Materials/Indicate if from Most Recent Adoption/Year of Adoption	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Springboard - Adopted 2020	0
Mathematics	Desmos - Adopted 2022	0
Science	Foss - Adopted 2022	0
History-Social Science	TCI - Adopted 2022	0
Foreign Language		0
Health		0
Visual and Performing Arts		0
Science Lab Eqpmt (Grades 9-12)	N/A	0

Note: Cells with N/A values do not require data.

School Facility Conditions and Planned Improvements

The LEA has ensured that this school has facilities that are safe, clean, and adequate, and that any needed maintenance to ensure good repair has been or will soon be completed.

School Facility Good Repair Status

Using the **most recently collected** Facility Inspection Tool (FIT) data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

Year and month of the most recent FIT report: December 2024

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	Replace or repair light covers and tiles.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	Install and mount fire extinguishers in deficient areas.
Structural: Structural Damage, Roofs	Good	Address leaks in the cafeteria promptly.
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	

Overall Facility Rate

Year and month of the most recent FIT report: December 2024

Overall Rating	Good
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State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System includes assessments for English language arts/literacy [ELA], mathematics, and science for students in the general education population and the California Alternate Assessment [CAA]. Only eligible students may participate in the administration of the CAA. CAA items are aligned with alternate achievement standards, which are linked with the Common Core Standards [CCSS] or California Next Generation Science Standards [CA NGSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAA for ELA** in grades three through eight and grade eleven.
 2. **Smarter Balanced Summative Assessments and CAA for mathematics** in grades three through eight and grade eleven.
 3. **California Science Test (CAST) and CAA for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).
- **College and Career Ready:** The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in ELA and Mathematics for All Students taking and completing state-administered assessments Grades Three through Eight and Grade Eleven Percentage of Students Meeting or Exceeding the State Standard

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Subject	School 2022– 23	School 2023– 24	District 2022– 23	District 2023– 24	State 2022– 23	State 2023– 24
English Language Arts / Literacy (grades 3-8 and 11)	19%	54%	32%	33%	46%	47%
Mathematics (grades 3-8 and 11)	9%	19%	22%	23%	34%	35%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: ELA and Mathematics test results include the Smarter Balanced Summative Assessments and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAA divided by the total number of students who participated in both assessments.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	283	280	98.94%	1.06%	53.57%
Female	148	147	99.32%	0.68%	57.82%
Male	135	133	98.52%	1.48%	48.87%
American Indian or Alaska Native	0	0	0%	0%	0%
Asian	--	--	--	--	--
Black or African American	12	12	100.00%	0.00%	66.67%
Filipino	0	0	0%	0%	0%
Hispanic or Latino	260	257	98.85%	1.15%	52.14%
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	100	99	99.00%	1.00%	26.26%
Foster Youth	0	0	0%	0%	0%
Homeless	--	--	--	--	--
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	214	211	98.60%	1.40%	50.71%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	23	23	100.00%	0.00%	13.04%

Note: ELA test results include the Smarter Balanced Summative Assessments and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	283	279	98.59%	1.41%	19.78%
Female	148	146	98.65%	1.35%	17.12%
Male	135	133	98.52%	1.48%	22.73%
American Indian or Alaska Native	0	0	0%	0%	0%
Asian	--	--	--	--	--
Black or African American	12	12	100.00%	0.00%	8.33%
Filipino	0	0	0%	0%	0%
Hispanic or Latino	260	256	98.46%	1.54%	18.43%
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	100	99	99.00%	1.00%	5.05%
Foster Youth	0	0	0%	0%	0%
Homeless	--	--	--	--	--
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	214	210	98.13%	1.87%	16.27%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	23	23	100.00%	0.00%	4.35%

Note: Mathematics test results include the Smarter Balanced Summative Assessments and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2022–23	School 2023–24	District 2022–23	District 2023–24	State 2022–23	State 2023–24
Science (grades 5, 8, and high school)	11.34%	6.52%	20.56%	20.89%	30.29%	30.73%

Note: Science test results include the CAST and the CAA for Science. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Test Results in Science by Student Group

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Grades Five, Eight and High School (School Year 2023–24)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	94	93	98.94%	1.06%	6.52%
Female	51	51	100.00%	0.00%	4.00%
Male	43	42	97.67%	2.33%	9.52%
American Indian or Alaska Native	0	0	0%	0%	0%
Asian	0	0	0%	0%	0%
Black or African American	--	--	--	--	--
Filipino	0	0	0%	0%	0%
Hispanic or Latino	88	87	98.86%	1.14%	6.90%
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	30	29	96.67%	3.33%	0.00%
Foster Youth	0	0	0%	0%	0%
Homeless	0	0	0%	0%	0%
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	74	73	98.65%	1.35%	6.94%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	--	--	--	--	--

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Career Technical Education (CTE) Participation (School Year 2023–24)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	--
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	--
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	--

Course Enrollment/Completion of University of California (UC) and/or California State University (CSU) Admission Requirements

UC/CSU Course Measure	Percent
2023–24 Pupils Enrolled in Courses Required for UC/CSU Admission	0.00%
2022–23 Graduates Who Completed All Courses Required for UC/CSU Admission	0.00%

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

California Physical Fitness Test Results (School Year 2023–24)

Percentage of Students Participating in each of the five Fitness Components

Grade	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
7	105%	105%	105%	105%	105%

Note: The administration of the PFT requires only participation results for these five fitness areas.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site

Opportunities for Parental Involvement (School Year 2024–25)

Parent and community engagement is a priority and key to the success of the school. We believe our educational partners are central support for our students. There are multiple ways for parents to engage in the school community both formally and informally.

The Family Staff Team (FST) is composed of staff, community and more importantly of parents whom are “potential transformers” and are ready to serve as a team to assure that academic performance and student success through measurable deliverables remain the top driver in inner city charter schools. All the members in the group seek improvement in the community as a whole, inspired by the power of school choice and accountability. The group meets regularly to identify matters that are pertinent to the families and local charter school community and make recommendations to the governance board regarding programming, education activities, supplemental activities, and expenditures for programs at RCA.

Coffee with the principal is a monthly meeting for parents to come to school to speak with site leaders, get an update on planned activities, and address any issues or concerns they may have. This is an informal meeting that promotes strengthening and personal relations with staff and parents.

In addition, we make educating your child our highest priority and we require that families make the same commitment. That requires that often our staff and volunteers will make themselves available above and beyond the traditional school hours and also that families commit to supporting the efforts of the school and have their child attend school every day, on time and ready to learn. Although at times, it may be inconvenient for staff and families, our students' success makes these inconveniences worthwhile.

Parents have various means in which to get involved at Richmond Charter Academy. We have families attend a minimum, two parent informational meetings. These meetings discuss topics such as state test data, curriculum updates, and LCAP approval.

Most importantly, we encourage parents to become involved in their children's education at home by assuring that their child is completing their assigned work and by making sure that their child leaves home for school at an appropriate time

State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school graduation rates;
- High school dropout rates; and
- Chronic Absenteeism

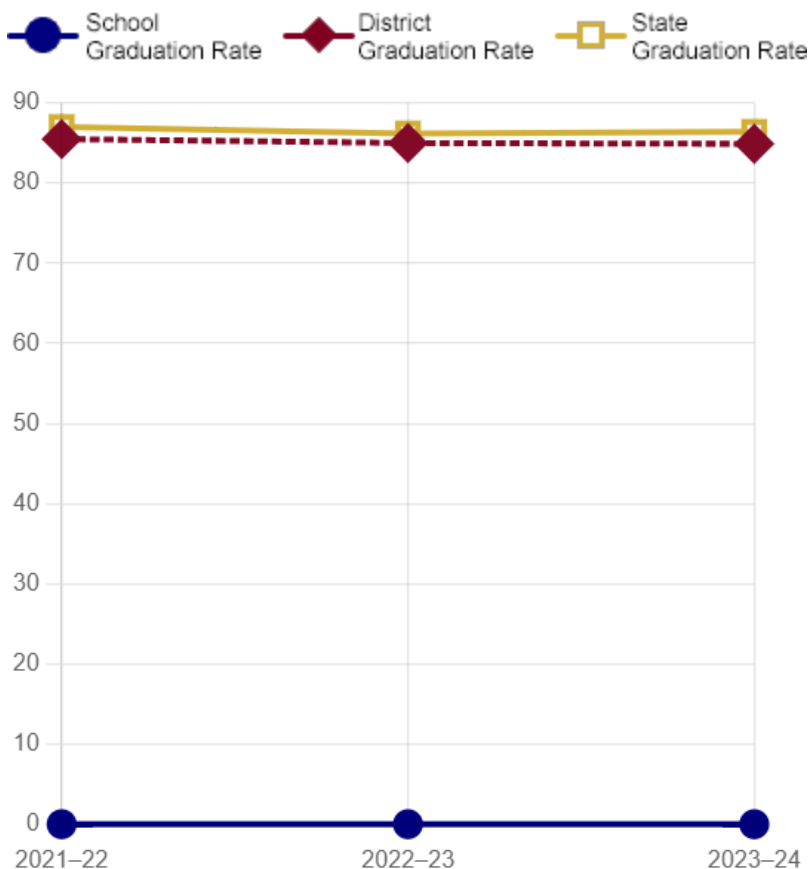
Graduation Rate and Dropout Rate (Four-Year Cohort Rate)

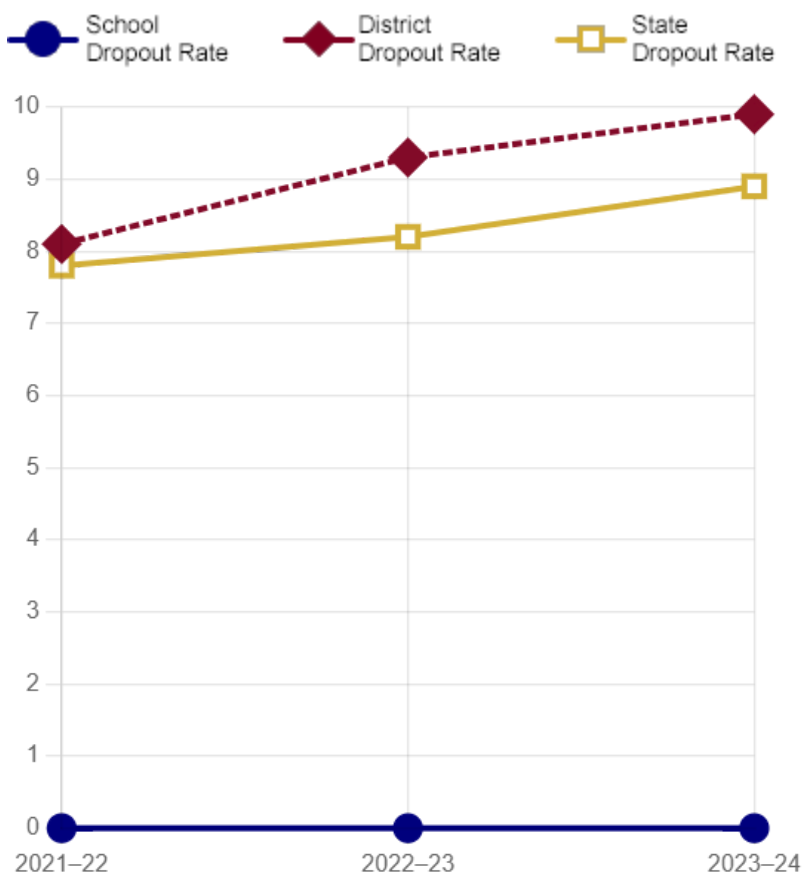
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Indicator	School 2021– 22	School 2022– 23	School 2023– 24	District 2021– 22	District 2022– 23	District 2023– 24	State 2021– 22	State 2022– 23	State 2023– 24
Graduation Rate				85.5%	85.0%	84.9%	87%	86.2%	86.4%
Dropout Rate				8.1%	9.3%	9.9%	7.8%	8.2%	8.9%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a student population is ten or fewer.

Graduation Rates





Graduation Rate by Student Group (Four-Year Cohort Rate) (School Year 2023–24)

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Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	0.0	0.0	0.0%
Female	0.0	0.0	0.0%
Male	0.0	0.0	0.0%
Non-Binary	0.0	0.0	0.0%
American Indian or Alaska Native	0.0	0.0	0.0%
Asian	0.0	0.0	0.0%
Black or African American	0.0	0.0	0.0%
Filipino	0.0	0.0	0.0%
Hispanic or Latino	0.0	0.0	0.0%
Native Hawaiian or Pacific Islander	0.0	0.0	0.0%
Two or More Races	0.0	0.0	0.0%
White	0.0	0.0	0.0%
English Learners	0.0	0.0	0.0%
Foster Youth	0.0	0.0	0.0%
Homeless	0.0	0.0	0.0%
Socioeconomically Disadvantaged	0.0	0.0	0.0%
Students Receiving Migrant Education Services	0.0	0.0	0.0%
Students with Disabilities	0.0	0.0	0.0%

For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at <https://www.cde.ca.gov/ds/ad/acgrinfo.asp>.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a student population is ten or fewer.

Chronic Absenteeism by Student Group (School Year 2023–24)

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Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	295	293	34	11.6%
Female	156	154	12	7.8%
Male	139	139	22	15.8%
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	12	12	1	8.3%
Filipino	--	--	--	--
Hispanic or Latino	269	269	32	11.9%
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	--	--	--	--
White	--	--	--	--
English Learners	111	110	11	10.0%
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	225	223	27	12.1%
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	25	25	6	24.0%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

Rate	School 2021– 22	School 2022– 23	School 2023– 24	District 2021– 22	District 2022– 23	District 2023– 24	State 2021– 22	State 2022– 23	State 2023– 24
Suspensions	6.79%	9.85%	1.69%	3.97%	4.81%	4.82%	3.17%	3.60%	3.28%
Expulsions	0.36%	0.00%	0.00%	0.04%	0.02%	0.01%	0.07%	0.08%	0.07%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Suspensions and Expulsions by Student Group (School Year 2023-24)

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Student Group	Suspensions Rate	Expulsions Rate
All Students	1.69%	0%
Female	0.64%	0%
Male	2.88%	0%
Non-Binary	0%	0%
American Indian or Alaska Native	0%	0%
Asian	0%	0%
Black or African American	0%	0%
Filipino	0%	0%
Hispanic or Latino	1.49%	0%
Native Hawaiian or Pacific Islander	0%	0%
Two or More Races	0%	0%
White	0%	0%
English Learners	0.9%	0%
Foster Youth	0%	0%
Homeless	0%	0%
Socioeconomically Disadvantaged	1.78%	0%
Students Receiving Migrant Education Services	0%	0%
Students with Disabilities	8%	0%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Our school's Comprehensive Safety Plan is reviewed and updated annually. The safety plan was last board approved on 2/21/24.

The safety plans contained within were reviewed with all faculty and staff in a staff training at the beginning of the school year and emergency procedures are re-visited throughout the year in staff trainings to reinforce the importance of knowing how to handle emergency situations.

The school regularly holds drills for fire, earthquake and lockdown situations; before, during and after these drills, teachers inform students of the safety procedures and emergency plans for the various scenarios. The basic safety plan conforms to the federally mandated National Incident Management System (NIMS) State mandated Standardized Emergency Management System (SEMS) and is compliant with the Incident Command System (ICS).

?School administrators work closely with police, fire, emergency services and public health officials to ensure our

Comprehensive Safety Plan and Emergency Handbook reflect appropriate practices and that all schools are prepared for

emergencies. Amethod Public Schools takes an all-hazards approach to emergency readiness.

We are prepared to work in partnership with emergency responders should a critical incident occur in one of our schools. All emergency equipment is regularly serviced and emergency first-aid supplies are always at the ready. Our Comprehensive Safety Plan and Emergency Handbook address a multitude of potential incidents, not because we expect them to occur, but because we want to be prepared in case they do.

Elements of the Comprehensive Safety Plan:

SECTION 1: School Safety Overview

SECTION 2: Safe School Reports

SECTION 3: Safe School Action Plans

SECTION 4: School Safety Policy and Procedures

D. Other SARC information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Average Class Size and Class Size Distribution (Elementary) (School Year 2021–22)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K				
1				
2				
3				
4				
5				
6	25.00		16	
Other**				

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Elementary) (School Year 2022-23)

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Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	0.00	0	0	0
1	0.00	0	0	0
2	0.00	0	0	0
3	0.00	0	0	0
4	0.00	0	0	0
5	0.00	0	0	0
6	29.00	2	30	3
Other**	0.00	0	0	0

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Elementary) (School Year 2023-24)

Amethod Public Schools - Regular Meeting of the AMPS Board of Directors - Agenda - Wednesday January 15, 2025 at 5:00 PM

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K				
1				
2				
3				
4				
5				
6	23.00	8	18	2
Other**				

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Secondary) (School Year 2021–22)

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Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	22.00	5	3	
Mathematics	22.00	5	3	
Science	22.00	5	3	
Social Science	22.00	5	3	

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Average Class Size and Class Size Distribution (Secondary) (School Year 2022–23)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	24.00	3	18	0
Mathematics	25.00	2	15	0
Science	26.00	0	8	0
Social Science	26.00	0	8	0

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Average Class Size and Class Size Distribution (Secondary) (School Year 2023–24)

Amethod Public Schools - Regular Meeting of the AMPS Board of Directors - Agenda - Wednesday January 15, 2025 at 5:00 PM

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	21.00	6	7	
Mathematics	25.00	1	7	
Science	25.00	1	7	
Social Science	25.00	1	7	

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Ratio of Pupils to Academic Counselor (School Year 2023–24)

Title	Ratio
Pupils to Academic Counselor*	292

* One full-time equivalent (FTE) equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time.

Student Support Services Staff (School Year 2023-24)

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Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1.00
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other**	0.00

* One full-time equivalent (FTE) equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time.

** "Other" category is for all other student support services staff positions not listed.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2022–23)

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Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	--	--	\$16575.87	--
District	N/A	N/A	--	\$84356.00
Percent Difference – School Site and District	N/A	N/A	--	--
State	N/A	N/A	\$10770.62	\$94625.00
Percent Difference – School Site and State	N/A	N/A	--	--

Note: Cells with N/A values do not require data.

Types of Services Funded (Fiscal Year 2023–24)

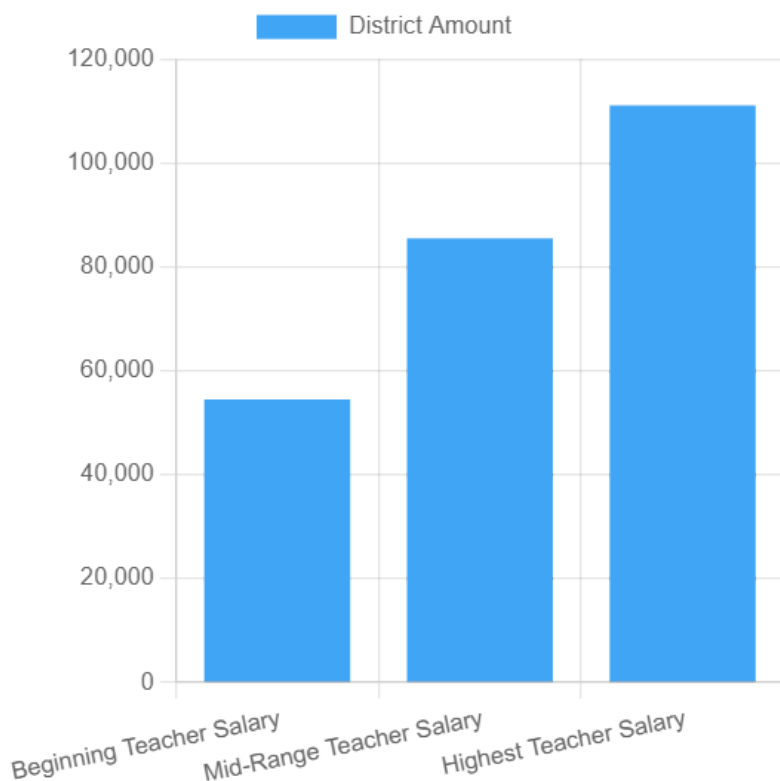
We analyze data from the SBAC and ELPAC results, IEP evaluations, individualized MAP progress reports, unit assessments, quizzes, observations, teachers, parents, and students' input through surveys and anecdotal records to assess Tier 1 and 2 and English Learners needs.

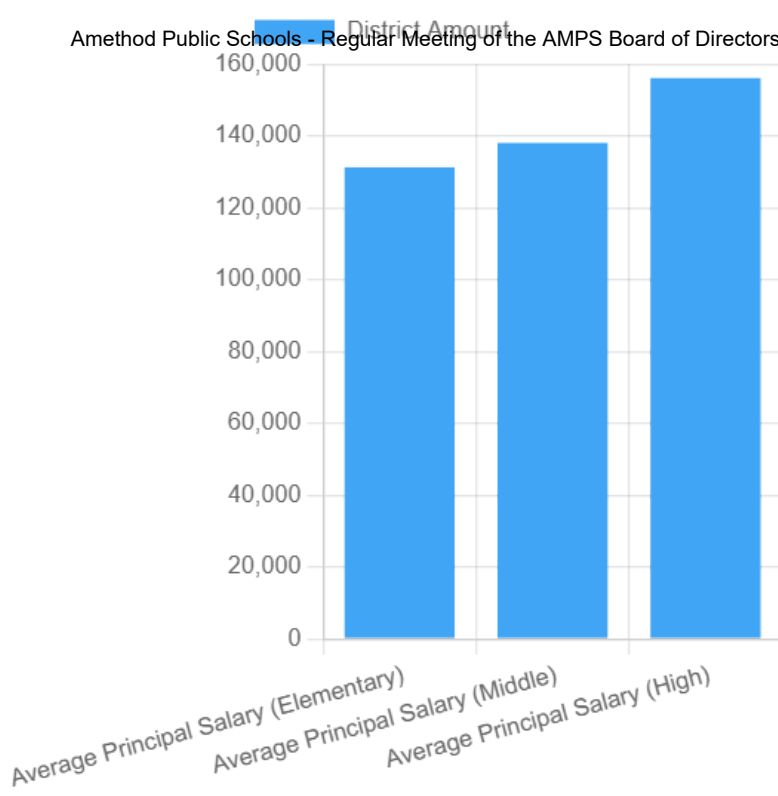
Teacher and Administrative Salaries (Fiscal Year 2022-23)

Amethod Public Schools - Regular Meeting of the AMPS Board of Directors - Agenda - Wednesday January 15, 2025 at 5:00 PM

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$54486.00	\$56572.74
Mid-Range Teacher Salary	\$85479.00	\$87185.69
Highest Teacher Salary	\$111065.00	\$119664.66
Average Principal Salary (Elementary)	\$131244.00	\$148486.09
Average Principal Salary (Middle)	\$138034.00	\$154835.19
Average Principal Salary (High)	\$156078.00	\$170007.96
Superintendent Salary	\$280908.00	\$338699.13
Percent of Budget for Teacher Salaries	27.28%	31.41%
Percent of Budget for Administrative Salaries	5.21%	4.86%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at <https://www.cde.ca.gov/ds/fd/cs/>.





Percent of Students in AP Courses %

Subject	Number of AP Courses Offered*
Computer Science	0
English	0
Fine and Performing Arts	0
Foreign Language	0
Mathematics	0
Science	0
Social Science	0
Total AP Courses Offered*	0

* Where there are student course enrollments of at least one student.

Professional Development

At AMPS our professional development plan enhances instructional practices at the middle school level through a data-driven approach that emphasizes differentiation to meet the diverse needs of all learners. Teachers engage in weekly training sessions that focus on using student data to inform teaching practices, while also providing strategies for differentiating instruction to support a wide range of learning styles and abilities. These sessions equip educators with the tools necessary to foster a more inclusive classroom environment, ensuring that every student receives personalized and effective instruction.

Professional development training sessions are structured into thematic modules, with an initial focus on understanding and interpreting student data, including formative and summative assessments, student surveys, and performance analytics. Subsequent development sessions will center on differentiating instruction based on this data, exploring strategies such as flexible grouping, tiered assignments, and differentiated assessments. Teachers will also be trained in effective use of technology to personalize learning and monitor student progress. Throughout the year, teachers will be encouraged to collaborate during professional learning communities (PLCs) to share best practices, analyze student outcomes, and refine instructional approaches based on data. This professional development plan will be continuously adjusted based on teacher feedback and data collected from classroom observations and student performance metrics, ensuring that it remains responsive to the evolving needs of both educators and students.

By the end of the year, teachers will have developed a comprehensive understanding of how to use data to inform instructional decisions and how to implement differentiated strategies that promote equity in learning. This will ultimately lead to improved student outcomes and a more inclusive and dynamic learning environment across the school.

Measure	2022-23	2023-24	2024-25
Number of school days dedicated to Staff Development and Continuous Improvement	15	18	15

Oakland Charter Academy

2023–24 School Accountability Report Card

Reported Using Data from the 2023–24 School Year

California Department of Education

Address: 4215 Foothill Blvd.
Oakland, CA , 94601-1404

Principal: Jocelyn Brooks

Phone: (510) 436-0172

Grade Span: 6-8

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard

The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

Admission Requirements for the University of California (UC)

Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at <https://admission.universityofcalifornia.edu/>.

Admission Requirements for the California State University (CSU)

Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at <https://www2.calstate.edu/>.

Jocelyn Brooks

📍 Principal, Oakland Charter Academy

Hi. My name is Mrs. Jocelyn Brooks. As the Site Director/Principal of Oakland Charter Academy, I am thrilled to welcome all of our students, families, and staff to a new year filled with opportunities for growth, learning, and community. At Oakland Charter Academy, we are dedicated to creating a nurturing and inclusive environment where every student feels valued and empowered to reach their full potential. Together, we will foster a culture of excellence, kindness, and collaboration, ensuring that each student's unique talents are celebrated. I look forward to an amazing year of learning, success, and shared accomplishments with all of you!

We look forward to an amazing school year. Please reach out or come and visit the school if you have any questions.

Thank you

Ms. Jocelyn Brooks

Site Director

About Our School

Jocelyn Brooks

jbrooks@amethodschools.org

[\(510\) 532-6751](tel:(510)532-6751)

Contact

Oakland Charter Academy

4215 Foothill Blvd.

Oakland, CA 94601-1404

Phone: [\(510\) 436-0172](tel:(510)436-0172)

Email: jbrooks@amethodschools.org

Contact Information (School Year 2024–25)

District Contact Information (School Year 2024–25)

District Name	Amethod Public Schools
Phone Number	(510) 879-8000
Superintendent	Barnes, Adrienne
Email Address	abarnes@amethodschools.org
Website	https://amethodschools.org/

School Contact Information (School Year 2024–25)

School Name	Oakland Charter Academy
Street	4215 Foothill Blvd.
City, State, Zip	Oakland, CA , 94601-1404
Phone Number	(510) 436-0172
Principal	Jocelyn Brooks
Email Address	jbrooks@amethodschools.org
Website	www.amethodschools.org
Grade Span	6-8
County-District-School (CDS) Code	01612596111660

School Description and Mission Statement (School Year 2024–25)

About This School

Mission Statement: At OCA Middle School, we provide a safe, inclusive environment where all students, including those from disadvantaged backgrounds, English learners, and students with special needs, are empowered to reach their potential. We focus on academic excellence, social-emotional growth, and community involvement.

Vision Statement: We aim to create a school where every student feels valued and prepared for the future. Through academic improvement and strong family partnerships, we equip students with the skills needed for high school and beyond.

Principal's Message: I am pleased to present the 2023-2024 School Accountability Report Card (SARC), which highlights our progress and areas for growth.

Positive Highlights:

- **Attendance: ADA rose from 86.79% to 93.59%, and chronic absenteeism dropped from 54% to 22%.**
- **ASES Tutoring: Increased participation boosted academic engagement.**
- **School Climate: Events like the Honor Roll Ceremony and Spirit Week fostered school pride.**

- **SEL: Weekly SEL circles and the Second Step program build emotional intelligence and respect.**

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Areas for Growth:

- **Academic Achievement: We aim to increase SBAC and ELPAC proficiency by 10% through targeted interventions.**
- **Truancy: We are working to reduce frequent absences by 10% through improved family communication and support.**

Community Engagement:

We encourage families to review the SARC and provide feedback. Your involvement is key to our success, and we invite you to join us for family meetings and school events.

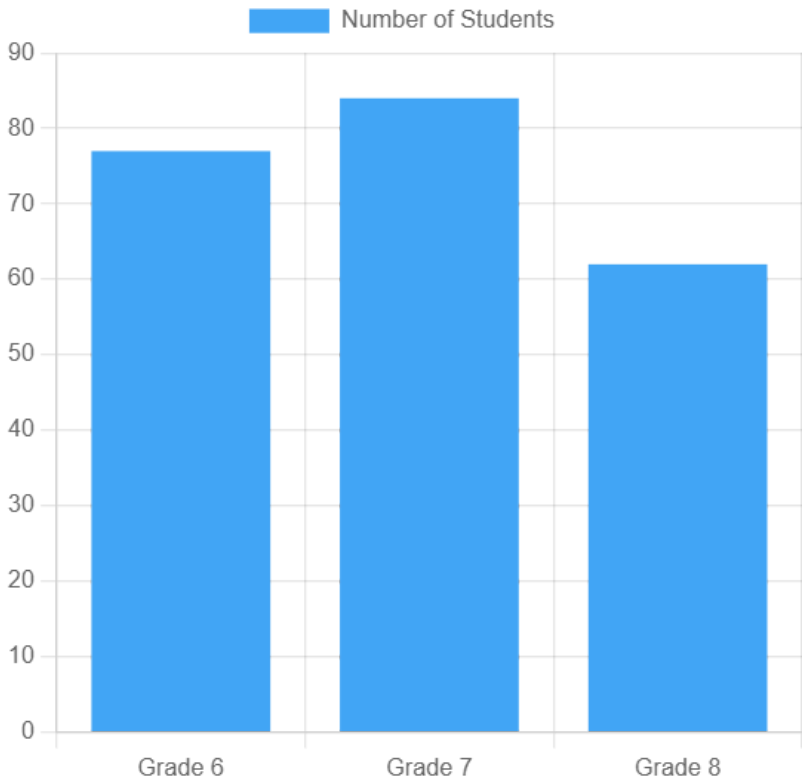
Contact Information:

For questions or further discussion, please contact the office at 510-532-6751 or email me at jbrooks@amethodschools.org. We are here to support you and your child.

Thank you for being an integral part of our community.

Student Enrollment by Grade Level (School Year 2023–24)

Grade Level	Number of Students
Grade 6	77
Grade 7	84
Grade 8	62
Total Enrollment	223



Student Enrollment by Student Group (School Year 2023–24)

Student Group	Percent of Total Enrollment
Female	51.10%
Male	48.40%
Non-Binary	0.40%
American Indian or Alaska Native	0.40%
Asian	1.30%
Black or African American	3.10%
Filipino	0.00%
Hispanic or Latino	88.30%
Native Hawaiian or Pacific Islander	0.40%
Two or More Races	0.40%
White	5.80%

Student Group (Other)	Percent of Total Enrollment
English Learners	52.90%
Foster Youth	0.90%
Homeless	0.00%
Migrant	0.00%
Socioeconomically Disadvantaged	82.10%
Students with Disabilities	11.70%

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Preparation and Placement (School Year 2020–21)

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	2.50	25.03%	1471.70	56.64%	228366.10	83.12%
Intern Credential Holders Properly Assigned	1.70	17.52%	95.60	3.68%	4205.90	1.53%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	5.70	57.46%	725.40	27.92%	11216.70	4.08%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00%	64.80	2.50%	12115.80	4.41%
Unknown/Incomplete/NA	0.00	0.00%	240.60	9.26%	18854.30	6.86%
Total Teaching Positions	9.90	100.00%	2598.40	100.00%	274759.10	100.00%

Note: The data in this table is based on full-time equivalent (FTE) status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teacher Preparation and Placement (School Year 2021–22)

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	3.70	34.45%	1583.50	61.54%	234405.20	84.00%
Intern Credential Holders Properly Assigned	2.60	23.64%	148.90	5.79%	4853.00	1.74%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	4.50	41.73%	719.90	27.98%	12001.50	4.30%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00%	75.30	2.93%	11953.10	4.28%
Unknown/Incomplete/NA	0.00	0.00%	45.40	1.77%	15831.90	5.67%
Total Teaching Positions	11.00	100.00%	2573.20	100.00%	279044.80	100.00%

Note: The data in this table is based on full-time equivalent (FTE) status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teacher Preparation and Placement (School Year 2022–23)

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	0.80	17.03%	1450.80	58.72%	231142.40	100.00%
Intern Credential Holders Properly Assigned	0.10	2.81%	121.90	4.93%	5566.40	2.00%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	3.90	79.96%	782.20	31.66%	14938.30	5.38%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00%	49.10	1.99%	11746.90	4.23%
Unknown/Incomplete/NA	0.00	0.00%	66.90	2.71%	14303.80	5.15%
Total Teaching Positions	4.90	100.00%	2471.00	100.00%	277698	100%

Note: The data in this table is based on full-time equivalent (FTE) status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

Authorization/Assignment	2020-21 Number	2021-22 Number	2022-23 Number
Permits and Waivers	1.00	0.00	0
Misassignments	4.70	4.50	3.9
Vacant Positions	0.00	0.00	0
Total Teachers Without Credentials and Misassignments	5.70	4.50	3.9

Credentialed Teachers Assigned Out-of-Field (considered "out-of-field" under ESSA)

Indicator	2020-21 Number	2021-22 Number	2022-23 Number
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00	0
Local Assignment Options	0.00	0.00	0
Total Out-of-Field Teachers	0.00	0.00	0

Class Assignments

Indicator	2020– 21 Percent	2021– 22 Percent	2022– 23 Percent
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	50.00%	42.5%	89%
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	36.10%	18.5%	78.1%

Note: For more information refer to the Updated Teacher Equity Definitions web page at

<https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2024–25)

Year and month in which the data were collected: August 2024

Subject	List of Textbooks and Other Instructional Materials/Indicate if from Most Recent Adoption/Year of Adoption	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Springboard - Adopted 2020	0
Mathematics	Desmos - Adopted 2022	0
Science	Foss - Adopted 2022	0
History-Social Science	TCI - Adopted 2022	0
Foreign Language		0
Health		0
Visual and Performing Arts		0
Science Lab Eqpmt (Grades 9-12)	N/A	0

Note: Cells with N/A values do not require data.

School Facility Conditions and Planned Improvements

The LEA has ensured that this school has facilities that are safe, clean, and adequate, and that any needed maintenance to ensure good repair has been or will soon be completed.

School Facility Good Repair Status

Using the **most recently collected** Facility Inspection Tool (FIT) data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

Year and month of the most recent FIT report: December 2024

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	Address light cover replacements.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	Ensure compliance with California Ed Code 35292.6 by stocking free menstrual products and proper signage in all restrooms.
Safety: Fire Safety, Hazardous Materials	Good	Install fire extinguisher hangers.
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	

Overall Facility Rate

Year and month of the most recent FIT report: December 2024

Overall Rating	Good
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State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System includes assessments for English language arts/literacy [ELA], mathematics, and science for students in the general education population and the California Alternate Assessment [CAA]. Only eligible students may participate in the administration of the CAA. CAA items are aligned with alternate achievement standards, which are linked with the Common Core Standards [CCSS] or California Next Generation Science Standards [CA NGSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAA for ELA** in grades three through eight and grade eleven.
 2. **Smarter Balanced Summative Assessments and CAA for mathematics** in grades three through eight and grade eleven.
 3. **California Science Test (CAST) and CAA for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).
- **College and Career Ready:** The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in ELA and Mathematics for All Students taking and completing state-administered assessments Grades Three through Eight and Grade Eleven Percentage of Students Meeting or Exceeding the State Standard

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Subject	School 2022– 23	School 2023– 24	District 2022– 23	District 2023– 24	State 2022– 23	State 2023– 24
English Language Arts / Literacy (grades 3-8 and 11)	14%	8%	34%	35%	46%	47%
Mathematics (grades 3-8 and 11)	14%	16%	26%	26%	34%	35%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: ELA and Mathematics test results include the Smarter Balanced Summative Assessments and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAA divided by the total number of students who participated in both assessments.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	227	219	96.48%	3.52%	8.26%
Female	117	113	96.58%	3.42%	11.61%
Male	110	106	96.36%	3.64%	4.72%
American Indian or Alaska Native	0	0	0%	0%	0%
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0%	0%	0%
Hispanic or Latino	201	196	97.51%	2.49%	8.72%
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	13	12	92.31%	7.69%	0.00%
English Learners	121	118	97.52%	2.48%	0.85%
Foster Youth	0	0	0%	0%	0%
Homeless	0	0	0%	0%	0%
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	193	187	96.89%	3.11%	9.63%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	24	23	95.83%	4.17%	0.00%

Note: ELA test results include the Smarter Balanced Summative Assessments and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	227	221	97.36%	2.64%	15.84%
Female	117	113	96.58%	3.42%	16.81%
Male	110	108	98.18%	1.82%	14.81%
American Indian or Alaska Native	0	0	0%	0%	0%
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0%	0%	0%
Hispanic or Latino	201	196	97.51%	2.49%	14.80%
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	13	13	100.00%	0.00%	23.08%
English Learners	121	118	97.52%	2.48%	2.54%
Foster Youth	0	0	0%	0%	0%
Homeless	0	0	0%	0%	0%
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	193	189	97.93%	2.07%	16.93%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	24	23	95.83%	4.17%	4.35%

Note: Mathematics test results include the Smarter Balanced Summative Assessments and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Grades Five, Eight and High School

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2022–23	School 2023–24	District 2022–23	District 2023–24	State 2022–23	State 2023–24
Science (grades 5, 8, and high school)	7.35%	5.08%	20.14%	19.30%	30.29%	30.73%

Note: Science test results include the CAST and the CAA for Science. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Test Results in Science by Student Group

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Grades Five, Eight and High School (School Year 2023–24)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	62	59	95.16%	4.84%	5.08%
Female	38	36	94.74%	5.26%	5.56%
Male	24	23	95.83%	4.17%	4.35%
American Indian or Alaska Native	0	0	0%	0%	0%
Asian	0	0	0%	0%	0%
Black or African American	--	--	--	--	--
Filipino	0	0	0%	0%	0%
Hispanic or Latino	55	52	94.55%	5.45%	5.77%
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	0	0	0%	0%	0%
White	--	--	--	--	--
English Learners	31	30	96.77%	3.23%	0.00%
Foster Youth	0	0	0%	0%	0%
Homeless	0	0	0%	0%	0%
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	53	50	94.34%	5.66%	6.00%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	--	--	--	--	--

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Career Technical Education (CTE) Participation (School Year 2023–24)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	--
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	--
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	--

Course Enrollment/Completion of University of California (UC) and/or California State University (CSU) Admission Requirements

UC/CSU Course Measure	Percent
2023–24 Pupils Enrolled in Courses Required for UC/CSU Admission	0.00%
2022–23 Graduates Who Completed All Courses Required for UC/CSU Admission	0.00%

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

California Physical Fitness Test Results (School Year 2023–24)

Percentage of Students Participating in each of the five Fitness Components

Grade	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
7	83%	83%	83%	83%	83%

Note: The administration of the PFT requires only participation results for these five fitness areas.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site

Opportunities for Parental Involvement (School Year 2024–25)

Parent and community engagement is a priority and key to the success of the school. We believe our educational partners are central support for our students. There are multiple ways for parents to engage in the school community both formally and informally.

The Family Staff Team (FST) is composed of staff, community and more importantly of parents whom are “potential transformers” and are ready to serve as a team to assure that academic performance and student success through measurable deliverables remain the top driver in inner city charter schools. All the members in the group seek improvement in the community as a whole, inspired by the power of school choice and accountability. The group meets regularly to identify matters that are pertinent to the families and local charter school community and make recommendations to the governance board regarding programming, education activities, supplemental activities, and expenditures for programs at OCA.

Coffee with the principal is a monthly meeting for parents to come to school to speak with site leaders, get an update on planned activities, and address any issues or concerns they may have. This is an informal meeting that promotes strengthening and personal relations with staff and parents.

In addition, we make educating your child our highest priority and we require that families make the same commitment. That requires that often our staff and volunteers will make themselves available above and beyond the traditional school hours and also that families commit to supporting the efforts of the school and have their child attend school every day, on time and ready to learn. Although at times, it may be inconvenient for staff and families, our students' success makes these inconveniences worthwhile.

Parents have various means in which to get involved at Oakland Charter Academy. We have families attend a minimum, two parent informational meetings. These meetings discuss topics such as state test data, curriculum updates, and LCAP approval.

Most importantly, we encourage parents to become involved in their children's education at home by assuring that their child is completing their assigned work and by making sure that their child leaves home for school at an appropriate time

State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school graduation rates;
- High school dropout rates; and
- Chronic Absenteeism

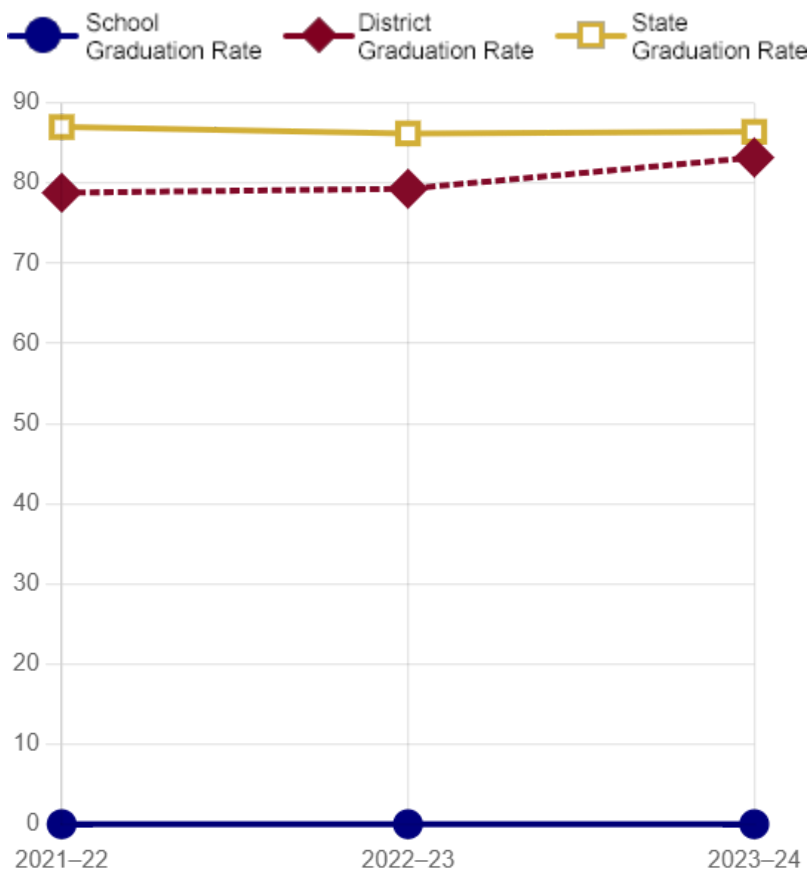
Graduation Rate and Dropout Rate (Four-Year Cohort Rate)

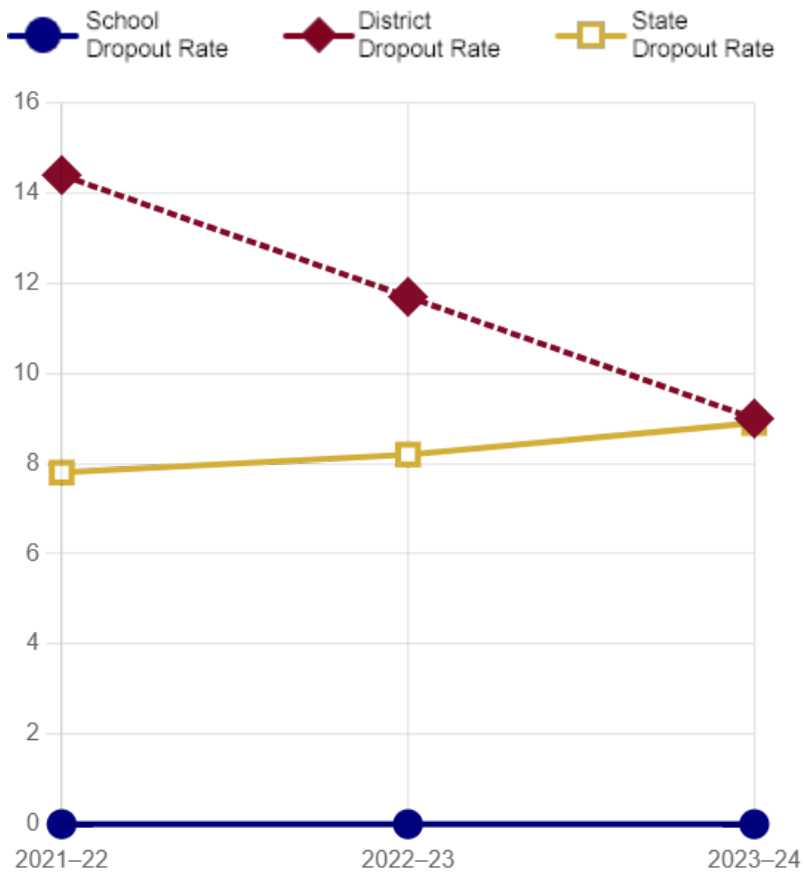
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Indicator	School 2021– 22	School 2022– 23	School 2023– 24	District 2021– 22	District 2022– 23	District 2023– 24	State 2021– 22	State 2022– 23	State 2023– 24
Graduation Rate				78.8%	79.3%	83.2%	87%	86.2%	86.4%
Dropout Rate				14.4%	11.7%	9.0%	7.8%	8.2%	8.9%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a student population is ten or fewer.

Graduation Rates





Graduation Rate by Student Group (Four-Year Cohort Rate) (School Year 2023–24)

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Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	0.0	0.0	0.0%
Female	0.0	0.0	0.0%
Male	0.0	0.0	0.0%
Non-Binary	0.0	0.0	0.0%
American Indian or Alaska Native	0.0	0.0	0.0%
Asian	0.0	0.0	0.0%
Black or African American	0.0	0.0	0.0%
Filipino	0.0	0.0	0.0%
Hispanic or Latino	0.0	0.0	0.0%
Native Hawaiian or Pacific Islander	0.0	0.0	0.0%
Two or More Races	0.0	0.0	0.0%
White	0.0	0.0	0.0%
English Learners	0.0	0.0	0.0%
Foster Youth	0.0	0.0	0.0%
Homeless	0.0	0.0	0.0%
Socioeconomically Disadvantaged	0.0	0.0	0.0%
Students Receiving Migrant Education Services	0.0	0.0	0.0%
Students with Disabilities	0.0	0.0	0.0%

For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at <https://www.cde.ca.gov/ds/ad/acgrinfo.asp>.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a student population is ten or fewer.

Chronic Absenteeism by Student Group (School Year 2023–24)

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Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	237	234	64	27.4%
Female	122	119	30	25.2%
Male	115	115	34	29.6%
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	207	205	48	23.4%
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	--	--	--	--
White	15	14	7	50.0%
English Learners	126	124	34	27.4%
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	200	199	54	27.1%
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	27	27	10	37.0%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

Rate	School 2021– 22	School 2022– 23	School 2023– 24	District 2021– 22	District 2022– 23	District 2023– 24	State 2021– 22	State 2022– 23	State 2023– 24
Suspensions	3.92%	0.42%	0.42%	3.92%	3.85%	4.10%	3.17%	3.60%	3.28%
Expulsions	0.00%	0.00%	0.00%	0.06%	0.08%	0.07%	0.07%	0.08%	0.07%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Suspensions and Expulsions by Student Group (School Year 2023-24)

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Student Group	Suspensions Rate	Expulsions Rate
All Students	0.42%	0%
Female	0%	0%
Male	0.87%	0%
Non-Binary	0%	0%
American Indian or Alaska Native	0%	0%
Asian	0%	0%
Black or African American	0%	0%
Filipino	0%	0%
Hispanic or Latino	0.48%	0%
Native Hawaiian or Pacific Islander	0%	0%
Two or More Races	0%	0%
White	0%	0%
English Learners	0.79%	0%
Foster Youth	0%	0%
Homeless	0%	0%
Socioeconomically Disadvantaged	0.5%	0%
Students Receiving Migrant Education Services	0%	0%
Students with Disabilities	0%	0%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Our school's Comprehensive Safety Plan is reviewed and updated annually. The safety plan was last board approved on 2/21/24.

The safety plans contained within were reviewed with all faculty and staff in a staff training at the beginning of the school year and emergency procedures are re-visited throughout the year in staff trainings to reinforce the importance of knowing how to handle emergency situations.

The school regularly holds drills for fire, earthquake and lockdown situations; before, during and after these drills, teachers inform students of the safety procedures and emergency plans for the various scenarios. The basic safety plan conforms to the federally mandated National Incident Management System (NIMS) State mandated Standardized Emergency Management System (SEMS) and is compliant with the Incident Command System (ICS).

?School administrators work closely with police, fire, emergency services and public health officials to ensure our

Comprehensive Safety Plan and Emergency Handbook reflect appropriate practices and that all schools are prepared for

emergencies. Amethod Public Schools takes an all-hazards approach to emergency readiness.

We are prepared to work in partnership with emergency responders should a critical incident occur in one of our schools. All emergency equipment is regularly serviced and emergency first-aid supplies are always at the ready. Our Comprehensive Safety Plan and Emergency Handbook address a multitude of potential incidents, not because we expect them to occur, but because we want to be prepared in case they do.

Elements of the Comprehensive Safety Plan:

SECTION 1: School Safety Overview

SECTION 2: Safe School Reports

SECTION 3: Safe School Action Plans

SECTION 4: School Safety Policy and Procedures

D. Other SARC information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Average Class Size and Class Size Distribution (Elementary) (School Year 2021–22)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K				
1				
2				
3				
4				
5				
6	26.00		18	
Other**				

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Elementary) (School Year 2022-23)

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Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	0.00	0	0	0
1	0.00	0	0	0
2	0.00	0	0	0
3	0.00	0	0	0
4	0.00	0	0	0
5	0.00	0	0	0
6	26.00	1	21	0
Other**	0.00	0	0	0

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Elementary) (School Year 2023-24)

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Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K				
1				
2				
3				
4				
5				
6	26.00		18	
Other**				

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Secondary) (School Year 2021–22)

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Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	28.00		6	
Mathematics	28.00		6	
Science	28.00		6	
Social Science	28.00		6	

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Average Class Size and Class Size Distribution (Secondary) (School Year 2022–23)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	24.00	1	9	0
Mathematics	24.00	1	9	0
Science	24.00	1	5	0
Social Science	23.00	3	7	0

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Average Class Size and Class Size Distribution (Secondary) (School Year 2023–24)

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Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	29.00		4	1
Mathematics	29.00		4	1
Science	29.00		4	1
Social Science	29.00		4	1

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Ratio of Pupils to Academic Counselor (School Year 2023–24)

Title	Ratio
Pupils to Academic Counselor*	0

* One full-time equivalent (FTE) equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time.

Student Support Services Staff (School Year 2023-24)

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Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1.00
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other**	0.00

* One full-time equivalent (FTE) equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time.

** "Other" category is for all other student support services staff positions not listed.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2022–23)

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Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	--	--	\$19079.71	--
District	N/A	N/A	--	\$71765.00
Percent Difference – School Site and District	N/A	N/A	--	--
State	N/A	N/A	\$10770.62	\$94625.00
Percent Difference – School Site and State	N/A	N/A	--	--

Note: Cells with N/A values do not require data.

Types of Services Funded (Fiscal Year 2023–24)

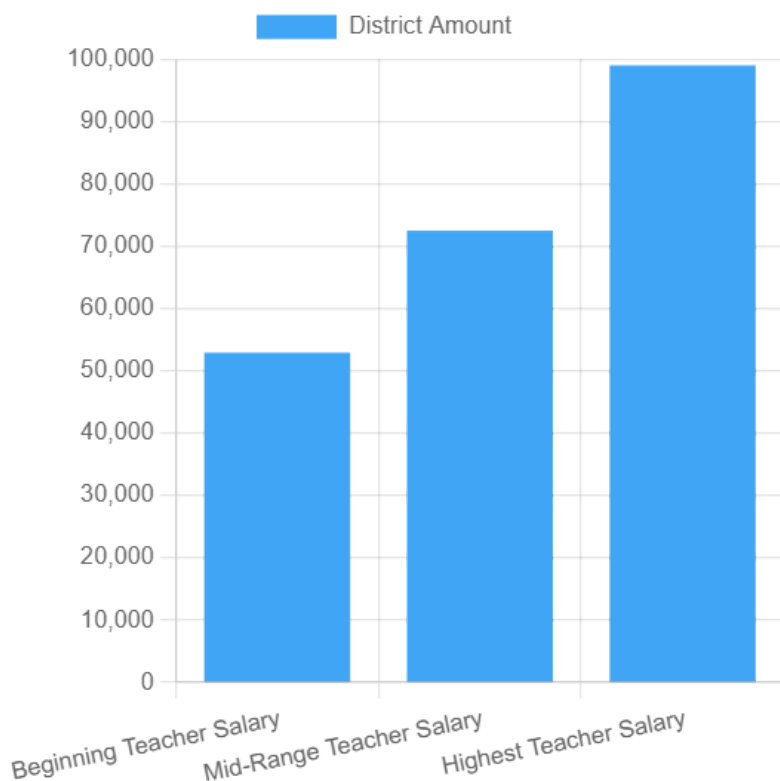
We analyze data from the SBAC and ELPAC results, IEP evaluations, individualized MAP progress reports, unit assessments, quizzes, observations, teachers, parents, and students' input through surveys and anecdotal records to assess Tier 1 and 2 and English Learners needs.

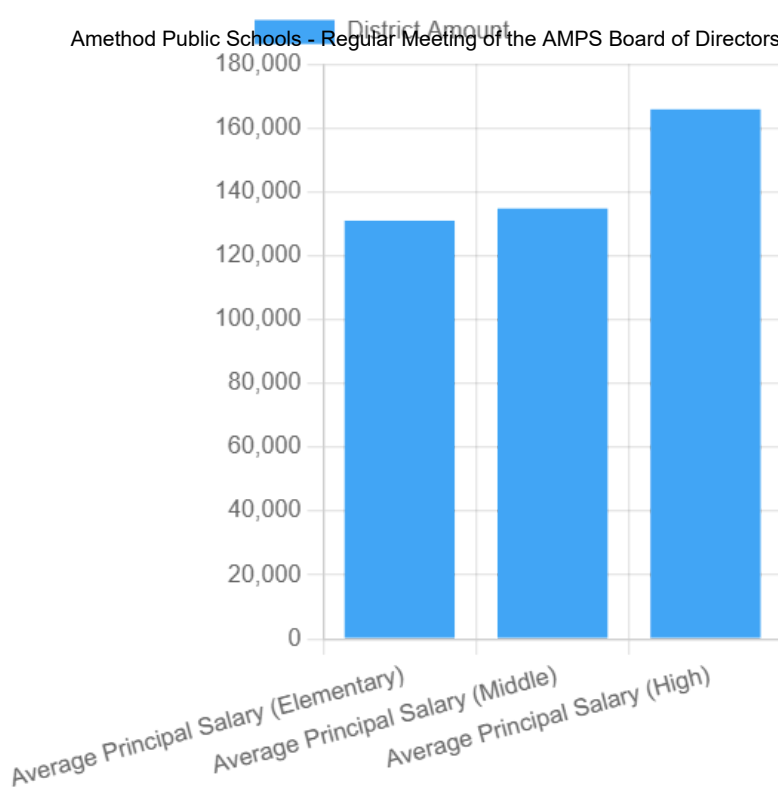
Teacher and Administrative Salaries (Fiscal Year 2022-23)

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Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$52905.00	\$56572.74
Mid-Range Teacher Salary	\$72469.00	\$87185.69
Highest Teacher Salary	\$98980.00	\$119664.66
Average Principal Salary (Elementary)	\$130935.00	\$148486.09
Average Principal Salary (Middle)	\$134745.00	\$154835.19
Average Principal Salary (High)	\$165799.00	\$170007.96
Superintendent Salary	\$324939.00	\$338699.13
Percent of Budget for Teacher Salaries	28.11%	31.41%
Percent of Budget for Administrative Salaries	7.99%	4.86%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at <https://www.cde.ca.gov/ds/fd/cs/>.





Percent of Students in AP Courses %

Subject	Number of AP Courses Offered*
Computer Science	0
English	0
Fine and Performing Arts	0
Foreign Language	0
Mathematics	0
Science	0
Social Science	0
Total AP Courses Offered*	0

* Where there are student course enrollments of at least one student.

Professional Development

At AMPS our professional development plan enhances instructional practices at the middle school level through a data-driven approach that emphasizes differentiation to meet the diverse needs of all learners. Teachers engage in weekly training sessions that focus on using student data to inform teaching practices, while also providing strategies for differentiating instruction to support a wide range of learning styles and abilities. These sessions equip educators with the tools necessary to foster a more inclusive classroom environment, ensuring that every student receives personalized and effective instruction.

Professional development training sessions are structured into thematic modules, with an initial focus on understanding and interpreting student data, including formative and summative assessments, student surveys, and performance analytics. Subsequent development sessions will center on differentiating instruction based on this data, exploring strategies such as flexible grouping, tiered assignments, and differentiated assessments. Teachers will also be trained in effective use of technology to personalize learning and monitor student progress. Throughout the year, teachers will be encouraged to collaborate during professional learning communities (PLCs) to share best practices, analyze student outcomes, and refine instructional approaches based on data. This professional development plan will be continuously adjusted based on teacher feedback and data collected from classroom observations and student performance metrics, ensuring that it remains responsive to the evolving needs of both educators and students.

By the end of the year, teachers will have developed a comprehensive understanding of how to use data to inform instructional decisions and how to implement differentiated strategies that promote equity in learning. This will ultimately lead to improved student outcomes and a more inclusive and dynamic learning environment across the school.

Measure	2022-23	2023-24	2024-25
Number of school days dedicated to Staff Development and Continuous Improvement	15	18	15

Downtown Charter Academy

2023–24 School Accountability Report Card

Reported Using Data from the 2023–24 School Year

California Department of Education

Address:	2000 Dennison St. Oakland, CA , 94606-5201	Principal:	Gregg Pentony
Phone:	(510) 436-0172	Grade Span:	6-8

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard

The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

Admission Requirements for the University of California (UC)

Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at <https://admission.universityofcalifornia.edu/>.

Admission Requirements for the California State University (CSU)

Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at <https://www2.calstate.edu/>.

Gregg Pentony

📍 Principal, Downtown Charter Academy

Dear DCA Families,

It is my pleasure to welcome you to the 2024-25 school year! We understand what an important decision it is for you to choose the right middle school for your child. Thank you for putting your faith in Downtown Charter Academy to provide them with a top quality, college preparatory education. We are constantly striving to live up to our reputation for providing exactly that. You made a great choice!

It is important that you know more about our school and the values that we share as a community. Middle school can be a very challenging stage in life, and DCA is no different. We don't believe in taking shortcuts. In fact, we relish the opportunity to guide our students through these challenges by providing them with rigorous coursework, embracing their mistakes as opportunities for growth, celebrating their achievements, and by honoring their hard work. We believe that an environment of inclusion and acceptance provides the strongest opportunity for our students to thrive as scholars and human beings. Because of this, we celebrate diversity, welcome independent ideas and critical thinking, and focus on educating the "whole student".

Along with our very comprehensive and carefully designed academic curriculum, DCA provides our students with many opportunities for social and emotional growth. In addition to special assemblies and events, DCA students will take part in weekly sessions aimed towards developing their interpersonal skills and strengthening their roles as part of a strong and welcoming community.

You have chosen a wonderful school, with a proven concept and dedicated staff members who are committed to the education of each and every student. In fact, despite the national teacher shortage and a myriad of other challenges facing schools across the country, DCA teachers continue to show up for their students. Our amazing team of educators is the not-so-secret ingredient to our success. Your children are in great hands!

I know I say this every year... but that's because it's always true:

It's going to be an amazing year at DCA!

Warmly,

Gregg "Coach" Pentony

Dean of Students/ Interim Site Director

About Our School

Gregg Pentony

Downtown Charter Academy

2000 Dennison St, Oakland, CA 94606

gpentony@amethodschools.org

(510) 535-1580?

Contact

Downtown Charter Academy
Amethod Public Schools - Regular Meeting of the AMPS Board of Directors - Agenda - Wednesday January 15, 2025 at 5:00 PM
2000 Dennison St.
Oakland, CA 94606-5201

Phone: [\(510\) 436-0172](tel:5104360172)

Email: gpentoy@amethodschools.org

Contact Information (School Year 2024–25)

District Contact Information (School Year 2024–25)

District Name	Amethod Public Schools
Phone Number	(510) 879-8000
Superintendent	Barnes, Adrienne
Email Address	abarnes@amethodschools.org
Website	https://amethodschools.org

School Contact Information (School Year 2024–25)

School Name	Downtown Charter Academy
Street	2000 Dennison St.
City, State, Zip	Oakland, CA , 94606-5201
Phone Number	(510) 436-0172
Principal	Gregg Pentony
Email Address	gpentoy@amethodschools.org
Website	www.amethodschools.org
Grade Span	6-8
County-District-School (CDS) Code	01612590129635

School Description and Mission Statement (School Year 2024–25)

DCA Mission Statement

Downtown Charter Academy (DCA) seeks to advance student motivation and belief in academics while in pursuit of their future goals. We are a free and public charter school that values inclusivity and equity and believes in the potential of all our students regardless of their socio-economic status, background, or unique talents. The school will serve students in grades six through eight, with a focus on rigorous work ethic and high academic results. We will provide a college preparatory program that reinforces the fundamentals of reading, math, science, history, language and physical education.

AMPS Vision Statement

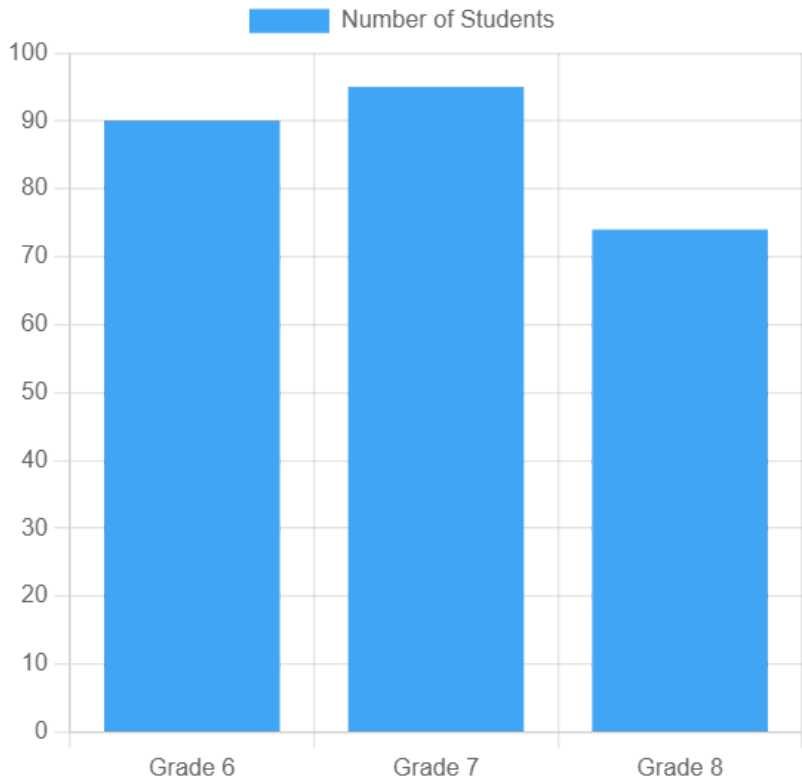
Amethod Public Schools foster students' motivation and belief in academic achievement and goals. We are a free and public charter school that believes in the promise of hard-working students from all perspectives, backgrounds, and talents. We challenge every student to strive towards a purpose larger than the self, and challenge all families to expect more from their schools, themselves, and their children for a prospective future for the next generation.

Middle school can be a very challenging stage in life and we don't believe in taking shortcuts. In fact, we relish the opportunity to guide our students through these challenges by providing them with rigorous coursework, embracing their mistakes as opportunities for growth, celebrating their achievements, and by honoring their hard work. We believe that an environment of inclusion and

acceptance provides the strongest opportunity for our students to thrive as scholars and human beings. Because of this, we celebrate diversity, welcome independent ideas and critical thinking, and focus on educating the “whole student”.

Student Enrollment by Grade Level (School Year 2023–24)

Grade Level	Number of Students
Grade 6	90
Grade 7	95
Grade 8	74
Total Enrollment	259



Student Enrollment by Student Group (School Year 2023–24)

Student Group	Percent of Total Enrollment
Female	47.90%
Male	52.10%
Non-Binary	0.00%
American Indian or Alaska Native	0.00%
Asian	77.60%
Black or African American	6.60%
Filipino	1.20%
Hispanic or Latino	13.10%
Native Hawaiian or Pacific Islander	0.00%
Two or More Races	1.20%
White	0.40%

Student Group (Other)	Percent of Total Enrollment
English Learners	23.90%
Foster Youth	0.00%
Homeless	0.00%
Migrant	0.00%
Socioeconomically Disadvantaged	61.40%
Students with Disabilities	8.10%

A. Conditions of Learning**State Priority: Basic**

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Preparation and Placement (School Year 2020–21)

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	5.00	35.71%	1471.70	56.64%	228366.10	83.12%
Intern Credential Holders Properly Assigned	2.00	14.29%	95.60	3.68%	4205.90	1.53%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	7.00	50.00%	725.40	27.92%	11216.70	4.08%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00%	64.80	2.50%	12115.80	4.41%
Unknown/Incomplete/NA	0.00	0.00%	240.60	9.26%	18854.30	6.86%
Total Teaching Positions	14.00	100.00%	2598.40	100.00%	274759.10	100.00%

Note: The data in this table is based on full-time equivalent (FTE) status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teacher Preparation and Placement (School Year 2021–22)

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	6.60	46.25%	1583.50	61.54%	234405.20	84.00%
Intern Credential Holders Properly Assigned	1.60	11.53%	148.90	5.79%	4853.00	1.74%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	6.00	42.08%	719.90	27.98%	12001.50	4.30%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00%	75.30	2.93%	11953.10	4.28%
Unknown/Incomplete/NA	0.00	0.00%	45.40	1.77%	15831.90	5.67%
Total Teaching Positions	14.40	100.00%	2573.20	100.00%	279044.80	100.00%

Note: The data in this table is based on full-time equivalent (FTE) status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teacher Preparation and Placement (School Year 2022–23)

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	7.30	59.11%	1450.80	58.72%	231142.40	100.00%
Intern Credential Holders Properly Assigned	0.80	6.69%	121.90	4.93%	5566.40	2.00%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	4.20	34.11%	782.20	31.66%	14938.30	5.38%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00%	49.10	1.99%	11746.90	4.23%
Unknown/Incomplete/NA	0.00	0.00%	66.90	2.71%	14303.80	5.15%
Total Teaching Positions	12.40	100.00%	2471.00	100.00%	277698	100%

Note: The data in this table is based on full-time equivalent (FTE) status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

Authorization/Assignment	2020-21 Number	2021-22 Number	2022-23 Number
Permits and Waivers	2.00	0.00	0
Misassignments	5.00	6.00	4.2
Vacant Positions	0.00	0.00	0
Total Teachers Without Credentials and Misassignments	7.00	6.00	4.2

Credentialed Teachers Assigned Out-of-Field (considered "out-of-field" under ESSA)

Indicator	2020-21 Number	2021-22 Number	2022-23 Number
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00	0
Local Assignment Options	0.00	0.00	0
Total Out-of-Field Teachers	0.00	0.00	0

Class Assignments

Indicator	2020– 21 Percent	2021– 22 Percent	2022– 23 Percent
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	36.00%	41.6%	41.6%
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	50.00%	9.4%	22.3%

Note: For more information refer to the Updated Teacher Equity Definitions web page at

<https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2024–25)

Year and month in which the data were collected: August 2024

Subject	List of Textbooks and Other Instructional Materials/Indicate if from Most Recent Adoption/Year of Adoption	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Springboard - Adopted 2020	0
Mathematics	Desmos - Adopted 2022	0
Science	Foss - Adopted 2022	0
History-Social Science	TCI - Adopted 2022	0
Foreign Language		0
Health		0
Visual and Performing Arts		0
Science Lab Eqpmt (Grades 9-12)	N/A	0

Note: Cells with N/A values do not require data.

School Facility Conditions and Planned Improvements

The LEA has ensured that this school has facilities that are safe, clean, and adequate, and that any needed maintenance to ensure good repair has been or will soon be completed.

School Facility Good Repair Status

Using the **most recently collected** Facility Inspection Tool (FIT) data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

Year and month of the most recent FIT report: December 2024

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	
Electrical: Electrical	Good	Missing light covers
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	Restrooms require signage and supplies to meet California Ed Code 35292.6 compliance.
Safety: Fire Safety, Hazardous Materials	Good	Properly place all fire extinguishers improperly placed
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	Tarp for shade over lunch tables needs replacement.

Overall Facility Rate

Year and month of the most recent FIT report: December 2024

Overall Rating	Good
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State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System includes assessments for English language arts/literacy [ELA], mathematics, and science for students in the general education population and the California Alternate Assessment [CAA]. Only eligible students may participate in the administration of the CAA. CAA items are aligned with alternate achievement standards, which are linked with the Common Core Standards [CCSS] or California Next Generation Science Standards [CA NGSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAA for ELA** in grades three through eight and grade eleven.
 2. **Smarter Balanced Summative Assessments and CAA for mathematics** in grades three through eight and grade eleven.
 3. **California Science Test (CAST) and CAA for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).
- **College and Career Ready:** The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in ELA and Mathematics for All Students taking and completing state-administered assessments Grades Three through Eight and Grade Eleven Percentage of Students Meeting or Exceeding the State Standard

Amethod Public Schools - Regular Meeting of the AMPS Board of Directors - Agenda - Wednesday January 15, 2025 at 5:00 PM

Subject	School 2022– 23	School 2023– 24	District 2022– 23	District 2023– 24	State 2022– 23	State 2023– 24
English Language Arts / Literacy (grades 3-8 and 11)	68%	73%	34%	35%	46%	47%
Mathematics (grades 3-8 and 11)	65%	72%	26%	26%	34%	35%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: ELA and Mathematics test results include the Smarter Balanced Summative Assessments and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAA divided by the total number of students who participated in both assessments.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	261	260	99.62%	0.38%	73.08%
Female	126	125	99.21%	0.79%	77.60%
Male	135	135	100.00%	0.00%	68.89%
American Indian or Alaska Native	0	0	0%	0%	0%
Asian	203	203	100.00%	0.00%	79.31%
Black or African American	17	17	100.00%	0.00%	58.82%
Filipino	--	--	--	--	--
Hispanic or Latino	34	33	97.06%	2.94%	39.39%
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	44	43	97.73%	2.27%	18.60%
Foster Youth	0	0	0%	0%	0%
Homeless	0	0	0%	0%	0%
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	208	207	99.52%	0.48%	73.91%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	23	22	95.65%	4.35%	36.36%

Note: ELA test results include the Smarter Balanced Summative Assessments and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	261	260	99.62%	0.38%	71.71%
Female	126	125	99.21%	0.79%	70.73%
Male	135	135	100.00%	0.00%	72.59%
American Indian or Alaska Native	0	0	0%	0%	0%
Asian	203	203	100.00%	0.00%	82.59%
Black or African American	17	17	100.00%	0.00%	52.94%
Filipino	--	--	--	--	--
Hispanic or Latino	34	33	97.06%	2.94%	18.18%
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	44	43	97.73%	2.27%	35.71%
Foster Youth	0	0	0%	0%	0%
Homeless	0	0	0%	0%	0%
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	208	207	99.52%	0.48%	71.71%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	23	22	95.65%	4.35%	45.45%

Note: Mathematics test results include the Smarter Balanced Summative Assessments and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2022–23	School 2023–24	District 2022–23	District 2023–24	State 2022–23	State 2023–24
Science (grades 5, 8, and high school)	59.34%	55.41%	20.14%	19.30%	30.29%	30.73%

Note: Science test results include the CAST and the CAA for Science. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Test Results in Science by Student Group

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Grades Five, Eight and High School (School Year 2023–24)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	74	74	100.00%	0.00%	55.41%
Female	42	42	100.00%	0.00%	59.52%
Male	32	32	100.00%	0.00%	50.00%
American Indian or Alaska Native	0	0	0%	0%	0%
Asian	57	57	100.00%	0.00%	66.67%
Black or African American	--	--	--	--	--
Filipino	0	0	0%	0%	0%
Hispanic or Latino	13	13	100.00%	0.00%	15.38%
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	--	--	--	--	--
Foster Youth	0	0	0%	0%	0%
Homeless	0	0	0%	0%	0%
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	62	62	100.00%	0.00%	53.23%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	--	--	--	--	--

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Career Technical Education (CTE) Participation (School Year 2023–24)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	--
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	--
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	--

Course Enrollment/Completion of University of California (UC) and/or California State University (CSU) Admission Requirements

UC/CSU Course Measure	Percent
2023–24 Pupils Enrolled in Courses Required for UC/CSU Admission	0.00%
2022–23 Graduates Who Completed All Courses Required for UC/CSU Admission	0.00%

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

California Physical Fitness Test Results (School Year 2023–24)

Percentage of Students Participating in each of the five Fitness Components

At Downtown Charter Academy we value Physical Education and all students in grades 6, 7, and 8 participate, The California Fitness Test is given the 7th graders, as per California Department of Education legislation.

Grade	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
7	95%	95%	95%	95%	95%

Note: The administration of the PFT requires only participation results for these five fitness areas.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site

Opportunities for Parental Involvement (School Year 2024–25)

Parent and community engagement is a priority and key to the success of the school. We believe our educational partners are central support for our students. There are multiple ways for parents to engage in the school community both formally and informally.

The Family Staff Team (FST) is composed of staff, community and more importantly of parents whom are “potential transformers” and are ready to serve as a team to assure that academic performance and student success through measurable deliverables remain the top driver in inner city charter schools. All the members in the group seek improvement in the community as a whole, inspired by the power of school choice and accountability. The group meets regularly to identify matters that are pertinent to the families and local charter school community and make recommendations to the governance board regarding programming, education activities, supplemental activities, and expenditures for programs at DCA.

Coffee with the principal is a monthly meeting for parents to come to school to speak with site leaders, get an update on planned activities, and address any issues or concerns they may have. This is an informal meeting that promotes strengthening and personal relations with staff and parents.

In addition, we make educating your child our highest priority and we require that families make the same commitment. That requires that often our staff and volunteers will make themselves available above and beyond the traditional school hours and also that families commit to supporting the efforts of the school and have their child attend school every day, on time and ready to learn. Although at times, it may be inconvenient for staff and families, our students' success makes these inconveniences worthwhile.

Parents have various means in which to get involved at Downtown Charter Academy. We have families attend a minimum, two parent informational meetings. These meetings discuss topics such as state test data, curriculum updates, and LCAP approval.

Most importantly, we encourage parents to become involved in their children's education at home by assuring that their child is completing their assigned work and by making sure that their child leaves home for school at an appropriate time

State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school graduation rates;
- High school dropout rates; and
- Chronic Absenteeism

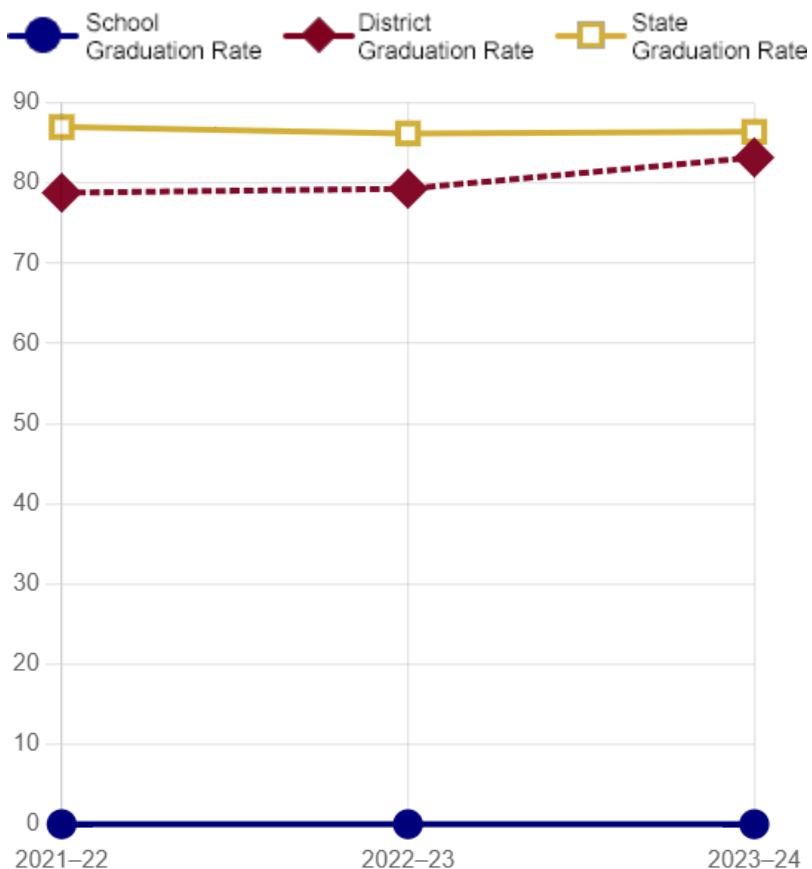
Graduation Rate and Dropout Rate (Four-Year Cohort Rate)

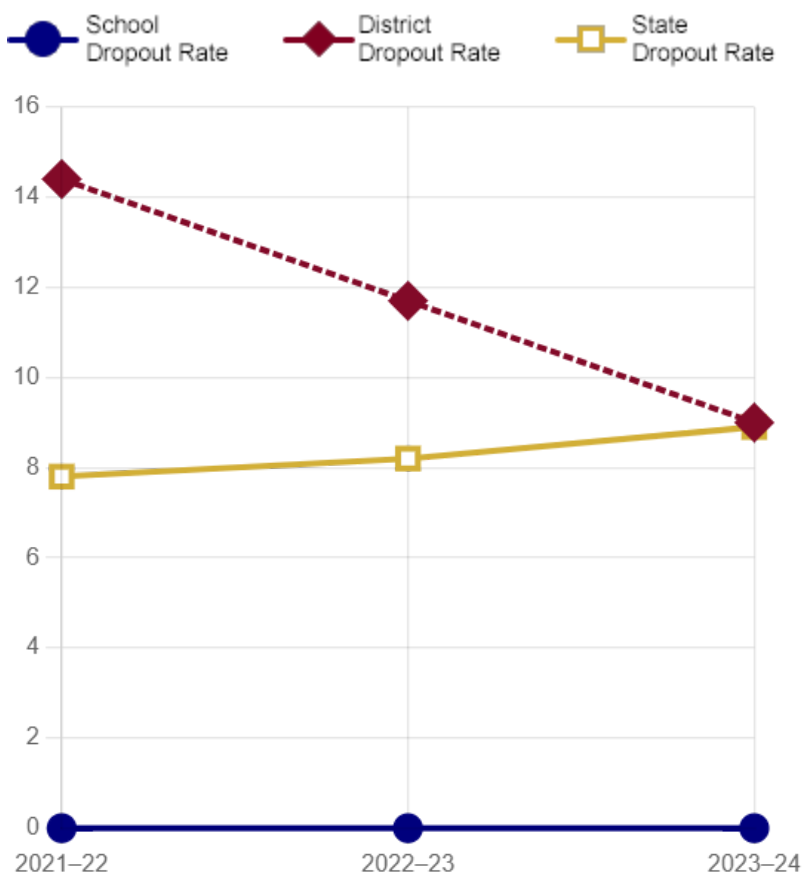
Amethod Public Schools - Regular Meeting of the AMPS Board of Directors - Agenda - Wednesday January 15, 2025 at 5:00 PM

Indicator	School 2021– 22	School 2022– 23	School 2023– 24	District 2021– 22	District 2022– 23	District 2023– 24	State 2021– 22	State 2022– 23	State 2023– 24
Graduation Rate				78.8%	79.3%	83.2%	87%	86.2%	86.4%
Dropout Rate				14.4%	11.7%	9.0%	7.8%	8.2%	8.9%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a student population is ten or fewer.

Graduation Rates





Graduation Rate by Student Group (Four-Year Cohort Rate) (School Year 2023–24)

Amethod Public Schools - Regular Meeting of the AMPS Board of Directors - Agenda - Wednesday January 15, 2025 at 5:00 PM

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	0.0	0.0	0.0%
Female	0.0	0.0	0.0%
Male	0.0	0.0	0.0%
Non-Binary	0.0	0.0	0.0%
American Indian or Alaska Native	0.0	0.0	0.0%
Asian	0.0	0.0	0.0%
Black or African American	0.0	0.0	0.0%
Filipino	0.0	0.0	0.0%
Hispanic or Latino	0.0	0.0	0.0%
Native Hawaiian or Pacific Islander	0.0	0.0	0.0%
Two or More Races	0.0	0.0	0.0%
White	0.0	0.0	0.0%
English Learners	0.0	0.0	0.0%
Foster Youth	0.0	0.0	0.0%
Homeless	0.0	0.0	0.0%
Socioeconomically Disadvantaged	0.0	0.0	0.0%
Students Receiving Migrant Education Services	0.0	0.0	0.0%
Students with Disabilities	0.0	0.0	0.0%

For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at <https://www.cde.ca.gov/ds/ad/acgrinfo.asp>.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a student population is ten or fewer.

Chronic Absenteeism by Student Group (School Year 2023–24)

Amethod Public Schools - Regular Meeting of the AMPS Board of Directors - Agenda - Wednesday January 15, 2025 at 5:00 PM

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	264	263	8	3.0%
Female	127	126	1	0.8%
Male	137	137	7	5.1%
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	203	203	1	0.5%
Black or African American	18	17	2	11.8%
Filipino	--	--	--	--
Hispanic or Latino	35	35	4	11.4%
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	--	--	--	--
White	--	--	--	--
English Learners	62	62	2	3.2%
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	211	210	4	1.9%
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	26	26	1	3.8%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

Rate	School 2021– 22	School 2022– 23	School 2023– 24	District 2021– 22	District 2022– 23	District 2023– 24	State 2021– 22	State 2022– 23	State 2023– 24
Suspensions	0.00%	0.00%	0.76%	3.92%	3.85%	4.10%	3.17%	3.60%	3.28%
Expulsions	0.00%	0.00%	0.00%	0.06%	0.08%	0.07%	0.07%	0.08%	0.07%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Suspensions and Expulsions by Student Group (School Year 2023-24)

Amethod Public Schools - Regular Meeting of the AMPS Board of Directors - Agenda - Wednesday January 15, 2025 at 5:00 PM

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.76%	0%
Female	1.57%	0%
Male	0%	0%
Non-Binary	0%	0%
American Indian or Alaska Native	0%	0%
Asian	0%	0%
Black or African American	5.56%	0%
Filipino	0%	0%
Hispanic or Latino	2.86%	0%
Native Hawaiian or Pacific Islander	0%	0%
Two or More Races	0%	0%
White	0%	0%
English Learners	0%	0%
Foster Youth	0%	0%
Homeless	0%	0%
Socioeconomically Disadvantaged	0.95%	0%
Students Receiving Migrant Education Services	0%	0%
Students with Disabilities	3.85%	0%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

The safety and security of our students and staff are one of our top priorities.

Our school's Comprehensive Safety Plan is reviewed and updated annually. The safety plan was last board approved on 2/21/24.

The safety plans contained within were reviewed with all faculty and staff in a staff training at the beginning of the school year and emergency procedures are re-visited throughout the year in staff trainings to reinforce the importance of knowing how to handle emergency situations.

The school regularly holds drills for fire, earthquake and lockdown situations; before, during and after these drills, teachers inform students of the safety procedures and emergency plans for the various scenarios. The basic safety plan conforms to the federally mandated National Incident Management System (NIMS) State mandated Standardized Emergency Management System (SEMS) and is compliant with the Incident Command System (ICS).

?School administrators work closely with police, fire, emergency services and public health officials to ensure our

Comprehensive Safety Plan and Emergency Handbook reflect appropriate practices and that all schools are prepared for

emergencies. Amethod Public Schools takes an all-hazards approach to emergency readiness.

We are prepared to work in partnership with emergency responders should a critical incident occur in one of our schools. All emergency equipment is regularly serviced and emergency first-aid supplies are always at the ready. Our Comprehensive Safety Plan and Emergency Handbook address a multitude of potential incidents, not because we expect them to occur, but because we want to be prepared in case they do.

Elements of the Comprehensive Safety Plan:

SECTION 1: School Safety Overview

SECTION 2: Safe School Reports

SECTION 3: Safe School Action Plans

SECTION 4: School Safety Policy and Procedures

D. Other SARC information

Amherst Public Schools - Regular Meeting of the AMPS Board of Directors - Agenda - Wednesday January 15, 2025 at 5:00 PM

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Average Class Size and Class Size Distribution (Elementary) (School Year 2021–22)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	0.00	0	0	0
1	0.00	0	0	0
2	0.00	0	0	0
3	0.00	0	0	0
4	0.00	0	0	0
5	0.00	0	0	0
6	24.00	0	4	0
Other**	22.00	0	8	0

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Elementary) (School Year 2022-23)

Amethod Public Schools - Regular Meeting of the AMPS Board of Directors - Agenda - Wednesday January 15, 2025 at 5:00 PM

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	0.00	0	0	0
1	0.00	0	0	0
2	0.00	0	0	0
3	0.00	0	0	0
4	0.00	0	0	0
5	0.00	0	0	0
6	23.00	0	28	0
Other**	0.00	0	0	0

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Elementary) (School Year 2023-24)

Amethod Public Schools - Regular Meeting of the AMPS Board of Directors - Agenda - Wednesday January 15, 2025 at 5:00 PM

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K				
1				
2				
3				
4				
5				
6	23.00	1	27	
Other**				

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Secondary) (School Year 2021–22)

Amethod Public Schools - Regular Meeting of the AMPS Board of Directors - Agenda - Wednesday January 15, 2025 at 5:00 PM

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	22.00	8	0	0
Mathematics	22.00	8	0	0
Science	22.00	8	0	0
Social Science	22.00	8	0	0

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Average Class Size and Class Size Distribution (Secondary) (School Year 2022–23)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	21.00	5	3	0
Mathematics	21.00	5	3	0
Science	21.00	5	3	0
Social Science	21.00	5	3	0

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Average Class Size and Class Size Distribution (Secondary) (School Year 2023–24)

Amethod Public Schools - Regular Meeting of the AMPS Board of Directors - Agenda - Wednesday January 15, 2025 at 5:00 PM

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	21.00	5	3	
Mathematics	21.00	4	4	
Science	21.00	4	4	
Social Science	21.00	4	4	

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Ratio of Pupils to Academic Counselor (School Year 2023–24)

Title	Ratio
Pupils to Academic Counselor*	0

* One full-time equivalent (FTE) equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time.

Student Support Services Staff (School Year 2023-24)

Amesbury Public Schools - Regular Meeting of the AMPS Board of Directors - Agenda - Wednesday January 15, 2025 at 5:00 PM

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1.00
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	1.00
Resource Specialist (non-teaching)	
Other**	0.00

* One full-time equivalent (FTE) equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time.

** "Other" category is for all other student support services staff positions not listed.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	--	--	\$20032.01	--
District	N/A	N/A	--	\$71765.00
Percent Difference – School Site and District	N/A	N/A	--	--
State	N/A	N/A	\$10770.62	\$94625.00
Percent Difference – School Site and State	N/A	N/A	--	--

Note: Cells with N/A values do not require data.

Types of Services Funded (Fiscal Year 2023-24)

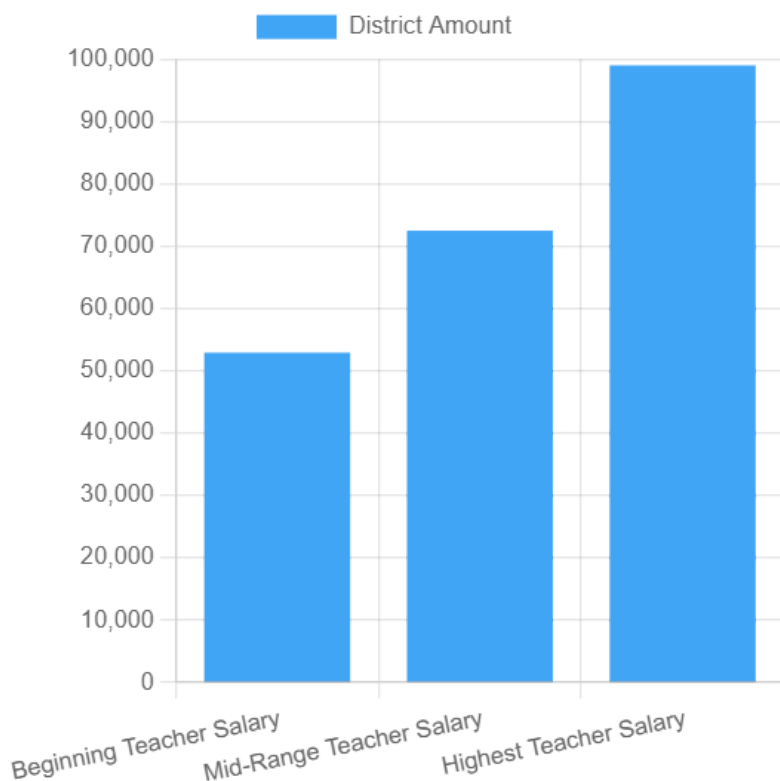
At Downtown Charter Academy we analyze data from the SBAC and ELPAC results, IEP evaluations, individualized MAP progress reports, unit assessments, quizzes, observations, teachers, parents, and students' input through surveys and anecdotal records to assess Tier 1 and 2 and English Learners needs.

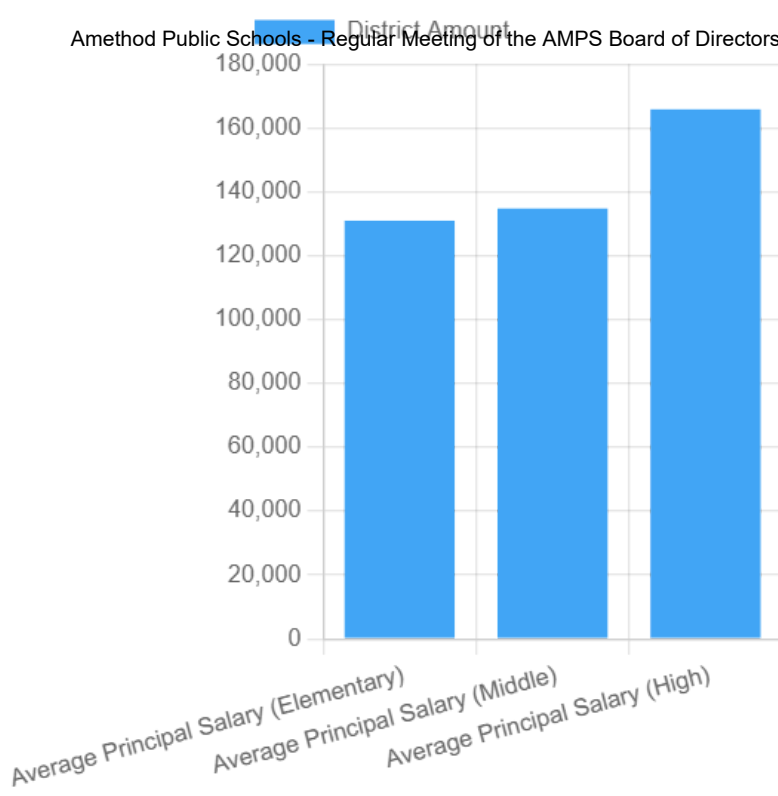
Teacher and Administrative Salaries (Fiscal Year 2022-23)

Amethod Public Schools - Regular Meeting of the AMPS Board of Directors - Agenda - Wednesday January 15, 2025 at 5:00 PM

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$52905.00	\$56572.74
Mid-Range Teacher Salary	\$72469.00	\$87185.69
Highest Teacher Salary	\$98980.00	\$119664.66
Average Principal Salary (Elementary)	\$130935.00	\$148486.09
Average Principal Salary (Middle)	\$134745.00	\$154835.19
Average Principal Salary (High)	\$165799.00	\$170007.96
Superintendent Salary	\$324939.00	\$338699.13
Percent of Budget for Teacher Salaries	28.11%	31.41%
Percent of Budget for Administrative Salaries	7.99%	4.86%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at <https://www.cde.ca.gov/ds/fd/cs/>.





Percent of Students in AP Courses %

Subject	Number of AP Courses Offered*
Computer Science	0
English	0
Fine and Performing Arts	0
Foreign Language	0
Mathematics	0
Science	0
Social Science	0
Total AP Courses Offered*	0

* Where there are student course enrollments of at least one student.

Professional Development

At AMPS our professional development plan enhances instructional practices at the middle school level through a data-driven approach that emphasizes differentiation to meet the diverse needs of all learners. Teachers engage in weekly training sessions that focus on using student data to inform teaching practices, while also providing strategies for differentiating instruction to support a wide range of learning styles and abilities. These sessions equip educators with the tools necessary to foster a more inclusive classroom environment, ensuring that every student receives personalized and effective instruction.

Professional development training sessions are structured into thematic modules, with an initial focus on understanding and interpreting student data, including formative and summative assessments, student surveys, and performance analytics. Subsequent development sessions will center on differentiating instruction based on this data, exploring strategies such as flexible grouping, tiered assignments, and differentiated assessments. Teachers will also be trained in effective use of technology to personalize learning and monitor student progress. Throughout the year, teachers will be encouraged to collaborate during professional learning communities (PLCs) to share best practices, analyze student outcomes, and refine instructional approaches based on data. This professional development plan will be continuously adjusted based on teacher feedback and data collected from classroom observations and student performance metrics, ensuring that it remains responsive to the evolving needs of both educators and students.

By the end of the year, teachers will have developed a comprehensive understanding of how to use data to inform instructional decisions and how to implement differentiated strategies that promote equity in learning. This will ultimately lead to improved student outcomes and a more inclusive and dynamic learning environment across the school.

Measure	2022-23	2023-24	2024-25
Number of school days dedicated to Staff Development and Continuous Improvement	15	18	15

Oakland Charter High

2023–24 School Accountability Report Card

Reported Using Data from the 2023–24 School Year

California Department of Education

Address:	2433 Coolidge Ave. Oakland, CA , 94601-2630	Principal:	Jasmine Nash
Phone:	(510) 436-0172	Grade Span:	9-12

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard

The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

Admission Requirements for the University of California (UC)

Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at <https://admission.universityofcalifornia.edu/>.

Admission Requirements for the California State University (CSU)

Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at <https://www2.calstate.edu/>.

Jasmine Nash

📍 Principal, Oakland Charter High

Dear Students, Parents, and Guardians,

Welcome to a new academic year at Oakland Charter High School! It is with immense excitement and a deep sense of purpose that I extend my warmest greetings to each of you. Our school community is built on a foundation of dedication, diversity, and a shared commitment to excellence in education. As we embark on this journey together, I want to express my unwavering belief in the potential that resides within each student.

Oakland Charter High School is more than just a place of learning; it is a hub of growth, exploration, and empowerment. Our mission is to foster an environment where every student can thrive academically, creatively, and socially. Through engaging curricula, dynamic extracurricular activities, and supportive faculty, we aim to nurture well-rounded individuals who are ready to face the challenges of the world with confidence.

We are committed to providing an inclusive space where diversity is celebrated and different perspectives are valued. With a collaborative approach, we seek to create a community that is not only academically rigorous but also compassionate and supportive. To our returning students, welcome back! Your resilience and dedication are commendable, and we look forward to witnessing your continued growth. To our new students, we extend a warm welcome to our incoming Matadors. Welcome to the Oakland Charter High School family. You are about to embark on a transformative journey, and we are thrilled to be part of it. Parents and guardians, we acknowledge and appreciate your trust in us to provide a quality education for your children. Our doors are always open for communication, collaboration, and partnership as we work together to guide our students towards success. As we navigate the academic year ahead, let us remember that challenges are opportunities in disguise. Together, we will overcome obstacles, celebrate achievements, and create lasting memories.

Here's to a year filled with growth, discovery, and a shared commitment to excellence.

For more information:

Visit ochs.amethodschools.org

Call our office (510) 436-0101

Follow us on Instagram @oaklandcharterhs

Texting updates: text OCHS to phone number 51400, and text OCHS PARENT to 51400. You should receive a text back to confirm your subscription.

Sincerely,

Jasmine T. Nash

Site Director/Principal, Oakland Charter High School

About Our School

Jasmine Nash

Jnash@amethodschools.org

510-436-0110

Contact

Oakland Charter High
2433 Coolidge Ave.

Oakland, CA 94601-2630

Amethod Public Schools - Regular Meeting of the AMPS Board of Directors - Agenda - Wednesday January 15, 2025 at 5:00 PM

Phone: (510) 436-0172

Email: Jnash@amethodschools.org

Contact Information (School Year 2024–25)

District Contact Information (School Year 2024–25)

District Name	Amethod Public Schools
Phone Number	(510) 436-0101
Superintendent	Barnes, Adrienne
Email Address	abarnes@amethodschools.org
Website	https://amethodschools.org/

School Contact Information (School Year 2024–25)

School Name	Oakland Charter High
Street	2433 Coolidge Ave.
City, State, Zip	Oakland, CA , 94601-2630
Phone Number	(510) 436-0172
Principal	Jasmine Nash
Email Address	Jnash@amethodschools.org
Website	www.amethodschools.org
Grade Span	9-12
County-District-School (CDS) Code	01612590114868

School Description and Mission Statement (School Year 2024–25)

our Mission

To provide a rigorous college preparatory education and character development program that will prepare students from underserved communities to succeed in college and beyond.

Amethod Public Schools Core Values

1. Commitment to Distinction
2. Take Responsibility
3. Perseverance
4. Be Adaptable
5. Students First

Welcome to our School Accountability Report Card (SARC). This report serves as an essential tool for ensuring transparency and accountability. It provides an overview of our achievements, goals, and areas for improvement, giving you a clear picture of how we are working to provide the best possible education for all of our students.

Our approach is simple: rigorous academics and hard work. Our school motto is Honor Hard Work. This simple maxim, along with embedded high expectations and systematic accountability, forms the

core of our school philosophy. We strive to create a web of support for our students. In addition to their core teachers, OCHS students are supported by the OCHS Administration Team, paraprofessionals, college advisors, a school psychologist, athletics coaches and tutors.

We are proud to highlight some of our successes this year. First, we are excited to share that 85% of our students enrolled immediately after their senior year, and we achieved a 92% acceptance rate to four-year colleges. This academic year, we are on track to build on this success, thanks to our comprehensive college and career readiness program, which includes financial aid workshops, college tours, and one-on-one advising. Our students consistently outperform their peers in both English Language Arts and Math, compared to state and neighboring schools. Additionally, we offer a wide range of academic and extracurricular opportunities, including Advanced Placement, dual enrollment, sports, and clubs. These achievements are a testament to the hard work and collaboration of our students, staff, and families.

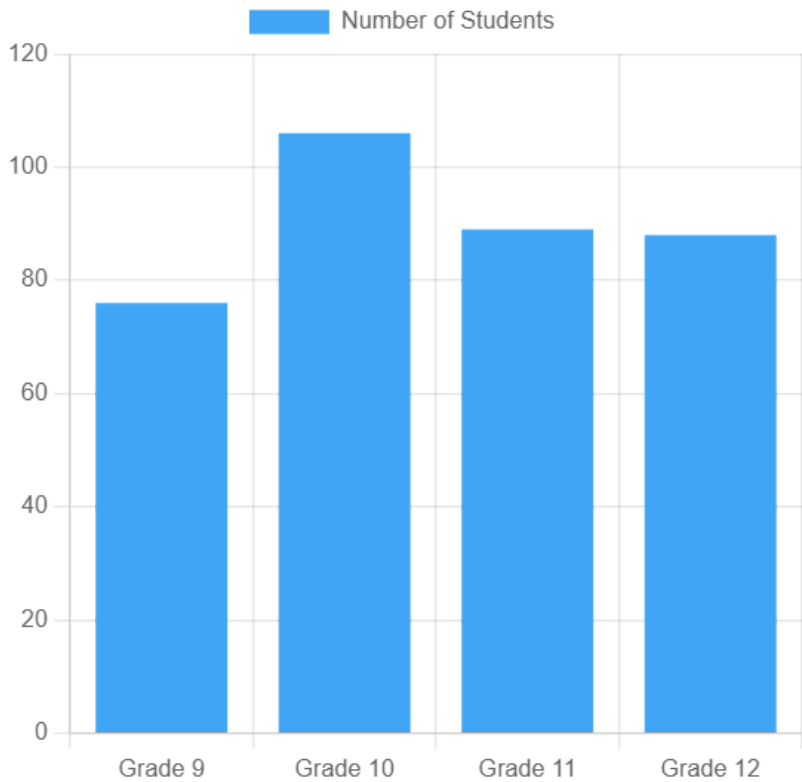
While we have made significant strides, we acknowledge that there are areas where we can grow. We are focused on strengthening our data-driven processes to improve instruction. Our priority is to enhance training and coaching for all stakeholders in using interim and formative assessments to ensure that every student makes more than one year's progress from Fall to Spring. Additionally, we are committed to retaining high-quality teachers by increasing support, and we continue to foster a strong sense of belonging within our school community.

At OCHS, we value transparency and are committed to continuous self-reflection. We encourage you to review the full SARC and provide your valuable feedback. Your input is vital as we work together to maintain our school as a place of excellence for every student. Should you have any questions or wish to discuss specific aspects of the report in more detail, please do not hesitate to contact us.

Thank you for your ongoing partnership and support in making Oakland Charter High School a place where we "honor hard work." Go Matadors!

Student Enrollment by Grade Level (School Year 2023–24)

Grade Level	Number of Students
Grade 9	76
Grade 10	106
Grade 11	89
Grade 12	88
Total Enrollment	359



Student Enrollment by Student Group (School Year 2023–24)

Student Group	Percent of Total Enrollment
Female	49.30%
Male	50.70%
Non-Binary	0.00%
American Indian or Alaska Native	0.60%
Asian	27.00%
Black or African American	5.60%
Filipino	0.60%
Hispanic or Latino	63.80%
Native Hawaiian or Pacific Islander	0.60%
Two or More Races	0.80%
White	1.10%

Student Group (Other)	Percent of Total Enrollment
English Learners	29.20%
Foster Youth	0.30%
Homeless	0.00%
Migrant	0.00%
Socioeconomically Disadvantaged	67.40%
Students with Disabilities	10.90%

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Preparation and Placement (School Year 2020–21)

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	17.50	70.35%	1471.70	56.64%	228366.10	83.12%
Intern Credential Holders Properly Assigned	2.40	9.96%	95.60	3.68%	4205.90	1.53%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	3.60	14.65%	725.40	27.92%	11216.70	4.08%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00%	64.80	2.50%	12115.80	4.41%
Unknown/Incomplete/NA	1.20	5.00%	240.60	9.26%	18854.30	6.86%
Total Teaching Positions	24.90	100.00%	2598.40	100.00%	274759.10	100.00%

Note: The data in this table is based on full-time equivalent (FTE) status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teacher Preparation and Placement (School Year 2021–22)

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	13.00	65.25%	1583.50	61.54%	234405.20	84.00%
Intern Credential Holders Properly Assigned	1.40	7.30%	148.90	5.79%	4853.00	1.74%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	4.60	23.40%	719.90	27.98%	12001.50	4.30%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00%	75.30	2.93%	11953.10	4.28%
Unknown/Incomplete/NA	0.80	4.00%	45.40	1.77%	15831.90	5.67%
Total Teaching Positions	20.00	100.00%	2573.20	100.00%	279044.80	100.00%

Note: The data in this table is based on full-time equivalent (FTE) status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teacher Preparation and Placement (School Year 2022–23)

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	5.00	45.45%	1450.80	58.72%	231142.40	100.00%
Intern Credential Holders Properly Assigned	0.40	3.64%	121.90	4.93%	5566.40	2.00%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	4.90	45.36%	782.20	31.66%	14938.30	5.38%
Credentialed Teachers Assigned Out- of-Field ("out-of-field" under ESSA)	0.00	0.00%	49.10	1.99%	11746.90	4.23%
Unknown/Incomplete/NA	0.50	5.36%	66.90	2.71%	14303.80	5.15%
Total Teaching Positions	11.00	100.00%	2471.00	100.00%	277698	100%

Note: The data in this table is based on full-time equivalent (FTE) status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

Authorization/Assignment	2020-21 Number	2021-22 Number	2022-23 Number
Permits and Waivers	0.60	0.00	0
Misassignments	2.90	4.60	4.9
Vacant Positions	0.00	0.00	0
Total Teachers Without Credentials and Misassignments	3.60	4.60	4.9

Credentialed Teachers Assigned Out-of-Field (considered "out-of-field" under ESSA)

Indicator	2020-21 Number	2021-22 Number	2022-23 Number
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00	0
Local Assignment Options	0.00	0.00	0
Total Out-of-Field Teachers	0.00	0.00	0

Class Assignments

Indicator	2020– 21 Percent	2021– 22 Percent	2022– 23 Percent
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	14.60%	39.2%	76.7%
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	12.90%	21.4%	61%

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2024–25)

Year and month in which the data were collected: August 2024

Subject	List of Textbooks and Other Instructional Materials/Indicate if from Most Recent Adoption/Year of Adoption	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	<p>Springboard - Adopted 2020</p> <p>AMSCO: Advanced Placement English Language and Composition - Adopted 2019</p> <p>Literature & Composition: Essential Voices, Essential Skills for the AP® Course 3rd Edition - Adopted 2022</p> <p>National Geographic Learning / Cengage: Perspectives 3, 4 - Adopted 2020</p>	0
Mathematics	<p>Imagine Learning: Illustrative Mathematics Algebra 1, Illustrative Mathematics Geometry, Illustrative Mathematics Algebra 2 - Adopted 2024</p> <p>Pearson: Precalculus: Graphical, Numerical, and Algebraic AP® Edition 11th Edition - Adopted 2024</p> <p>Cengage: Calculus: Early Transcendental Functions - Adopted 2024</p>	0
Science	<p>McGraw Hill: Inspire Physical Science, Inspire Biology, Inspire Chemistry - Adopted 2020</p> <p>Cengage: Biology 11th Edition - Adopted 2019</p>	0
History-Social Science	<p>Pearson: Racial and Ethnic Groups 15th Ed Schaefer - Adopted 2019</p> <p>Pearson: World Civilizations: The Global Experience Since 1200, 8th Edition, AP® Edition - Adopted 2021</p> <p>Pearson: By the People: A History of the United States, 3rd, AP® Edition - Adopted 2024</p> <p>Pearson: American Government, 14th AP® Edition - Adopted 2022</p> <p>TCi: History Alive! World Connections, History Alive! Pursuing American Ideals - Adopted 2020</p> <p>TCi: Econ Alive! The Power to Choose, Government Alive! Power, Politics, and You - Adopted 2024</p>	0

Subject	Materials/Indicate if from Most Recent Adoption/Year of Adoption	Lacking Own Assigned Copy
Foreign Language	Vista Higher Learning: Descubre - Adopted 2022 Vista Higher Learning: AP® Spanish Language and Culture Exam Preparation, 3rd Edition - Adopted 2024	0
Health		0
Visual and Performing Arts		0
Science Lab Eqpmt (Grades 9-12)	N/A	0

Note: Cells with N/A values do not require data.

School Facility Conditions and Planned Improvements

The LEA has ensured that this school has facilities that are safe, clean, and adequate, and that any needed maintenance to ensure good repair has been or will soon be completed.

School Facility Good Repair Status

Using the **most recently collected** Facility Inspection Tool (FIT) data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

Year and month of the most recent FIT report: December 2024

System Inspected	Rating	Repair Needed and Action Taken or Planned
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	Implement restroom signage and supply updates for Ed Code compliance.
Safety: Fire Safety, Hazardous Materials		Replace missing or broken fire safety equipment.
Structural: Structural Damage, Roofs	Good	Repair structural issues and address light fixture cover replacements.
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	

Overall Facility Rate

Year and month of the most recent FIT report: December 2024

Overall Rating	Good
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State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System includes assessments for English language arts/literacy [ELA], mathematics, and science for students in the general education population and the California Alternate Assessment [CAA]. Only eligible students may participate in the administration of the CAA. CAA items are aligned with alternate achievement standards, which are linked with the Common Core Standards [CCSS] or California Next Generation Science Standards [CA NGSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAA for ELA** in grades three through eight and grade eleven.
 2. **Smarter Balanced Summative Assessments and CAA for mathematics** in grades three through eight and grade eleven.
 3. **California Science Test (CAST) and CAA for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).
- **College and Career Ready:** The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in ELA and Mathematics for All Students taking and completing state-administered assessments Grades Three through Eight and Grade Eleven Percentage of Students Meeting or Exceeding the State Standard

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Subject	School 2022– 23	School 2023– 24	District 2022– 23	District 2023– 24	State 2022– 23	State 2023– 24
English Language Arts / Literacy (grades 3-8 and 11)	46%	58%	34%	35%	46%	47%
Mathematics (grades 3-8 and 11)	26%	24%	26%	26%	34%	35%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: ELA and Mathematics test results include the Smarter Balanced Summative Assessments and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAA divided by the total number of students who participated in both assessments.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	88	86	97.73%	2.27%	58.14%
Female	46	44	95.65%	4.35%	65.91%
Male	42	42	100.00%	0.00%	50.00%
American Indian or Alaska Native	0	0	0%	0%	0%
Asian	22	21	95.45%	4.55%	95.24%
Black or African American	--	--	--	--	--
Filipino	0	0	0%	0%	0%
Hispanic or Latino	63	62	98.41%	1.59%	45.16%
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	0	0	0%	0%	0%
White	--	--	--	--	--
English Learners	26	26	100.00%	0.00%	19.23%
Foster Youth	0	0	0%	0%	0%
Homeless	0	0	0%	0%	0%
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	70	70	100.00%	0.00%	57.14%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	--	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessments and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Test Results in Mathematics by Student Group for students taking and completing state-administered assessment Grades
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Three through Eight and Grade Eleven (School Year 2023–24)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	88	86	97.73%	2.27%	24.42%
Female	46	44	95.65%	4.35%	20.45%
Male	42	42	100.00%	0.00%	28.57%
American Indian or Alaska Native	0	0	0%	0%	0%
Asian	22	21	95.45%	4.55%	47.62%
Black or African American	--	--	--	--	--
Filipino	0	0	0%	0%	0%
Hispanic or Latino	63	62	98.41%	1.59%	16.13%
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	0	0	0%	0%	0%
White	--	--	--	--	--
English Learners	26	26	100.00%	0.00%	0.00%
Foster Youth	0	0	0%	0%	0%
Homeless	0	0	0%	0%	0%
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	70	70	100.00%	0.00%	22.86%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	--	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessments and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2022–23	School 2023–24	District 2022–23	District 2023–24	State 2022–23	State 2023–24
Science (grades 5, 8, and high school)	22.02%	25.00%	20.14%	19.30%	30.29%	30.73%

Note: Science test results include the CAST and the CAA for Science. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Test Results in Science by Student Group

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Grades Five, Eight and High School (School Year 2023–24)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	171	149	87.13%	12.87%	25.00%
Female	78	68	87.18%	12.82%	28.36%
Male	93	81	87.10%	12.90%	22.22%
American Indian or Alaska Native	0	0	0%	0%	0%
Asian	49	44	89.80%	10.20%	45.45%
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	112	97	86.61%	13.39%	16.67%
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	38	31	81.58%	18.42%	0.00%
Foster Youth	0	0	0%	0%	0%
Homeless	0	0	0%	0%	0%
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	132	113	85.61%	14.39%	21.43%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	13	10	76.92%	23.08%	--

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Career Technical Education (CTE) Participation (School Year 2023–24)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	115
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	--
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	--

Course Enrollment/Completion of University of California (UC) and/or California State University (CSU) Admission Requirements

UC/CSU Course Measure	Percent
2023–24 Pupils Enrolled in Courses Required for UC/CSU Admission	100.00%
2022–23 Graduates Who Completed All Courses Required for UC/CSU Admission	100.00%

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

California Physical Fitness Test Results (School Year 2023–24)

Percentage of Students Participating in each of the five Fitness Components

Grade	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
9	76%	76%	76%	76%	76%

Note: The administration of the PFT requires only participation results for these five fitness areas.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site

Opportunities for Parental Involvement (School Year 2024–25)

Parent and community engagement is a priority and key to the success of the school. We believe our educational partners are central support for our students. There are multiple ways for parents to engage in the school community both formally and informally.

The Family Staff Team (FST) is composed of staff, community and more importantly of parents whom are “potential transformers” and are ready to serve as a team to assure that academic performance and student success through measurable deliverables remain the top driver in inner city charter schools. All the members in the group seek improvement in the community as a whole, inspired by the power of school choice and accountability. The group meets regularly to identify matters that are pertinent to the families and local charter school community and make recommendations to the governance board regarding programming, education activities, supplemental activities, and expenditures for programs at OCHS.

Coffee with the principal is a monthly meeting for parents to come to school to speak with site leaders, get an update on planned activities, and address any issues or concerns they may have. This is an informal meeting that promotes strengthening and personal relations with staff and parents.

In addition, we make educating your child our highest priority and we require that families make the same commitment. That requires that often our staff and volunteers will make themselves available above and beyond the traditional school hours and also that families commit to supporting the efforts of the school and have their child attend school every day, on time and ready to learn. Although at times, it may be inconvenient for staff and families, our students' success makes these inconveniences worthwhile.

Parents have various means in which to get involved at Oakland Charter High School. We have families attend a minimum, two parent informational meetings. These meetings discuss topics such as state test data, curriculum updates, and LCAP approval.

Most importantly, we encourage parents to become involved in their children's education at home by assuring that their child is completing their assigned work and by making sure that their child leaves home for school at an appropriate time

State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school graduation rates;
- High school dropout rates; and
- Chronic Absenteeism

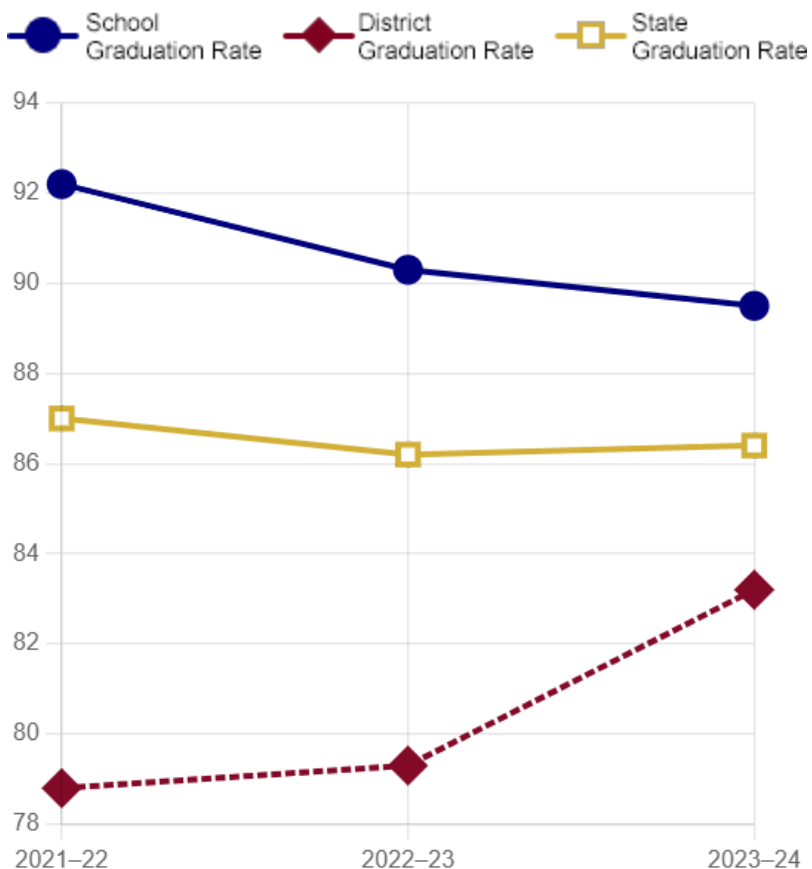
Graduation Rate and Dropout Rate (Four-Year Cohort Rate)

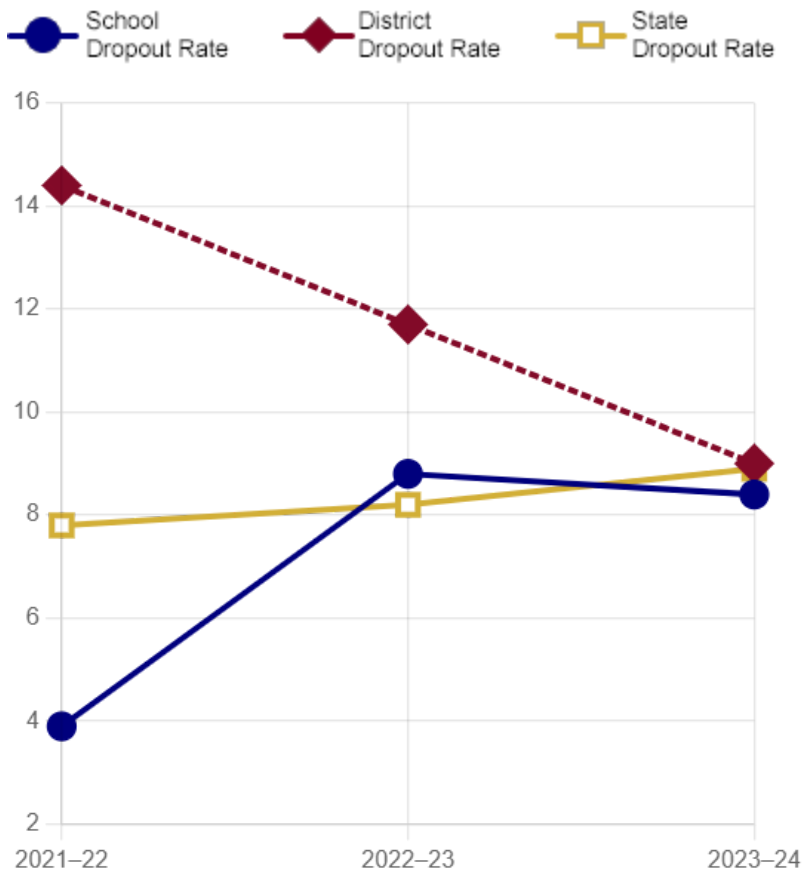
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Indicator	School 2021– 22	School 2022– 23	School 2023– 24	District 2021– 22	District 2022– 23	District 2023– 24	State 2021– 22	State 2022– 23	State 2023– 24
Graduation Rate	92.2%	90.3%	89.5%	78.8%	79.3%	83.2%	87%	86.2%	86.4%
Dropout Rate	3.9%	8.8%	8.4%	14.4%	11.7%	9.0%	7.8%	8.2%	8.9%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a student population is ten or fewer.

Graduation Rates





Graduation Rate by Student Group (Four-Year Cohort Rate) (School Year 2023–24)

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Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	95	85	89.5%
Female	38	34	89.5%
Male	57	51	89.5%
Non-Binary	0.0	0.0	0.0%
American Indian or Alaska Native	0	0	0.00%
Asian	28	28	100.0%
Black or African American	--	--	--
Filipino	0	0	0.00%
Hispanic or Latino	59	50	84.7%
Native Hawaiian or Pacific Islander	0	0	0.00%
Two or More Races	--	--	--
White	0	0	0.00%
English Learners	24	17	70.8%
Foster Youth	0.0	0.0	0.0%
Homeless	--	--	--
Socioeconomically Disadvantaged	91	81	89.0%
Students Receiving Migrant Education Services	0.0	0.0	0.0%
Students with Disabilities	--	--	--

For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at <https://www.cde.ca.gov/ds/ad/acgrinfo.asp>.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a student population is ten or fewer.

Chronic Absenteeism by Student Group (School Year 2023–24)

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Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	379	371	112	30.2%
Female	184	182	61	33.5%
Male	194	188	51	27.1%
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	103	98	13	13.3%
Black or African American	24	24	7	29.2%
Filipino	--	--	--	--
Hispanic or Latino	239	236	86	36.4%
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	--	--	--	--
White	--	--	--	--
English Learners	111	110	42	38.2%
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	295	288	80	27.8%
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	39	39	8	20.5%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

Rate	School 2021– 22	School 2022– 23	School 2023– 24	District 2021– 22	District 2022– 23	District 2023– 24	State 2021– 22	State 2022– 23	State 2023– 24
Suspensions	1.97%	2.44%	3.69%	3.92%	3.85%	4.10%	3.17%	3.60%	3.28%
Expulsions	0.00%	0.00%	0.00%	0.06%	0.08%	0.07%	0.07%	0.08%	0.07%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Suspensions and Expulsions by Student Group (School Year 2023-24)

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Student Group	Suspensions Rate	Expulsions Rate
All Students	3.69%	0%
Female	2.72%	0%
Male	4.64%	0%
Non-Binary	0%	0%
American Indian or Alaska Native	0%	0%
Asian	0.97%	0%
Black or African American	16.67%	0%
Filipino	0%	0%
Hispanic or Latino	3.35%	0%
Native Hawaiian or Pacific Islander	0%	0%
Two or More Races	0%	0%
White	0%	0%
English Learners	5.41%	0%
Foster Youth	0%	0%
Homeless	0%	0%
Socioeconomically Disadvantaged	3.05%	0%
Students Receiving Migrant Education Services	0%	0%
Students with Disabilities	7.69%	0%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Our school's Comprehensive Safety Plan is reviewed and updated annually. The safety plan was last board approved on 2/21/24.

The safety plans contained within were reviewed with all faculty and staff in a staff training at the beginning of the school year and emergency procedures are re-visited throughout the year in staff trainings to reinforce the importance of knowing how to handle emergency situations.

The school regularly holds drills for fire, earthquake and lockdown situations; before, during and after these drills, teachers inform students of the safety procedures and emergency plans for the various scenarios. The basic safety plan conforms to the federally mandated National Incident Management System (NIMS) State mandated Standardized Emergency Management System (SEMS) and is compliant with the Incident Command System (ICS).

?School administrators work closely with police, fire, emergency services and public health officials to ensure our

Comprehensive Safety Plan and Emergency Handbook reflect appropriate practices and that all schools are prepared for

emergencies. Amethod Public Schools takes an all-hazards approach to emergency readiness.

We are prepared to work in partnership with emergency responders should a critical incident occur in one of our schools. All emergency equipment is regularly serviced and emergency first-aid supplies are always at the ready. Our Comprehensive Safety Plan and Emergency Handbook address a multitude of potential incidents, not because we expect them to occur, but because we want to be prepared in case they do.

Elements of the Comprehensive Safety Plan:

SECTION 1: School Safety Overview

SECTION 2: Safe School Reports

SECTION 3: Safe School Action Plans

SECTION 4: School Safety Policy and Procedures

D. Other SARC information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Average Class Size and Class Size Distribution (Elementary) (School Year 2021–22)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K				
1				
2				
3				
4				
5				
6				
Other**				

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Elementary) (School Year 2022-23)

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Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K				
1				
2				
3				
4				
5				
6				
Other**				

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Elementary) (School Year 2023-24)

Amethod Public Schools - Regular Meeting of the AMPS Board of Directors - Agenda - Wednesday January 15, 2025 at 5:00 PM

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K				
1				
2				
3				
4				
5				
6				
Other**				

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Secondary) (School Year 2021–22)

Amethod Public Schools - Regular Meeting of the AMPS Board of Directors - Agenda - Wednesday January 15, 2025 at 5:00 PM

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	24.00	6	13	
Mathematics	24.00	7	6	1
Science	27.00	2	7	3
Social Science	27.00	4	13	1

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Average Class Size and Class Size Distribution (Secondary) (School Year 2022–23)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	26.00	3	13	0
Mathematics	26.00	5	9	2
Science	22.00	7	9	0
Social Science	25.00	4	11	2

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Average Class Size and Class Size Distribution (Secondary) (School Year 2023–24)

Amethod Public Schools - Regular Meeting of the AMPS Board of Directors - Agenda - Wednesday January 15, 2025 at 5:00 PM

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	27.00	3	13	1
Mathematics	25.00	3	10	
Science	25.00	2	10	1
Social Science	27.00	2	11	

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Ratio of Pupils to Academic Counselor (School Year 2023–24)

181:2

Title	Ratio
Pupils to Academic Counselor*	0

* One full-time equivalent (FTE) equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time.

Student Support Services Staff (School Year 2023-24)

Amesbury Public Schools - Regular Meeting of the AMPS Board of Directors - Agenda - Wednesday January 15, 2025 at 5:00 PM

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	3.00
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other**	0.00

* One full-time equivalent (FTE) equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time.

** "Other" category is for all other student support services staff positions not listed.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2022–23)

Amethod Public Schools - Regular Meeting of the AMPS Board of Directors - Agenda - Wednesday January 15, 2025 at 5:00 PM

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	--	--	\$17833.16	--
District	N/A	N/A	--	\$71765.00
Percent Difference – School Site and District	N/A	N/A	--	--
State	N/A	N/A	\$10770.62	\$94625.00
Percent Difference – School Site and State	N/A	N/A	--	--

Note: Cells with N/A values do not require data.

Types of Services Funded (Fiscal Year 2023–24)

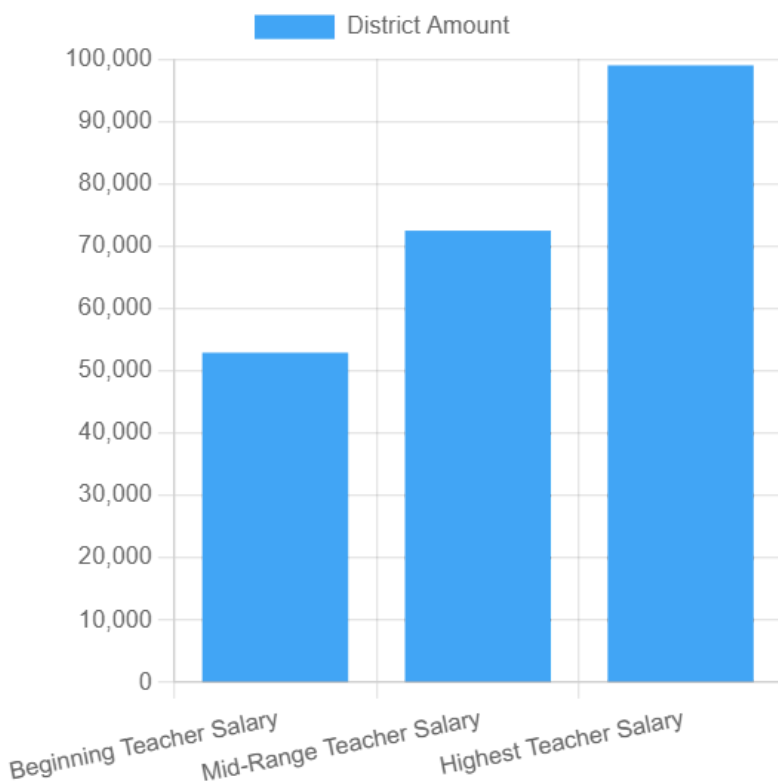
We analyze data from the SBAC and ELPAC results, IEP evaluations, individualized MAP progress reports, unit assessments, quizzes, observations, teachers, parents, and students' input through surveys and anecdotal records to assess Tier 1 and 2 and English Learners needs.

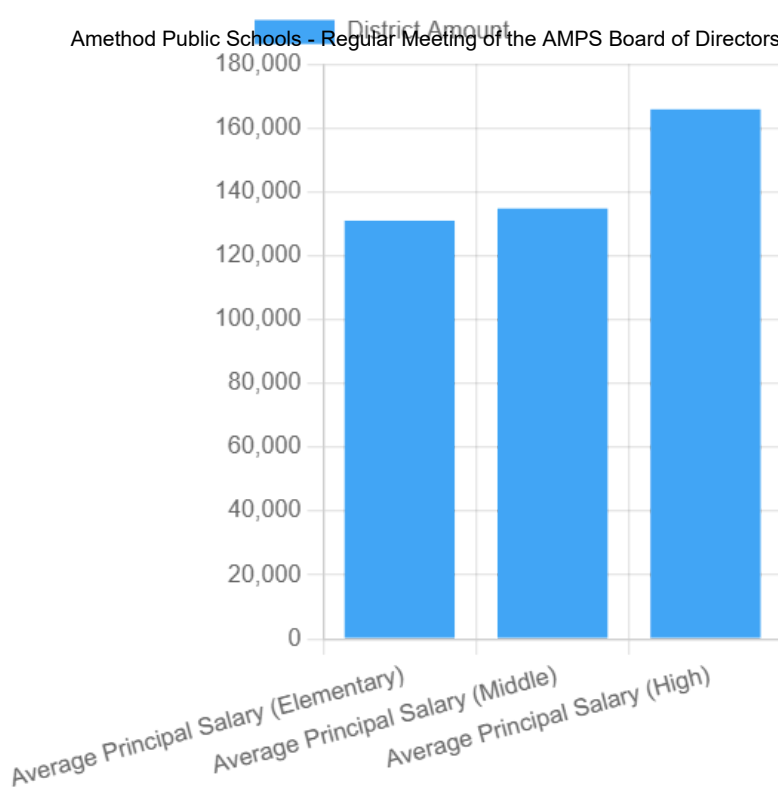
Teacher and Administrative Salaries (Fiscal Year 2022-23)

Amethod Public Schools - Regular Meeting of the AMPS Board of Directors - Agenda - Wednesday January 15, 2025 at 5:00 PM

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$52905.00	\$56572.74
Mid-Range Teacher Salary	\$72469.00	\$87185.69
Highest Teacher Salary	\$98980.00	\$119664.66
Average Principal Salary (Elementary)	\$130935.00	\$148486.09
Average Principal Salary (Middle)	\$134745.00	\$154835.19
Average Principal Salary (High)	\$165799.00	\$170007.96
Superintendent Salary	\$324939.00	\$338699.13
Percent of Budget for Teacher Salaries	28.11%	31.41%
Percent of Budget for Administrative Salaries	7.99%	4.86%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at <https://www.cde.ca.gov/ds/fd/cs/>.





Percent of Students in AP Courses 63 %

Subject	Number of AP Courses Offered*
Computer Science	2
English	4
Fine and Performing Arts	1
Foreign Language	2
Mathematics	4
Science	2
Social Science	7
Total AP Courses Offered*	22

* Where there are student course enrollments of at least one student.

Professional Development

APMS professional development plan for high school educators focuses on enhancing career and college readiness, with a strong emphasis on leveraging data to drive instructional practices that promote successful students with high graduation rates. Throughout the remainder of the school year, educators will engage in data-driven professional development sessions aimed at aligning curriculum, instruction, and student support services with the skills and knowledge necessary for post-secondary success. Workshops will focus on strategies to integrate career readiness frameworks, college preparation, and real-world skills into daily lessons, ensuring that all students are prepared for success after graduation, whether they pursue higher education, vocational training, or enter the workforce.

The plan will incorporate ongoing analysis of student performance data, such as course grades, standardized test scores, and early warning indicators, to identify students at risk of not meeting graduation requirements. Teachers will be trained to use this data to personalize learning and provide targeted interventions. Additionally, professional development will include sessions on fostering college-going cultures, incorporating career exploration activities, and helping students develop essential soft skills, such as communication, problem-solving, and time management. Educators will also collaborate in professional learning communities (PLCs) to assess student progress, share best practices for supporting at-risk students, and align teaching strategies with college and career readiness standards. This continuous, data-informed approach will help improve high school graduation rates and ensure that students are equipped with the tools they need to succeed in their post-secondary endeavors.

Measure	2022– 23	2023– 24	2024– 25
Number of school days dedicated to Staff Development and Continuous Improvement	15	18	15

John Henry High

2023–24 School Accountability Report Card

Reported Using Data from the 2023–24 School Year

California Department of Education

Address: 1402 Marina Way South
Richmond, CA , 94804-2411

Principal: Stacy Drakeford

Phone: (510) 436-0172

Grade Span: 9-12

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard

The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

Admission Requirements for the University of California (UC)

Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at <https://admission.universityofcalifornia.edu/>.

Admission Requirements for the California State University (CSU)

Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at <https://www2.calstate.edu/>.

Stacy Drakeford

📍 Principal, John Henry High

Welcome to our school John Henry High School! I am Stacy Drakeford, the Principal, and it is my pleasure to introduce you to our vibrant learning community. As a proud graduate of Morehouse College and Relay Graduate School, I am dedicated to fostering an environment where every student can thrive academically and personally.

At our school, transparency and accountability are paramount, which is why we utilize the School Accountability Report Card (SARC) as a vital tool to share our progress with you. The SARC not only highlights our achievements but also provides insight into our commitment to improvement. We are excited to share some of our positive highlights from the SARC.

This year, we have seen significant progress in various areas, reflecting our commitment to excellence in education. Our students are achieving milestones that we are proud of, and we continue to strive for even greater success. We also recognize that there are areas where we can grow. We are actively working on strengthening our English Development and Math Program, ensuring that our students have more opportunities for meaningful discourse in the classroom. By fostering critical thinking across all content areas, we aim to equip our students with the skills they need for future success.

We invite our parents and community members to engage with us by reviewing the SARC and sharing your valuable feedback. Your insights are crucial in helping us improve and create the best possible learning environment for our students.

If you have any questions or concerns, please do not hesitate to reach out. You can contact me directly at 510-235-2349 or via email at sdrakeford@amethodschools.org.

Thank you for your continued support, and together, let's inspire our students to reach new heights!

Warm regards,

Stacy Drakeford

Site Director

510-235-2349

sdrakeford@amethodschools.org

Contact

John Henry High
1402 Marina Way South
Richmond, CA 94804-2411

Phone: [\(510\) 436-0172](tel:(510)436-0172)

Email: sdrakeford@amethodschools.org

Contact Information (School Year 2024–25)

District Contact Information (School Year 2024–25)

District Name	SBE - John Henry High
Phone Number	(510) 235-2439
Superintendent	Barnes, Adrienne
Email Address	abarnes@amethodschools.org
Website	http://jhhs.amethodschools.org

School Contact Information (School Year 2024–25)

School Name	John Henry High
Street	1402 Marina Way South
City, State, Zip	Richmond, CA , 94804-2411
Phone Number	(510) 436-0172
Principal	Stacy Drakeford
Email Address	sdrakeford@amethodschools.org
Website	www.amethodschools.org
Grade Span	9-12
County-District-School (CDS) Code	07773540132233

School Description and Mission Statement (School Year 2024–25)

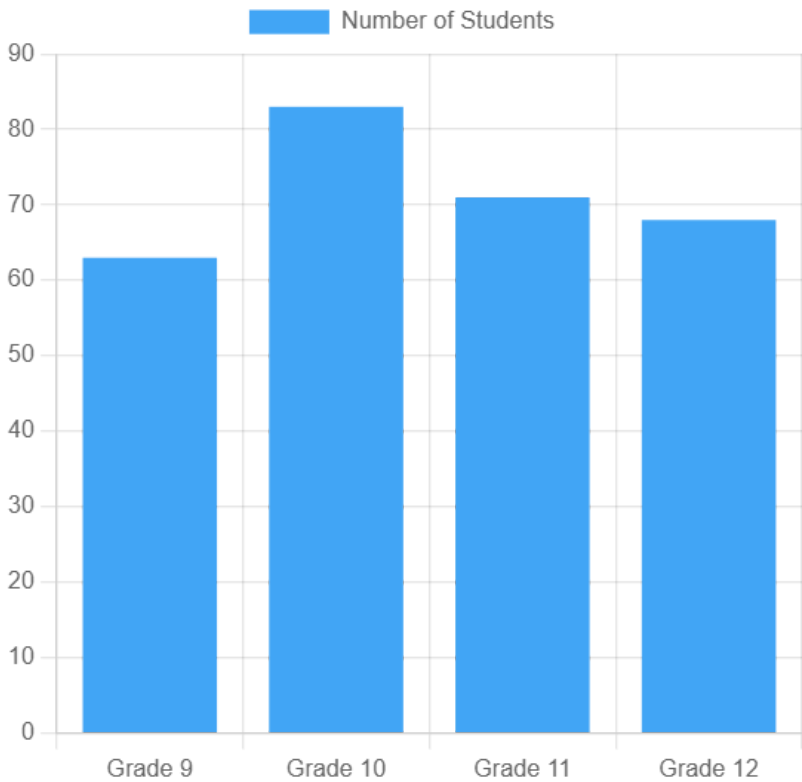
our Mission

To provide a rigorous college preparatory education and character development program that will prepare students from underserved communities to succeed in college and beyond.

John Henry High School (JHHS) seeks to advance students' motivation and belief in academic achievement while in their pursuit of a thriving future. JHHS is a free and public charter school that believes in the promise of hard working students from diverse perspectives, socio economic status, backgrounds, and talents. JHHS will provide a rigorous academic program to all students who wish to attend, yet will specifically outreach to families that live in low income areas, survive below the federal poverty line, or whose parents have never attended college. The Charter School will serve up to 500 students in the ninth through twelfth grades with the goal of achieving higher academic results than neighboring high school campuses by focusing on rigorous state aligned academic programs, accountability, and excellence by providing an educational program that reinforces structured and demanding A-G coursework. The Charter School will meet its mission by working in collaboration with all stakeholders

Student Enrollment by Grade Level (School Year 2023–24)

Grade Level	Number of Students
Grade 9	63
Grade 10	83
Grade 11	71
Grade 12	68
Total Enrollment	285



Student Enrollment by Student Group (School Year 2023–24)

Student Group	Percent of Total Enrollment
Female	44.90%
Male	54.40%
Non-Binary	0.70%
American Indian or Alaska Native	0.00%
Asian	0.00%
Black or African American	3.20%
Filipino	0.00%
Hispanic or Latino	94.40%
Native Hawaiian or Pacific Islander	0.40%
Two or More Races	0.00%
White	1.80%

Student Group (Other)	Percent of Total Enrollment
English Learners	38.60%
Foster Youth	0.00%
Homeless	0.00%
Migrant	0.00%
Socioeconomically Disadvantaged	82.80%
Students with Disabilities	11.90%

A. Conditions of Learning**State Priority: Basic**

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Preparation and Placement (School Year 2020–21)

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	5.90	42.21%	5.90	42.21%	228366.10	83.12%
Intern Credential Holders Properly Assigned	0.00	0.00%	0.00	0.00%	4205.90	1.53%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	8.10	57.72%	8.10	57.72%	11216.70	4.08%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00%	0.00	0.00%	12115.80	4.41%
Unknown/Incomplete/NA	0.00	0.00%	0.00	0.00%	18854.30	6.86%
Total Teaching Positions	14.10	100.00%	14.10	100.00%	274759.10	100.00%

Note: The data in this table is based on full-time equivalent (FTE) status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teacher Preparation and Placement (School Year 2021–22)

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	9.30	52.50%	9.30	52.50%	234405.20	84.00%
Intern Credential Holders Properly Assigned	0.80	4.49%	0.80	4.49%	4853.00	1.74%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	7.60	42.96%	7.60	42.96%	12001.50	4.30%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00%	0.00	0.00%	11953.10	4.28%
Unknown/Incomplete/NA	0.00	0.00%	0.00	0.00%	15831.90	5.67%
Total Teaching Positions	17.80	100.00%	17.80	100.00%	279044.80	100.00%

Note: The data in this table is based on full-time equivalent (FTE) status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teacher Preparation and Placement (School Year 2022–23)

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	9.60	64.00%	9.60	64.00%	231142.40	100.00%
Intern Credential Holders Properly Assigned	0.00	0.00%	0.00	0.00%	5566.40	2.00%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	5.40	36.00%	5.40	36.00%	14938.30	5.38%
Credentialed Teachers Assigned Out- of-Field ("out-of-field" under ESSA)	0.00	0.00%	0.00	0.00%	11746.90	4.23%
Unknown/Incomplete/NA	0.00	0.00%	0.00	0.00%	14303.80	5.15%
Total Teaching Positions	15.00	100.00%	15.00	100.00%	277698	100%

Note: The data in this table is based on full-time equivalent (FTE) status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

Authorization/Assignment	2020-21 Number	2021-22 Number	2022-23 Number
Permits and Waivers	3.00	0.00	0
Misassignments	5.20	7.60	5.4
Vacant Positions	0.00	0.00	0
Total Teachers Without Credentials and Misassignments	8.10	7.60	5.4

Credentialed Teachers Assigned Out-of-Field (considered "out-of-field" under ESSA)

Indicator	2020-21 Number	2021-22 Number	2022-23 Number
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00	0
Local Assignment Options	0.00	0.00	0
Total Out-of-Field Teachers	0.00	0.00	0

Class Assignments

Indicator	2020– 21 Percent	2021– 22 Percent	2022– 23 Percent
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	43.00%	48%	53.5%
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	32.80%	11.1%	32%

Note: For more information refer to the Updated Teacher Equity Definitions web page at

<https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2024–25)

Year and month in which the data were collected: August 2024

Subject	List of Textbooks and Other Instructional Materials/Indicate if from Most Recent Adoption/Year of Adoption	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	<p>Springboard - Adopted 2020</p> <p>AMSCO: Advanced Placement English Language and Composition - Adopted 2019</p> <p>Literature & Composition: Essential Voices, Essential Skills for the AP® Course 3rd Edition - Adopted 2022</p> <p>National Geographic Learning / Cengage: Perspectives 3, 4 - Adopted 2020</p>	0
Mathematics	<p>Imagine Learning: Illustrative Mathematics Algebra 1, Illustrative Mathematics Geometry, Illustrative Mathematics Algebra 2 - Adopted 2024</p> <p>Pearson: Precalculus: Graphical, Numerical, and Algebraic AP® Edition 11th Edition - Adopted 2024</p> <p>Cengage: Calculus: Early Transcendental Functions - Adopted 2024</p>	0
Science	<p>McGraw Hill: Inspire Physical Science, Inspire Biology, Inspire Chemistry - Adopted 2020</p> <p>Cengage: Biology 11th Edition - Adopted 2019</p>	0
History-Social Science	<p>Pearson: Racial and Ethnic Groups 15th Ed Schaefer - Adopted 2019</p> <p>Pearson: World Civilizations: The Global Experience Since 1200, 8th Edition, AP® Edition - Adopted 2021</p> <p>Pearson: By the People: A History of the United States, 3rd, AP® Edition - Adopted 2024</p> <p>Pearson: American Government, 14th AP® Edition - Adopted 2022</p> <p>TCi: History Alive! World Connections, History Alive! Pursuing American Ideals - Adopted 2020</p> <p>TCi: Econ Alive! The Power to Choose, Government Alive! Power, Politics, and You - Adopted 2024</p>	0

Subject	Materials/Indicate if from Most Recent Adoption/Year of Adoption	Lacking Own Assigned Copy
Foreign Language	Vista Higher Learning: Descubre - Adopted 2022 Vista Higher Learning: AP® Spanish Language and Culture Exam Preparation, 3rd Edition - Adopted 2024	0
Health		0
Visual and Performing Arts		0
Science Lab Eqpmt (Grades 9-12)	N/A	0

Note: Cells with N/A values do not require data.

School Facility Conditions and Planned Improvements

The LEA has ensured that this school has facilities that are safe, clean, and adequate, and that any needed maintenance to ensure good repair has been or will soon be completed.

School Facility Good Repair Status

Using the **most recently collected** Facility Inspection Tool (FIT) data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

Year and month of the most recent FIT report: December 2024

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	Address carpet trim and partition repairs.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/Fountains		
Safety: Fire Safety, Hazardous Materials	Good	Mount fire extinguishers securely in all areas.
Structural: Structural Damage, Roofs	Good	Resolve leak issues near exit doors.
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	

Overall Facility Rate

Year and month of the most recent FIT report: December 2024

Overall Rating	Good
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State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System includes assessments for English language arts/literacy [ELA], mathematics, and science for students in the general education population and the California Alternate Assessment [CAA]. Only eligible students may participate in the administration of the CAA. CAA items are aligned with alternate achievement standards, which are linked with the Common Core Standards [CCSS] or California Next Generation Science Standards [CA NGSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAA for ELA** in grades three through eight and grade eleven.
 2. **Smarter Balanced Summative Assessments and CAA for mathematics** in grades three through eight and grade eleven.
 3. **California Science Test (CAST) and CAA for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).
- **College and Career Ready:** The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in ELA and Mathematics for All Students taking and completing state-administered assessments Grades Three through Eight and Grade Eleven Percentage of Students Meeting or Exceeding the State Standard

Amethod Public Schools - Regular Meeting of the AMPS Board of Directors - Agenda - Wednesday January 15, 2025 at 5:00 PM

Subject	School 2022– 23	School 2023– 24	District 2022– 23	District 2023– 24	State 2022– 23	State 2023– 24
English Language Arts / Literacy (grades 3-8 and 11)	26%	41%	26%	41%	46%	47%
Mathematics (grades 3-8 and 11)	10%	15%	10%	15%	34%	35%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: ELA and Mathematics test results include the Smarter Balanced Summative Assessments and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAA divided by the total number of students who participated in both assessments.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	74	73	98.65%	1.35%	41.10%
Female	29	28	96.55%	3.45%	42.86%
Male	45	45	100.00%	0.00%	40.00%
American Indian or Alaska Native	0	0	0%	0%	0%
Asian	0	0	0%	0%	0%
Black or African American	--	--	--	--	--
Filipino	0	0	0%	0%	0%
Hispanic or Latino	71	70	98.59%	1.41%	42.86%
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	0	0	0%	0%	0%
White	--	--	--	--	--
English Learners	33	33	100.00%	0.00%	9.09%
Foster Youth	0	0	0%	0%	0%
Homeless	0	0	0%	0%	0%
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	69	68	98.55%	1.45%	42.65%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	--	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessments and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	74	74	100.00%	0.00%	14.86%
Female	29	29	100.00%	0.00%	6.90%
Male	45	45	100.00%	0.00%	20.00%
American Indian or Alaska Native	0	0	0%	0%	0%
Asian	0	0	0%	0%	0%
Black or African American	--	--	--	--	--
Filipino	0	0	0%	0%	0%
Hispanic or Latino	71	71	100.00%	0.00%	15.49%
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	0	0	0%	0%	0%
White	--	--	--	--	--
English Learners	33	33	100.00%	0.00%	12.12%
Foster Youth	0	0	0%	0%	0%
Homeless	0	0	0%	0%	0%
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	69	69	100.00%	0.00%	15.94%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	--	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessments and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2022–23	School 2023–24	District 2022–23	District 2023–24	State 2022–23	State 2023–24
Science (grades 5, 8, and high school)	10.77%	7.86%			30.29%	30.73%

Note: Science test results include the CAST and the CAA for Science. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Test Results in Science by Student Group

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Grades Five, Eight and High School (School Year 2023–24)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	142	140	98.59%	1.41%	7.86%
Female	62	60	96.77%	3.23%	8.33%
Male	80	80	100.00%	0.00%	7.50%
American Indian or Alaska Native	0	0	0%	0%	0%
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0%	0%	0%
Hispanic or Latino	134	132	98.51%	1.49%	8.33%
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	0	0	0%	0%	0%
White	--	--	--	--	--
English Learners	56	54	96.43%	3.57%	3.70%
Foster Youth	0	0	0%	0%	0%
Homeless	0	0	0%	0%	0%
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	127	125	98.43%	1.57%	8.80%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	17	16	94.12%	5.88%	0.00%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Career Technical Education (CTE) Participation (School Year 2023–24)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	--
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	--
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	--

Course Enrollment/Completion of University of California (UC) and/or California State University (CSU) Admission Requirements

UC/CSU Course Measure	Percent
2023–24 Pupils Enrolled in Courses Required for UC/CSU Admission	100.00%
2022–23 Graduates Who Completed All Courses Required for UC/CSU Admission	100.00%

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

California Physical Fitness Test Results (School Year 2023–24)

Percentage of Students Participating in each of the five Fitness Components

Grade	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
9	62%	62%	62%	62%	62%

Note: The admistration of the PFT requires only participation results for these five fitness areas.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site

Opportunities for Parental Involvement (School Year 2024–25)

Parent and community engagement is a priority and key to the success of the school. We believe our educational partners are central support for our students. There are multiple ways for parents to engage in the school community both formally and informally.

The Family Staff Team (FST) is composed of staff, community and more importantly of parents whom are “potential transformers” and are ready to serve as a team to assure that academic performance and student success through measurable deliverables remain the top driver in inner city charter schools. All the members in the group seek improvement in the community as a whole, inspired by the power of school choice and accountability. The group meets regularly to identify matters that are pertinent to the families and local charter school community and make recommendations to the governance board regarding programming, education activities, supplemental activities, and expenditures for programs at JHHS.

Coffee with the principal is a monthly meeting for parents to come to school to speak with site leaders, get an update on planned activities, and address any issues or concerns they may have. This is an informal meeting that promotes strengthening and personal relations with staff and parents.

In addition, we make educating your child our highest priority and we require that families make the same commitment. That requires that often our staff and volunteers will make themselves available above and beyond the traditional school hours and also that families commit to supporting the efforts of the school and have their child attend school every day, on time and ready to learn. Although at times, it may be inconvenient for staff and families, our students' success makes these inconveniences worthwhile.

Parents have various means in which to get involved at John Henry High School. We have families attend a minimum, two parent informational meetings. These meetings discuss topics such as state test data, curriculum updates, and LCAP approval.

Most importantly, we encourage parents to become involved in their children's education at home by assuring that their child is completing their assigned work and by making sure that their child leaves home for school at an appropriate time

State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school graduation rates;
- High school dropout rates; and
- Chronic Absenteeism

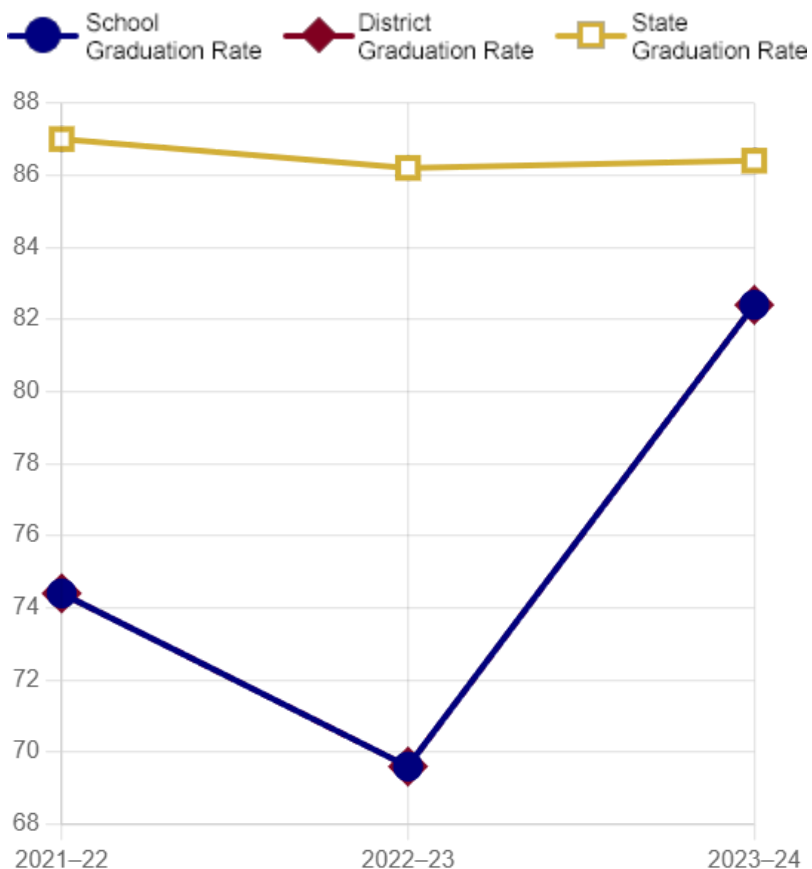
Graduation Rate and Dropout Rate (Four-Year Cohort Rate)

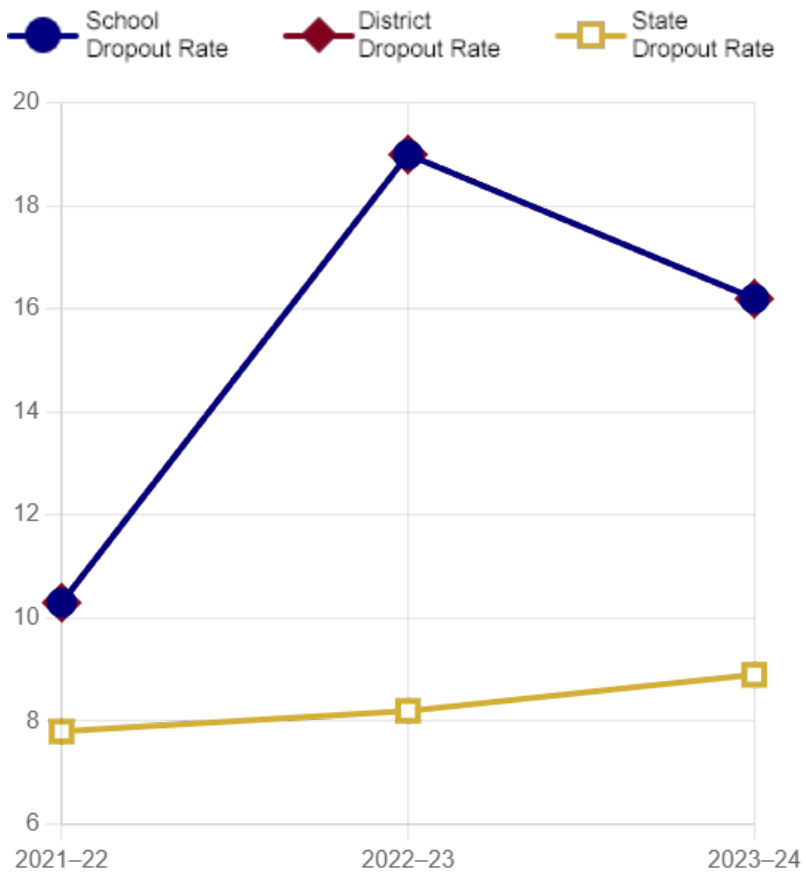
Amethod Public Schools - Regular Meeting of the AMPS Board of Directors - Agenda - Wednesday January 15, 2025 at 5:00 PM

Indicator	School 2021– 22	School 2022– 23	School 2023– 24	District 2021– 22	District 2022– 23	District 2023– 24	State 2021– 22	State 2022– 23	State 2023– 24
Graduation Rate	74.4%	69.6%	82.4%	74.4%	69.6%	82.4%	87%	86.2%	86.4%
Dropout Rate	10.3%	19.0%	16.2%	10.3%	19.0%	16.2%	7.8%	8.2%	8.9%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a student population is ten or fewer.

Graduation Rates





Graduation Rate by Student Group (Four-Year Cohort Rate) (School Year 2023–24)

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Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	74	61	82.4%
Female	39	32	82.1%
Male	35	29	82.9%
Non-Binary	0.0	0.0	0.0%
American Indian or Alaska Native	0	0	0.00%
Asian	--	--	--
Black or African American	--	--	--
Filipino	0	0	0.00%
Hispanic or Latino	69	56	81.2%
Native Hawaiian or Pacific Islander	0	0	0.00%
Two or More Races	0	0	0.00%
White	--	--	--
English Learners	39	27	69.2%
Foster Youth	0.0	0.0	0.0%
Homeless	--	--	--
Socioeconomically Disadvantaged	72	59	81.9%
Students Receiving Migrant Education Services	0.0	0.0	0.0%
Students with Disabilities	--	--	--

For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at <https://www.cde.ca.gov/ds/ad/acgrinfo.asp>.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a student population is ten or fewer.

Chronic Absenteeism by Student Group (School Year 2023–24)

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Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	325	314	32	10.2%
Female	152	148	19	12.8%
Male	173	166	13	7.8%
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	13	11	2	18.2%
Filipino	--	--	--	--
Hispanic or Latino	304	295	29	9.8%
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	--	--	--	--
White	--	--	--	--
English Learners	134	131	15	11.5%
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	267	262	27	10.3%
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	41	36	2	5.6%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

Rate	School 2021– 22	School 2022– 23	School 2023– 24	District 2021– 22	District 2022– 23	District 2023– 24	State 2021– 22	State 2022– 23	State 2023– 24
Suspensions	6.72%	4.71%	5.54%	6.72%	4.71%	5.54%	3.17%	3.60%	3.28%
Expulsions	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.07%	0.08%	0.07%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Suspensions and Expulsions by Student Group (School Year 2023-24)

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Student Group	Suspensions Rate	Expulsions Rate
All Students	5.54%	0%
Female	3.95%	0%
Male	6.94%	0%
Non-Binary	0%	0%
American Indian or Alaska Native	0%	0%
Asian	0%	0%
Black or African American	23.08%	0%
Filipino	0%	0%
Hispanic or Latino	4.28%	0%
Native Hawaiian or Pacific Islander	0%	0%
Two or More Races	0%	0%
White	0%	0%
English Learners	6.72%	0%
Foster Youth	0%	0%
Homeless	0%	0%
Socioeconomically Disadvantaged	3.75%	0%
Students Receiving Migrant Education Services	0%	0%
Students with Disabilities	9.76%	0%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Our school's Comprehensive Safety Plan is reviewed and updated annually. The safety plan was last board approved on 2/21/24.

The safety plans contained within were reviewed with all faculty and staff in a staff training at the beginning of the school year and emergency procedures are re-visited throughout the year in staff trainings to reinforce the importance of knowing how to handle emergency situations.

The school regularly holds drills for fire, earthquake and lockdown situations; before, during and after these drills, teachers inform students of the safety procedures and emergency plans for the various scenarios. The basic safety plan conforms to the federally mandated National Incident Management System (NIMS) State mandated Standardized Emergency Management System (SEMS) and is compliant with the Incident Command System (ICS).

?School administrators work closely with police, fire, emergency services and public health officials to ensure our

Comprehensive Safety Plan and Emergency Handbook reflect appropriate practices and that all schools are prepared for

emergencies. Amethod Public Schools takes an all-hazards approach to emergency readiness.

We are prepared to work in partnership with emergency responders should a critical incident occur in one of our schools. All emergency equipment is regularly serviced and emergency first-aid supplies are always at the ready. Our Comprehensive Safety Plan and Emergency Handbook address a multitude of potential incidents, not because we expect them to occur, but because we want to be prepared in case they do.

Elements of the Comprehensive Safety Plan:

SECTION 1: School Safety Overview

SECTION 2: Safe School Reports

SECTION 3: Safe School Action Plans

SECTION 4: School Safety Policy and Procedures

D. Other SARC information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Average Class Size and Class Size Distribution (Elementary) (School Year 2021–22)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K				
1				
2				
3				
4				
5				
6				
Other**				

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Elementary) (School Year 2022-23)

Amethod Public Schools - Regular Meeting of the AMPS Board of Directors - Agenda - Wednesday January 15, 2025 at 5:00 PM

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K				
1				
2				
3				
4				
5				
6				
Other**				

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K				
1				
2				
3				
4				
5				
6				
Other**				

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Secondary) (School Year 2021–22)

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Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	23.00	8	10	
Mathematics	24.00	5	7	1
Science	25.00	4	8	
Social Science	26.00	2	13	

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Average Class Size and Class Size Distribution (Secondary) (School Year 2022–23)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	23.00	8	9	2
Mathematics	19.00	13	3	0
Science	20.00	6	3	0
Social Science	24.00	4	8	0

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Average Class Size and Class Size Distribution (Secondary) (School Year 2023–24)

Amethod Public Schools - Regular Meeting of the AMPS Board of Directors - Agenda - Wednesday January 15, 2025 at 5:00 PM

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	22.00	6	11	
Mathematics	23.00	5	7	
Science	22.00	6	6	
Social Science	24.00	4	8	

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Ratio of Pupils to Academic Counselor (School Year 2023–24)

Title	Ratio
Pupils to Academic Counselor*	285

* One full-time equivalent (FTE) equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time.

Student Support Services Staff (School Year 2023-24)

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Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	2.00
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1.00
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	1.00
Resource Specialist (non-teaching)	2.00
Other**	0.00

* One full-time equivalent (FTE) equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time.

** "Other" category is for all other student support services staff positions not listed.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2022–23)

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Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	--	--	\$18952.88	--
District	N/A	N/A	--	--
Percent Difference – School Site and District	N/A	N/A	--	--
State	N/A	N/A	\$10770.62	--
Percent Difference – School Site and State	N/A	N/A	--	--

Note: Cells with N/A values do not require data.

Types of Services Funded (Fiscal Year 2023–24)

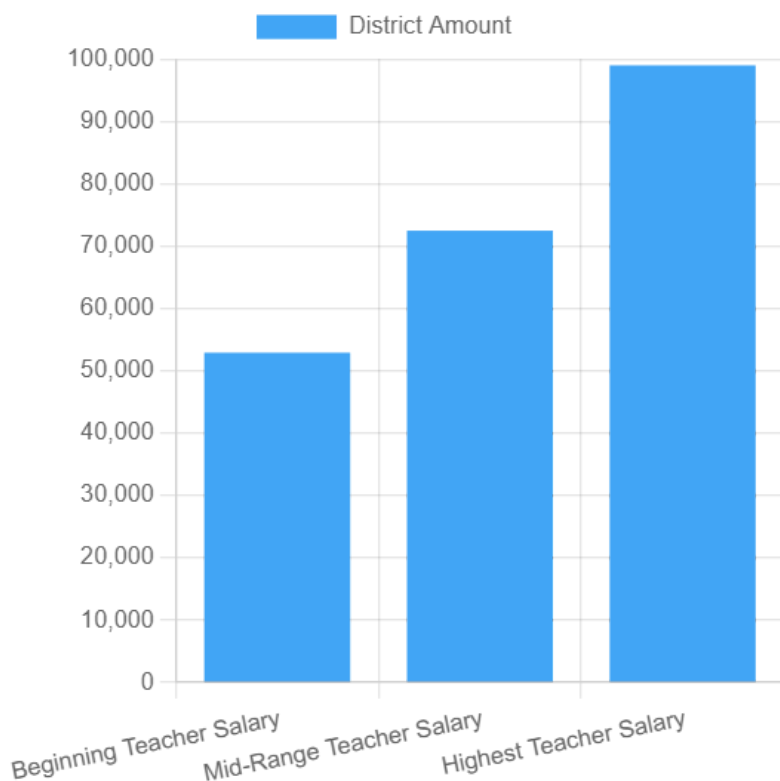
We analyze data from the SBAC and ELPAC results, IEP evaluations, individualized MAP progress reports, unit assessments, quizzes, observations, teachers, parents, and students' input through surveys and anecdotal records to assess Tier 1 and 2 and English Learners needs.

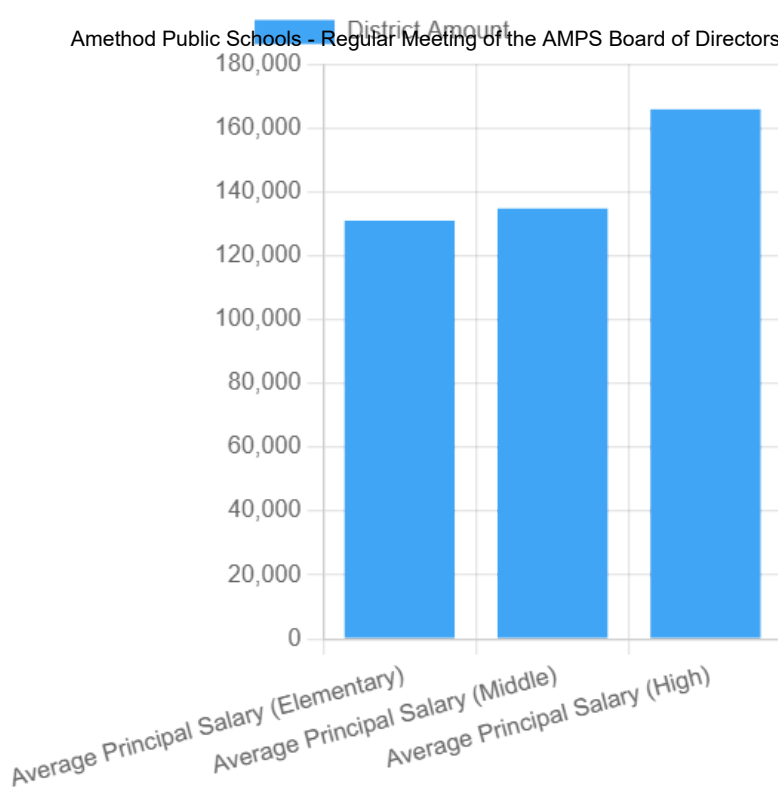
Teacher and Administrative Salaries (Fiscal Year 2022-23)

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Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$52905.00	--
Mid-Range Teacher Salary	\$72469.00	--
Highest Teacher Salary	\$98980.00	--
Average Principal Salary (Elementary)	\$130935.00	--
Average Principal Salary (Middle)	\$134745.00	--
Average Principal Salary (High)	\$165799.00	--
Superintendent Salary	\$324939.00	--
Percent of Budget for Teacher Salaries	28.11%	--
Percent of Budget for Administrative Salaries	7.99%	--

For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at <https://www.cde.ca.gov/ds/fd/cs/>.





Percent of Students in AP Courses 27.7 %

Subject	Number of AP Courses Offered*
Computer Science	0
English	0
Fine and Performing Arts	1
Foreign Language	2
Mathematics	1
Science	1
Social Science	0
Total AP Courses Offered*	5

* Where there are student course enrollments of at least one student.

Professional Development

AMPS professional development plan for high school educators focuses on enhancing career and college readiness, with a strong emphasis on leveraging data to drive instructional practices that promote successful students with high graduation rates. Throughout the remainder of the school year, educators will engage in data-driven professional development sessions aimed at aligning curriculum, instruction, and student support services with the skills and knowledge necessary for post-secondary success. Workshops will focus on strategies to integrate career readiness frameworks, college preparation, and real-world skills into daily lessons, ensuring that all students are prepared for success after graduation, whether they pursue higher education, vocational training, or enter the workforce.

The plan will incorporate ongoing analysis of student performance data, such as course grades, standardized test scores, and early warning indicators, to identify students at risk of not meeting graduation requirements. Teachers will be trained to use this data to personalize learning and provide targeted interventions. Additionally, professional development will include sessions on fostering college-going cultures, incorporating career exploration activities, and helping students develop essential soft skills, such as communication, problem-solving, and time management. Educators will also collaborate in professional learning communities (PLCs) to assess student progress, share best practices for supporting at-risk students, and align teaching strategies with college and career readiness standards. This continuous, data-informed approach will help improve high school graduation rates and ensure that students are equipped with the tools they need to succeed in their post-secondary endeavors.

Measure	2022–23	2023–24	2024–25
Number of school days dedicated to Staff Development and Continuous Improvement	15	18	15

Coversheet

Brown Act Training by Procopio

Section:	III. Business
Item:	D. Brown Act Training by Procopio
Purpose:	Discuss
Submitted by:	
Related Material:	AMPS - Brown Act and Conflicts Training (1-15-2025).pdf



Amethod Public Schools

Brown Act, Fiduciary Duties, and Avoiding Conflicts of Interest

January 15, 2025

Merrick A. Wadsworth, Partner

Procopio, Cory, Hargreaves & Savitch, LLP

Ralph M. Brown Act



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Holding Board Meetings: Brown Act

- The Brown Act is California's "open meetings" law for local public agencies
 - Applies to charter schools as of January 1, 2020, per SB 126 (2019),
- Generally requires that the actions of a local public agency's governing board be taken at an open meeting accessible to the public, duly noticed, where the public can attend and speak on matters on the agenda or within the agency's jurisdiction

Holding Board Meetings: Brown Act

- What is a meeting?
 - Any congregation of a majority of Board members to discuss any item of school business
 - Much broader than traditional concept
 - Avoid inadvertent meetings, e.g., at a social gathering
 - Avoid “serial” meetings, e.g., by text or email

Holding Board Meetings: Brown Act

- Limited exceptions (these are NOT a meeting):
 - A majority of Board members may attend a conference or similar gathering open to the public that involves a discussion of issues of general interest to the public or to like schools, provided that a majority of the Board do not discuss school business among themselves other than as part of the scheduled program
 - May also attend an open community meeting, another agency's meeting, or social or ceremonial occasions with similar limitations, or as observer-only at committee meeting

Holding Board Meetings: Brown Act

- What else is NOT a meeting?
 - One-on-one agenda briefings (no serial meetings)
 - Conversations about whether to call a meeting
 - Information-only updates *received* by the full Board (no reply-all)
- What about annual retreats, strategic planning sessions, budget study sessions?
 - *These are meetings*
- What about board member use of social media?

Holding Board Meetings: Brown Act

- Types of Meetings
 - “Regular” meetings require 72 hours posting notice
 - “Special” meetings require 24 hours posting notice
 - “Emergency” – very rarely used
- Board must set time and place for regular meetings (e.g., a regular meeting schedule)
 - If necessary, regular meetings can be adjourned or rescheduled to a later date
- Special meetings held as needed between regular meetings
 - Special meeting may be called by presiding officer or majority of Board

Holding Board Meetings: Where Can Meetings Be?

- Under Brown Act, meetings must be held within the jurisdiction
- Under Ed. Code section 47604.1 (i.e., SB 126), for a board operating two or more charter schools that are not located in the same county:
 - The governing body shall meet within the physical boundaries of the county in which the greatest number of pupils enrolled across all schools reside
 - A two-way teleconference location shall be established at all sites and resource centers
 - Meetings must be recorded, and recordings must be posted on each school's website

Holding Board Meetings: Teleconferencing

- Board members may use teleconferencing only if:
 - Agenda identifies teleconference locations (i.e., where Board members are dialing-in from)
 - Quorum of Board is participating from within the jurisdiction
 - Agenda is posted at all teleconference locations in same timelines (72 hours or 24 hours in advance of meeting)
 - Teleconference locations are accessible to the public
 - Roll call votes are used
- These are the “traditional” teleconferencing requirements

AB 361 (2021): Virtual Meetings During Emergency

- The Board may use teleconferencing without complying with many of the traditional rules if:
 - The Governor has proclaimed a state of emergency; and
 - The Board determines that due to the emergency, meeting in person would present imminent risks to the health or safety of attendees.

AB 361 (2021): Virtual Meetings During Emergency

- To hold virtual meetings, must comply with the following:
 - Make appropriate findings every 45 days
 - Roll call votes required
 - Agenda must be posted in a publicly accessible location and on the website
 - Agenda must identify how the public can access the meeting (e.g., a Zoom link)
 - The public must be notified of how they can address the Board

AB 361 (2021): Virtual Meetings During Emergency

- To hold virtual meetings, must comply with the following:
 - The public must be able to provide comments directly to the Board and in real-time
 - Can't require submission of written comments before the meeting
 - If a disruption occurs (e.g., Zoom room shuts down), Board cannot take further action until public access is restored
 - If there is a timed public comment period, the Board may not close public comment until the time has elapsed (not applicable to most charter schools)

AB 2449 (2022): Remote Participation

- AB 2249 provides new, limited teleconferencing procedures for individual board members
- A Board member may participate remotely without complying with many of the traditional rules if a quorum of the Board is in-person at a singular physical location and:
 - There is “just cause,” which is defined as a childcare or caregiving need, a contagious illness, a need related to a physical or mental disability, or travel while on agency business; or
 - There are “emergency circumstances,” which is defined as a physical or family medical emergency that prevents a member from attending in person, and Board takes action to approve the request.

AB 2449 (2022): Remote Participation

- To participate remotely, must comply with the following:
 - Roll call votes required
 - Agenda must be posted in a publicly accessible location and on the website
 - Must provide either a two-way audiovisual platform (e.g., Zoom), or a two-way telephonic service and live webcasting
 - Agenda must identify how the public can access the meeting via a call-in option, via an internet-based service option, and in-person at the meeting location

AB 2449 (2022): Remote Participation

- To participate remotely, must comply with the following:
 - The public must be able to provide comments directly to the Board and in real-time
 - Cannot require submission of written comments before the meeting
 - If a disruption occurs (e.g., Zoom room shuts down), Board cannot take further action until public access is restored
 - Board member must publicly disclose at the meeting whether another adult is also in the room before any action is taken
 - Board member must participate via audio and visual technology

AB 2449 (2022): Remote Participation

- For just cause, Board member must notify charter school as soon as possible of need to participate remotely at a particular meeting, including at start of meeting
- For emergency circumstances, Board member must request to appear remotely, and the Board must take action to approve the request
- Each Board member may not use remote participation for more than:
 - Two meetings per year, if the Board has one or fewer regular meetings/month
 - Five meetings per year, if the Board has two regular meetings/month
 - Seven meetings per year, if the Board has three+ regular meetings/month
- AB 2449 is repealed as of January 1, 2026

Holding Board Meetings: Brown Act

— Agenda

- Brief general description of business to be transacted (20 words or less)
- Generally created by CEO and school team, with collaboration of Board Chair
- Post in publicly accessible physical location and on the website
 - “One-click” rule: current agenda must be posted in format that is accessible in one click on main page, word-searchable, downloadable
- Be careful with “information” vs. “action” items

— What about the agenda packet?

- Agenda packet is a public record and must be available for public inspection at the time distributed to majority of Board members

Holding Board Meetings: Brown Act

- What can the Board consider at a meeting?
 - Brown Act limits to only what is on the posted agenda
 - Very high bar to add items to agenda; only allowed if:
 - (A) majority vote that there is an emergency (defined narrowly); or
 - (B) 2/3 vote of Board members present, or unanimous vote if less than 2/3 of full Board is present, that *there is need to take immediate action and need arose subsequent to agenda being posted*

Holding Board Meetings: Brown Act

- **Tip:** If you miss the 72-hour posting deadline to include an item on a regular agenda, you can still post a special meeting agenda with 24 hours notice for same time and place
- Brown Act applies to committees created by Board, even if advisory:
 - Applies to all “standing” Board committees, even advisory
 - “Ad hoc” committees exempt, but only if composed of Board members only, less than a quorum, limited existence
 - Brown Act does not apply to non-Board committees, e.g. CEO or Principal working groups, parent focus groups, booster clubs, ELAC, SSC

Holding Board Meetings: Brown Act

- Public comment
 - At regular meetings, on any topic in Board's purview during public comment period
 - At special meetings, may limit to comments on agenda items only (check your agenda wording)
 - Right to speak *before* action taken (including closed session)
 - Right to attend meeting without having to sign in
 - May criticize the school, employees, and Board
 - Public comment can and should be time-limited (check your agenda)
 - Disruptive conduct not permitted
 - Not a conversation

Holding Board Meetings: Brown Act

- Special rules for closed sessions:
 - Only for limited topics, such as:
 - Litigation (identify matter)
 - Personnel evaluation, termination (identify position)
 - Real estate negotiations (identify property, negotiator)
 - Use the safe harbor descriptions in Gov. Code section 54954.5 on your agendas!
 - Not for budget discussions, general planning
 - Only essential persons may be present in closed session
 - What happens in closed session, stays in closed session
 - Report out final action taken

Holding Board Meetings: Brown Act

- Various special rules for executive compensation (*i.e.*, CEO) and personnel matters
 - Examples of special rules:
 - Board cannot take action regarding executive compensation at special meeting
 - Board must orally report summary of executive compensation before final action taken
 - Board must review and approve compensation of top employee for reasonableness

Holding Board Meetings: Minutes

- Minutes are important
 - This is your record of Board action and diligence
- Minutes generally approved by Board at subsequent meeting
- How much detail in minutes?
 - Minutes are not a transcript
 - Open session items: usually in a narrative format, track your agenda, briefly describe discussion, who made the motion and second, and how each Board member voted
 - Closed session items: only the description found on the agenda and anything reported out

Fiduciary Duties



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Fiduciary Duties of Board Members

- A fiduciary relationship is any relationship between parties in which one of the parties has a duty to act “with the utmost good faith for the benefit of the other party”
- Directors owe fiduciary duties to the corporation:
 - Duty of care
 - Duty of loyalty (no conflicts of interest)

Board Member Exposure to Personal Liability?

- Broad nonprofit law immunity for volunteer Board members
- D&O insurance to defend claims against Board members acting within scope of duties
- Board members can be personally liable when:
 - Acting outside the course and scope of duties
 - Breaching fiduciary duties
 - Conflicts of interest
 - Intentional or willful misconduct

Duty of Care

- Act with care, skill, prudence, and diligence,
- Under the circumstances,
- Of a prudent person acting in a like capacity,
- With familiarity with those matters, and
- Considering the background and experience of the director.
 - Note: Board may rely on information, opinions, reports, or statements by officers of corporation whom the Board believes to be reliable and competent; counsel, committee, independent accountants, or other persons

Duty of Care

- Be informed, stay informed, and be proactive in your role
- Ask questions to seek clarity before voting
- Listen to all perspectives and test your understanding of information and implications
- Ok to rely on your resources, but ask probing questions necessary to own your decision

Duty of Loyalty

- Must act in good faith and in the best interests of the corporation
 - Board members must place the interests of organization as a whole before their own interests
- Individuals in a position of public trust must avoid *conflicts of interest* that prevent them from fulfilling their duties in an impartial manner
 - More on this next...

Avoiding Conflicts of Interest



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Avoiding Conflicts of Interest

- Understanding the context
 - More scrutiny and regulation of conflicts of interest and even the appearance of impropriety; serious consequences for charter schools
- Charter schools must comply with all of these:
 - Policies, charter, and bylaws
 - Corporations Code standards
 - Political Reform Act
 - Government Code section 1090
 - Other applicable sources, e.g., federal rules for federal funds

Corporations Code

- Applies to boards of all nonprofit public benefit corporations
- Directors must avoid “self-dealing” transactions, *i.e.*, no material financial interest in transaction
- For *most* charitable nonprofits, the corporation could still enter into the transaction if:
 - transaction is beneficial and fair to the Corporation;
 - majority of Board affirms “fairness” of the transaction; and
 - financially interested Board member may be required to disclose and disqualify.

...but wait, there's more

Political Reform Act

- The PRA has two main requirements for charter schools:
 - Disclosure (i.e., filing Forms 700)
 - Disqualification (i.e., recusal when a conflict arises)

Political Reform Act – Disclosure

- The PRA requires that decision-makers disclose certain personal financial interests by filing Forms 700 at designated intervals
- Every charter school must adopt a Conflict of Interest Code that describes, among other things:
 - **Designated Positions:** the positions that are required to file Forms 700
 - **Disclosure Categories:** what must be disclosed on each position's Form 700

Political Reform Act – Disqualification

- The PRA also requires disqualification/recusal from any decision that may materially affect personal financial interests
 - Must recuse from all parts of the decision-making process
 - What is considered a “financial interest” is clearly defined by law
 - What are the different types of financial interests?
 - Financial interests of spouse and sometimes dependents count

Political Reform Act

- Applies to Board members and other decisionmakers
- Special rules for gifts
- Civil and criminal penalties for violations
- No defense or indemnity by school or insurers
- Under the PRA, the agency can still enter into such a transaction as long as the official meets the disclosure and disqualification rules

...but wait, there's more

Government Code Section 1090

- Section 1090 provides that a public agency officer or employee may not make, participate in making, or attempt to influence a contract in which he or she is financially interested
- Section 1090 deals specifically with conflicts of interest in the *contract-making process*
 - It does not supplant the PRA, but acts in tandem (and is more strict)
- Financial interest is broadly defined
 - In general, a person has a financial interest in a contract if their financial situation may benefit or suffer as a result of it

Government Code Section 1090

- A public official who has a financial interest in a contract under Section 1090 cannot be involved in the contract process at all
 - Includes all preliminary discussions, negotiations, planning, etc.
 - Some independent contractors are considered “public officials” for purposes of Section 1090, depending on their duties
- Unless an exception applies (there are a few), if a Board member has a conflict, charter school is prohibited from entering into the contract
 - Recusal from the contract process and vote is not enough
 - What about Board-delegated authority?
- Harsh penalties and remedies

Questions (now or later)?



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Coversheet

Review and Consideration of Approval of Fiscal Policies and Procedures

Section: III. Business

Item: E. Review and Consideration of Approval of Fiscal Policies and Procedures

Purpose: Vote

Submitted by:

Related Material:

DRAFT_AMPS_Fiscal_Policies___Procedures_for_board_approval_1.15.2025_clean.pdf

DRAFT_AMPS_Fiscal_Policies___Procedures_for_board_approval_1.15.2025_redline.docx

AMPS



HONOR HARD WORK

Fiscal Policies and Procedures

BOARD APPROVED: January 15, 2025

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PURPOSE AND INTENT

The purpose of these fiscal policies and procedures is to document the policies and internal controls that support the successful operation of Amethod Public Schools (“AMPS” or “Network”) and its schools. The intent is to align with and follow legal and official regulations that apply to charter schools and non-profit corporations in the State of California as well as the additional best practices and sound internal controls that are recommended or required by AMPS’ authorizers, lenders, funders, and other experts such as the California Charter School Association (CCSA), Charter School Development Center (CSDC), the California Department of Education (CDE), and California’s Fiscal Crisis and Management Assistance Team (FCMAT).

The policies and procedures are reviewed at least annually by AMPS staff and advisors for compliance with new requirements and evolving guidance from the sources above, and changes are brought to the AMPS Board for approval as needed.

EXPENDITURE APPROVAL

Avoiding Conflicts of Interest

It is essential to avoid any conflicts of interest when making expenditure recommendations or decisions. A conflict of interest exists when an individual involved in a recommendation or decision has a personal financial interest in the outcome of the decision and does either of the following:

- Participates in decision-making related to that item.
- Influences, or attempts to influence, others making a contract or decision related to that item whether the attempt occurs inside or outside a board meeting.

AMPS has adopted and published a Conflict of Interest Code that has been approved by the AMPS Board and complies with the Fair Political Practices Commission (FPPC). Any potential conflicts of interest that might come into play with any expenditure recommendations or decisions must be disclosed by the employee or Board member and addressed pursuant to AMPS’s Conflict of Interest Code.

Authorization of Expenditures

Authorizing AMPS School and Network Expenditures:

- All contracts, purchases, or other expenditures (collectively referred to hereafter as “Expenditures”) made on behalf of any of the schools must be approved by the Site Director or equivalent. The Chief Executive Officer (CEO), Chief Operations Officer (COO), Chief Academic Officer (CAO), Chief Strategy and Compliance Officer (CSCO), collectively the “C-Suite”, and Home Office Directors may also approve Expenditures on behalf of schools, up to their relative approval limits.
- Expenditures limits shall be measured on a fiscal year basis (July 1 - June 30).
- All Expenditures in excess of \$5,000 made on behalf of a single school site or the network as a whole (across multiple schools) must be approved by the COO, CAO, or CSCO.

- All Expenditures in excess of \$25,000, must also be approved by the CEO.
- All Expenditures in excess of \$50,000, must be approved by the Board of Directors unless explicitly delegated otherwise on a case-by-case basis by the Board either (i) to staff, or (ii) to one or more Board Members who are designated to act on behalf of the Board as a whole.
- In the case of Expenditures being reimbursed or paid to an approver listed above, the approver's supervisor must approve the reimbursement.
- In the case of Expenditures being reimbursed or paid to the CEO, the Board Chair must approve the reimbursement. The Board Chair may elect to delegate the approval of reimbursements of routine business Expenditures below \$1,000 to a staff member other than the CEO (typically the COO).

When approving Expenditures for any School or the Network as a whole, the designated approver must:

- confirm that the Expenditure falls within the currently approved budget;
- contact the Finance Department, COO or designee if needed to confirm that funds are currently available for Expenditure;
- confirm that the Expenditure is allowable under the appropriate revenue source;
- confirm that the Expenditure is appropriate and consistent with the vision, approved charter, school and network policies and procedures, and any laws or applicable regulations;
- confirm that the price is competitive and prudent (and when the Expenditure is greater than \$25,000, document a good faith effort to secure the lowest possible cost for comparable goods or services); and
- work with the COO or designee to conduct a full bid process in accordance with law when required by law.

No Gifts of Public Funds

Article 16, Section 6 of the California Constitution prohibits any gift of public funds to an individual or corporation. Per FCMAT guidance, the constitutional prohibition against a gift of public funds is generally not an issue when the direct and primary public purpose of an expenditure results in the public receiving a benefit from the expenditure. Additionally, expenditures of public funds that involve a benefit to private persons are not gifts within the meaning of the California Constitution if those funds are expended for a public purpose.

As such, any expenditure of public funds must primarily benefit the education of students in AMPS's schools in order to not be considered a prohibited gift of public funds. Expenditures driven by personal motives are not justified even if they are well intentioned or based on benevolent feelings (e.g., gifts expressing gratitude to staff or volunteers or sympathy to community members).

No Political Contributions or Involvement

AMPS will not contribute to or otherwise make expenditures in support of any political campaign or candidate for public office. AMPS will not use (or allow management, staff, or other representatives to use) its assets or resources for support or opposition to any political campaign or

candidate for public office. Individual employees, on their own time and with their own money, may contribute to candidates and campaigns of their choosing.

Signing of Contracts

Consideration will be made of in-house capabilities to accomplish services before contracting with outside parties.

Schools:

- Site Directors are the only school-based staff authorized to sign contracts on behalf of their school. Members of the C-Suite may also sign contracts on behalf of schools.
- All contracts must be reviewed and approved by the CEO, regardless of fiscal commitment. CEO may designate an alternative signer.
- Site Directors are responsible for ensuring that school-based contracts are performed to completion.

Network:

- **All** contracts must be reviewed and approved by the CEO, or Designee.
- The Board Chair or CEO may sign contracts upon Board approval.
- The appropriate C-Suite member or designee and the Finance Department are responsible for ensuring that network-based contracts are performed to completion.

Contract Documentation

All contracts above \$25,000 must document a good faith effort to secure the lowest possible cost for comparable goods or services that meet all user requirements. Competitive bids will be obtained where required by law or otherwise deemed appropriate and in the best interests of the Network .

Written contracts clearly defining work to be performed will be maintained for all contract service provider relationships involving an Expenditure of \$2,500 or more (i.e. consultants, independent contractors, subcontractors).

Contract service providers must show proof of being licensed and bonded, if applicable, and of having adequate liability insurance and worker's compensation insurance currently in effect. The COO or CSCO may also require that contract service providers list AMPS as an additional insured on service providers' insurance policies.

If the contract service provider is a sole proprietor or a partnership (including LLC, and LLP), the contractor will provide a W-9 prior to submitting any requests for payments.

Contract service providers will be paid in accordance with approved contracts as work is performed.

Authorizing Payments to Vendor

A. ACH Payments

The Board Chair, CEO and COO will have the authority to approve ACH payments.

B. Online Bill Pay

The Board Chair, CEO and COO will have the authority to approve online bill payments.

C. Checks

The Board will designate the authorized check signers on all bank accounts and the COO will maintain a list of such authorized signers. Bank checks will be kept under lock and key, at both the Home Office and with the Back Office Provider. When there is a need to generate a bank check, the check will be entered into a ledger at the same time that the check is written. Checks may not be written to cash, bearer, or petty cash. Under no circumstance will any individual sign a blank check or a check made out to themselves. The COO or designee will put in place appropriate procedures to ensure that all checks are accounted for at all times (e.g., by monitoring check registers for any missing checks, and by ensuring that voided checks are stored in the organization's accounting files).

BANK ACCOUNTS, CREDIT CARDS & CASH

The Board of Directors authorizes the Board Chair, CEO, and COO to open and close bank and credit card accounts. The Board Chair, CEO, and COO may be authorized as co-administrators on all bank and credit card accounts, in accordance with the list of authorized account signers.

Bank Accounts

The organization is expected to maintain two types of bank accounts:

- **Operating Account** - The Network's revenue will be deposited into an operating account that only the Board Chair, CEO and COO are authorized to manage. Only these individuals will have signing authority over these accounts or access to the funds in the accounts.
- **Savings Account(s)** - The COO shall manage Network's cash to maximize savings in accounts with either FDIC-insured banks or NCUA-insured credit unions, ensuring that cash is spread to sweep accounts or across banks or credit unions to minimize risk.
- **School-level Accounts** - School sites will not have individual accounts, and will abide by the Network-level accounts and processes.

Cash Management

This section covers the management of cash on hand at the schools.

- All cash held at schools (e.g., for school events, fundraising, etc.) will be the responsibility of the Site Directors. Teachers, office personnel, and other staff shall not hold cash separately. All cash will be delivered to a Site Director on the same day it is received.
- At no times will cash held at schools overnight exceed \$5,000. Excess cash will be delivered to the Home Office at minimum weekly, or sooner if the balance nears \$5,000.
- No Loans will be made from the petty cash funds.

Procedures for handling cash received by the Network :

Step	Person Responsible	Task	Frequency
1	Site Director	Store cash in a fireproof safe. Provide additional key or code only to the Finance Department.	At all times
2	Site Director	Provide a completed and signed receipt from a triplicate copy receipt book. Original copy given to the party giving the case. 2nd copy given to the Finance Department (see #3 below). 3rd copy stays in the receipt book at the school site. Attach documentation of purchases. Record all transactions on the receipt book as they occur.	At all times
3	Site Director	Forward all documentation and receipts to the Finance Department for recording in the accounting software.	Weekly/As needed
4	Site Director	Immediately report any irregularities in the cash receipts and reconciliation to the Finance Department <u>and</u> COO.	As needed
5	COO or Designee	Review the cash reconciliation and notify the CEO and Board immediately if any discrepancies are found.	Monthly

Credit Cards

Credit Cards

The COO may authorize individuals to carry and use an AMPS credit card to make purchases on behalf of the school or network, consistent with the Expenditure approval policies above. The cardholder must sign a cardholder agreement in order to receive a physical credit card.

Credit cards will be kept under supervision of the approved individual, and all related documentation of purchases will be turned in to the Finance Department monthly for reconciliation. If itemized receipts are not available or are missing, the individual making the charge will be held responsible for payment and credit card privileges may be revoked.

The COO or designee may issue one-time virtual cards to employees needing to make a single online purchase under \$1,000, with approval of the employee's supervisor.

Credit card statements of employees shall be reviewed and approved monthly by employee's supervisor and the COO or designee.

Account Reconciliations

This section covers the process for reconciling bank and credit card accounts.

Step	Person Responsible	Task	Frequency
1	Finance Department/Back Office Provider	Record bank activity into bank ledger as it occurs.	As receipts / Expenditures occur
2	Finance Department/Back Office Provider	Download bank statements.	Monthly
3	Finance Department	<p>Review check register/examine all posted checks.</p> <p>Research any discrepancies or any checks over 90 days, and if applicable, adjust them in the accounting system.</p> <p>Examine all ACH and online bill payments. Research any discrepancies and reconcile.</p>	Monthly
4	Finance Department/Back Office Provider	<p>Prepare the bank reconciliation, verifying the bank statements and all outstanding transactions .</p> <p>Compare the reconciled bank balance to the cash in the bank account and to the general ledger. Immediately report any discrepancies to the COO.</p>	Monthly
5	Finance Department/Back Office Provider	Prepare reconciliation of bank activity to be reviewed by the COO or designee.	Monthly
6	COO or designee	Review and approve the reconciliation. Notify the CEO immediately if any discrepancies are found.	Monthly
7	Finance Department	Save a signed copy of each bank reconciliation alongside the bank statement in AMPS' accounting files.	Monthly

PURCHASING PROCEDURES

Establishing a New Vendor

AMPS is a non-profit organization and at times will be eligible for discounted products and services. When establishing new vendor accounts, inform vendors of the non-profit status and use the AMPS Internal Revenue Service Code Section 501(c)(3), number: 94-3185735. Please note: orders are not currently exempt from sales tax.

Purchase Orders

AMPS requires the use of formal purchase orders for all Expenditures at or above \$5,000. This section covers the process for purchase orders that are required by AMPS or vendors prior to ordering or delivering a product or service.

Step	Person Responsible	Task
1	Staff Member	Complete a purchase requisition.
2	Supervisor/Expense Approver	Approve the requisition.
3	Finance Department	Create or confirm purchase order, confirm purchase order is logged.
4	Finance Department	Send the purchase order to the vendor.

Invoice Payments

Invoices should be reviewed and sent to the Finance Department immediately upon receipt. Invoices are paid on a weekly basis. This section covers the process for submitting an invoice for payment.

Step	Person Responsible	Task
1	Staff Member	<ul style="list-style-type: none"> • Forward to the Finance Department, confirming receipt of all items/satisfaction of work performed, along with any supporting documentation.
2	Finance Department	If invoice details are complete, add coding to invoice with budget line item(s), secure appropriate approval, and forward to the Back Office Provider.
3	Back Office Provider	Verify invoice coding and initiate payment either by check or ACH.
4	COO or designee	Review and approve check register prior to release of checks/ACH.

Payments Using an AMPS Credit Card

AMPS's preferred payment method is to receive an invoice from vendors and pay by check. However, an AMPS credit card may be used when a vendor will not accept another form of payment. Credit Cards are to be used for business purposes only. Personal purchases of any type are not allowed. Each staff member who is authorized to use a credit card will be required to sign a credit card use certification statement acknowledging that the card shall only be used for legitimate charter school-related business purposes and that the cardholder agrees to take responsible precautions to protect the card from loss or theft.

Credit card purchases are subject to the same expenditure authorization limits and processes as all other purchases. Credit card purchases must be approved in advance by an AMPS employee with sufficient signing and budget approval authority for the planned expenditure.

If payment is made using an AMPS credit card account, follow the process below.

Step	Person Responsible	Task	Deadline
1	Cardholder	Secure approval for the purchase by any required authorizers based on the amount of the expenditure and which budget it will be applied to.	Prior to purchase
2	Cardholder	Keep track of all itemized receipts (including refund receipts).	As purchased
3	Cardholder	Complete a monthly report that details the budget line items and description of each purchase. Attach all itemized receipts.	Monthly
4	Supervisor and Finance Department	Review reports submitted by staff members and confirm accuracy.	Within 5 business days
5	Finance Department	Confirm coding and submit to Back Office Provider/ import into general ledger and reconcile on a monthly basis. Complete reconciliation as noted above.	Within 5 business days
6	COO or designee	Review the reconciliation and notify the CEO immediately if any discrepancies are found.	Monthly

Independent Contractors (1099 Vendors)

This section refers to independent contractors, known as 1099 vendors. These are defined as outside individuals or companies who are contracted by AMPS to provide services and are not paid through AMPS' payroll processes for employees. Such individuals must meet all of the following criteria:

- A. the individual must be free from the control and direction of the AMPS in connection with the performance of the work, both under the contract for the performance of such work and in fact;
- B. the individual must perform work that is outside the usual course of AMPS's business; and
- C. the individual must be customarily engaged in an independently established trade, occupation, or business of the same nature as the work performed for AMPS.

Such individuals are typically self-employed, have no set hours, and have the freedom to render services which are not controlled by AMPS. Independent contractors also typically work for a pre-determined period of time on a specifically defined project. Prior to hiring an independent contractor, consideration will be made of in-house capabilities to accomplish services.

Step	Person Responsible	Task	Deadline
1	AMPS Staff Member that is requesting the Contractor	Identifies a need that cannot be met in-house, identifies an independent contractor who can provide the services, and makes a request to the Director or C-Suite supervisor to hire an independent contractor to provide the services	As needed
2	Director, CEO, COO, CSCO or CAO	Consults with the Finance Department as necessary in order to evaluate the criteria for independent contractor status. If valid, approves the request.	As needed
3	Contractor	Provides a contract outlining services to be completed. Provides a completed W-9 to AMPS. (At times, AMPS will use our own contract template rather than using the Contractor's template. In such cases, the COO or designee and the Finance Department will create the contract and provide it to the appropriate staff member .)	In advance of beginning work
4	Finance Department/COO or designee	Reviews W-9 and draft contract for compliance. If acceptable, forwards to appropriate signer within AMPS.	In advance of beginning work
5	CEO or Designee	Signs contract with independent contractor, after which work can begin	In advance of beginning work
6	Contractor	Completes work and submits invoice(s) to appropriate staff member /Finance Department. Submits work product updates as needed.	Monthly or at completion of project
7	Staff Member	Follows guidelines for invoice payments, ensuring appropriate approvals.	As invoices are received
8	Finance Department/Back Office Provider	Provides 1099 to contractor and files 1099 forms with the IRS.	Annually as required by law

RECEIPTS / ACCOUNTS RECEIVABLE

Documentation will be maintained for all receipts of funds or accounts receivable and forwarded to the Finance Department. All receipts and accounts receivable will be recorded by the Finance Department/Back Office Provider in the general ledger and accounts receivable will be collected on a timely basis.

Voluntary Donations / Contributions

Because charter schools are tuition-free public schools, neither parents nor students are required to donate their time or money as a condition of enrollment in any AMPS school. No student will be denied enrollment because a parent does not make a financial contribution to the charter school. While parent engagement and support of AMPS' schools is encouraged, any such activities are optional. In cases where a recommended donation or fee is stated for participation in an AMPS activity, provision will be made for the student to participate in the activity without making such donation or paying such fee. In cases where AMPS sells merchandise (e.g., food at fundraising events, etc.) student's participation in AMPS' educational programs will not be conditioned on purchasing such merchandise. AMPS will take no adverse actions against a student or parent that does not or cannot volunteer or contribute.

Cash Receipts (Cash and Checks)

This section covers how to handle cash and checks received in the mail or at an event/activity where donations are received or items (i.e. prom tickets) are sold.

Checks Received by Finance Department in Home Office

Step	Person Responsible	Task	Frequency
1	Office Staff	Open mail and provide any checks to the Finance Department.	Daily
2	Finance Department	<ul style="list-style-type: none"> Immediately endorse all checks with the appropriate deposit stamp. Store checks in safe until deposited to financial institution . Record a deposit summary of all checks received, itemizing the amount, source, and purpose of each payment. 	Daily
3	Finance Department	<ul style="list-style-type: none"> Deposit checks in person or via remote deposit machine and software provided by the general operating bank. Save a scan of the deposit details in Drive. 	Weekly
4	Finance Department/Back Office Provider	Code deposit summary with appropriate accounting dimensions and record deposit in accounting ledgers.	Monthly
5	COO or designee	Review all deposit details as part of the monthly bank reconciliation process and notify the CEO immediately if any discrepancies are found.	Monthly

Cash & Checks Received by Schools

Step	Person Responsible	Task	Frequency
1	School Staff, as determined by Site Director	<ul style="list-style-type: none"> For cash or checks provided in person, issue a cash receipt from a triplicate copy receipt book. Original copy given to payee, 2nd copy submitted to Finance Department (see below). 3rd copy stays in the receipt book at the school site. Immediately place cash and checks in the safe. 	As received
2	School Staff, as determined by Site Director	<ul style="list-style-type: none"> Immediately endorse all checks with the appropriate deposit stamp. Utilize dual cash counts for all cash when received, and every time cash changes possession. Use a numbered tamper-proof bag as provided by the Finance Department Create a summary of all cash and checks received, itemizing the amount, source, and purpose of each payment. Sign and date the summary. Secure in the school safe 	Daily
3	School Staff, as determined by Site Director	Give the cash, checks, and deposit summary to the Finance Department.	Weekly

Cash & Checks Received at Events

Step	Person Responsible	Task	Timing
1	Site Director	Designate a staff member as the Cashier responsible for collecting and holding all cash and checks for the purpose of an individual activity or for sales made at the school.	In advance of event.
2	Cashier/staff member	Record each transaction in a triplicate copy receipt book at the time the transaction is made. Provide an original receipt to the donor/customer. 2 nd copy submitted to Finance Department (see above). 3 rd copy stays in the receipt book at the school site.	At transaction
3	Cashier + One Additional Staff Member	<ul style="list-style-type: none"> Create a summary of all cash and checks received. Both employees sign and date the summary. Use a numbered tamper-proof bag to secure all cash and checks Give the cash, checks, receipt book, and deposit summary to the Site Director to secure in the safe. <p>*Additional staff member can be the Site Director</p>	End of Event
4	Site Director + One Additional Staff Member	<p>Re-count the funds and verify amount matches original count.</p> <p>Sign and date the summary, and provide budget codes for the deposits. Place all cash, checks, receipts, and signed summary in a numbered tamper-proof bag.</p> <p>Record the daily amount received and the tamper-proof bag number in a daily receipts log kept separate from the receipts book and cash/checks.</p>	End of Day
5	Site Director	Secure numbered tamper-proof bag in school safe.	End of Day

Returned Check Policy

A returned-check processing fee may be charged for checks returned as non-sufficient funds (NSF). Unless otherwise pre-approved by the COO, payment of the NSF check and processing fee must be made by money order or certified check.

In the event that a second NSF check is received for any individual, in addition to any processing fee, the individual will lose check-writing privileges. Payment of the NSF check, the processing fee

and any subsequent payment(s) by that individual must be made by money order or certified check.

In the case of NSF checks written by parents of students, failure to pay may result in the withholding of report cards/transcripts at the end of the semester and/or school year until payment is received, unless other mutually agreeable arrangements are approved by the COO, CEO, and/or Governing Board.

If unsuccessful in collecting funds owed, AMPS may initiate appropriate collection and/or legal action at the discretion of the COO, CEO and/or Governing Board.

POSITION CONTROL & PAYROLL

Personnel Budget Approvals

AMPS's Board approves each school's annual budget and revisions to that budget on a periodic basis. Each budget will include the portion of each school's approved expenditures that are related to employee compensation and benefits. The Board delegates individual personnel decisions (e.g., hiring, firing, compensation) to AMPS staff (subject to adherence with the Board approved budget and any relevant AMPS policies) as follows:

School Positions:

- Recommendations regarding creating or filling all School positions will be made by the Site Director(s) of the School.
- The AMPS human resources team will determine the appropriate compensation for any position based on AMPS's compensation philosophy, salary bands, and other reasonable factors.
- The COO will review all School positions.
- The COO will review the budgetary impact of all School positions.
- The CEO will give final approval on all positions and compensation.
- Employment Agreements with a salary over \$100,000 require board approval.

Home Office Positions:

- Recommendations regarding creating or filling all Home Office positions will be made by the relevant Home Office department head.
- The AMPS human resources team will determine the appropriate compensation for any position based on AMPS's compensation philosophy, salary bands, and other reasonable factors.
 - The COO will review all Home Office positions.
 - The COO will review the budgetary impact of all Home Office positions.
 - The CEO will give final approval on all positions and compensation.
 - Employment Agreements with a salary over \$100,000 require board approval.

As with any other Expenditures, the appropriate approver must:

- confirm that the proposed position falls within the currently approved budget;
- confirm that the position is allowable under the appropriate revenue source; and
- confirm that the position is appropriate and consistent with the vision, approved charter, school and network policies and procedures, and any laws or applicable regulations.

Retention and/or Recruitment Bonuses

- The CEO shall have the ability to offer signing/recruitment bonuses or retention bonuses up to \$5,000 per employee annually, for positions that are deemed "difficult to staff". A "difficult to staff" position is considered a role that faces challenges in attracting qualified candidates due to factors like specialized skills, demanding work conditions, geographic location, or limited applicant pool. No bonuses may be awarded if total compensation for the position would be excessive under IRS standards for non-profit employees. The CEO will consider past, present, and future compensation trends in deciding whether payment of a bonus could be considered "excessive" or "inequitable" and therefore should be avoided.

Position Control

Position control refers to a system of tracking personnel budgets based on positions that are approved and expressed as full-time equivalents (FTE), rather than based on specific employees. It is used to budget and forecast expenses and to ensure that only authorized positions are filled and only appropriate personnel receive a payroll check. AMPS's Human Resources and Finance Departments will maintain a position control system to track which positions are approved per the approval policies above. It will also track which specific employee is in each role and what their compensation is for that position.

Information from the position control system will be incorporated into budget monitoring and reporting processes. It will also be integrated into AMPS's payroll and HR systems to ensure personnel costs are accurately recorded on a monthly basis and to identify and correct any material differences that arise from time to time.

Employee Qualifications

All AMPS staff on payroll must comply with state law requirements before being hired or assigned to AMPS's payroll system. Site Directors are responsible for working with Human Resources to manage the formal hiring process at their schools. Please refer to the AMPS Employee Handbook for information on employee requirements, and managing vacation and sick leave.

Payroll Submission Procedure

AMPS uses Paylocity for payroll and submits payroll online. Payroll is processed in-house by the Payroll and Benefits Manager, and is approved by the COO or designee.

Payroll Distribution

It is the preferred method of AMPS to disburse payroll via direct deposit. Direct deposit statements and W-2 forms are available to all staff online through Paylocity. Should an employee request paper paychecks, they will be delivered to the Home Office.

Payroll Taxes and Filings

Paylocity and the Back Office Provider (if applicable) will prepare payroll check summaries, tax and withholding summaries, and other payroll tracking summaries, and will file all state and federal quarterly and annual payroll tax forms and W-2 forms on a timely and accurate basis. The COO or designee will review the forms before the vendor submits them to the respective employees or agencies.

Record Keeping

All payroll records will be maintained by AMPS or the payroll vendor for seven years or longer if otherwise required by law.

EXPENSE REIMBURSEMENTS

Employee Business and Travel Reimbursements

At times, AMPS staff are asked to travel or have to purchase work related items using their own cash or credit cards. Business and travel expenses will be reimbursed for pre-approved expenses consulted and approved by the supervisor in accordance with their budget authorization and signing authority.

Expense reports will be processed on a weekly basis. For travel reimbursements policies and limits, refer to the travel reimbursement policy in the appendix.

This section covers the process for submitting an expense or travel reimbursement

Step	Person Responsible	Task	Timing
1	Staff Member	Keep track of all itemized receipts (including refund receipts). Non-itemized receipts or expenses without receipts may not be reimbursed.	As purchased
2	Staff Member	Complete expense reimbursement form through and attach itemized receipts for all charges.	Monthly, as necessary
3	Supervisor/ Approver	Review reimbursement form and approve it.	Within 3 business days
4	Finance Department	Review reimbursement requests and prepare a summary for payment by Back Office Provider, or review expense in expense management system.	Weekly
5	Finance Department/Back Office Provider	Enter into accounting software and reconcile monthly as per above	Monthly
6	COO or designee	Review the reconciliation and notify the CEO immediately if any discrepancies are found.	Monthly

Volunteer Expenses

All volunteers will submit a purchase request to the Site Director, Home Office Director, or C-Suite member for all potential expenses. Only items with prior authorization from such authorizer will be paid/reimbursed. Itemized receipts must be included to be eligible for reimbursement. Reimbursements for volunteers will be processed by the Finance Department.

Governing Board Expenses

The individual incurring authorized expenses while carrying out the duties of AMPS will complete

and sign an expense report. The COO or designee will approve and sign the expense report, and submit it to the Finance Department for payment.

All Expenses

All expenses submitted for reimbursement must have an itemized receipt. The receipt should not contain personal items on it, and under no circumstances may the receipt contain alcohol or any other expense that violates AMPS's expense rules.

Requests for mileage reimbursement must include Google Maps printout, or similar, with the mileage requested being the lesser of the travel from home or school site to the destination. Mileage will be reimbursed at the IRS Standard Mileage Rate in place at the time of travel.

Requests for reimbursement must be made within 30 days of incurring the expense.

Credit card users shall use the same guidance in the Travel Reimbursement Policy when making purchases and Expenditures during business travel for AMPS.

FINANCIAL REPORTING BUDGETING & RECORDS RETENTION

Financial Budgeting

The Back Office Provider, in consultation with the COO or designee, will prepare an annual financial budget for each school. The budget will include input from Site Directors, Home Office Directors, and members of the C-Suite. The annual budget will be submitted to the Board of Directors for approval prior to the July 1 start of each fiscal year. It will be accompanied by a description of the assumptions that guided the creation of the budget. The approved budget for each School will be incorporated in the Local Control and Accountability Plan (LCAP) for that School, which will be prepared, reviewed, and adopted in accordance with California law. The LCAP and Budget for each School will be submitted to such School's authorizer on a timeline and in such format as is required by law.

The Back Office Provider will prepare budget revisions on an as-needed basis throughout the year, which revisions are subject to Board approval. At a minimum, such revisions will include a First Interim and Second Interim budget revision for each School that will be prepared, approved, and submitted to such School's authorizer on a timeline and in such format and timeline as is required by law.

Budgets will be developed using reasonable and timely assumptions regarding all areas of the network's operations, including, but not limited to enrollment and attendance projections, student demographics that impact funding, public funding rates, non-public revenue sources, position control and staffing levels, employee benefit costs, and other cost projections. They will factor in reasonable and timely assumptions related to COLAs and inflation expectations. Budgets will include a multi-year financial projection that (at a minimum) includes the current year plus two following years.

Financial Monitoring and Reporting

The Back Office Provider and COO and/or designee will periodically monitor adherence to the then-current budget and share a financial update and reports with the Board of Directors at each meeting of the Board. Such monitoring, updates and reports will include a budget-to-actual variance analysis for each major category of the then-current budget for each school, and a narrative description of noteworthy variances. If necessary, action will be taken to adjust the budget based on these reports.

The Finance Department, Back Office Provider, and COO will provide the CEO and/or Board of Directors with additional financial reports, as needed.

AMPS will provide financial reports (e.g., Unaudited Actuals) for each School to such School's authorizer on a timeline and in such format as is required by law. AMPS will file all information and tax returns required by the Internal Revenue Service (IRS) and California's Franchise Tax Board (FTB) on a timely and accurate basis.

AMPS' Finance Department and/or Back Office Provider will maintain a financial reporting calendar of relevant financial reporting deadlines to ensure that required reporting deadlines are met on a timely basis.

Accounting Dimensions

AMPS will adhere to all elements of California's Standardized Account Code Structure (SACS) that are required to meet the needs of State financial reporting requirements. This currently includes tracking all revenues and expenditures by "object" and "resource" as those terms are defined in the California School Accounting Manual (CSAM). AMPS may implement additional accounting dimensions as needed for its own internal reporting or to provide improved visibility into program operations and efficiency.

Restricted Fund Accounting and Reporting

AMPS and the Back Office Provider will maintain sufficiently detailed fund accounting procedures and records to identify the sources and uses of all restricted funding sources at each school so as to be able to separately identify the revenues, expenses, receivables, payables and cash and fund balance for that funding source at that school. Over time, the expectation is that all restricted funding sources will eventually reach a \$0 fund balance as expenditures match the revenues received. Accurate and timely reports will be filed for each such funding source and school as required by that funding source.

Retention of Records

Financial records, such as transaction ledgers, canceled/duplicate checks, attendance and entitlement records, payroll records, and any other necessary fiscal documentation will be retained for a minimum of seven (7) years. At the discretion of the COO, certain documentation may be maintained for a longer period of time.

FINANCIAL RESERVES, LIQUIDITY, AND INVESTMENTS

Funds Balances / Reserves

AMPS recognizes the need to maintain an adequate fund balance that will ensure the financial viability of our network and each school. The following policies related to the maintenance of adequate fund balances, reserves, and cash liquidity reflect recommendations made by the California Department of Education, our County Offices of Education and authorizers, our financial auditor, and researched best practices among California CMO peers and non-profits more broadly.

AMPS will maintain a positive fund balance each year on a consolidated basis, and at each school. The fund balance will be measured annually as the sum of the network's or the school's assets, minus its liabilities, in both cases as recorded in AMPS' or the Back Office Provider's accounting system.

Building / maintaining reserves under normal circumstances: Each AMPS school, and the AMPS Home Office is expected to develop an annual budget that has a neutral or positive impact on its fund balance (i.e., with revenues equaling or exceeding expenses) and with a concrete multi-year plan to ensure at minimum breakeven operations for a 3-year rolling period, and a minimum 5% reserve for economic uncertainty. The COO or designee will work with each school to develop an individualized plan to reach each school's goals. An annual contribution to the school's reserve will be built into each school budget as needed.

Financial Assets/Cash Management Strategy

This policy regarding the cash management strategy and savings instruments of AMPS' financial assets is set forth to:

- define and assign the responsibilities of all parties involved in managing AMPS' cash,
- establish a clear understanding of the savings policy and objectives, and
- provide guidance and limitations to any internal or outside portfolio manager regarding the investment of AMPS assets.

Savings Objectives

The objective of AMPS' cash management strategy is (a) to preserve capital required for day-to-day operations of our schools and (b) to maximize funds held in interest-bearing accounts.

The investment horizon of the funds should endeavor to match the duration of the associated funding needs. Funds required for day-to-day operations will be maintained in a standard checking account. Funds for savings will be maintained by direction of the COO in Certificates of Deposit High-yield savings, or other investments that are not subject to market fluctuations.

Delegation of Authority

The Board of Directors is responsible for approving the savings policy and has authorized the CEO and COO to oversee the placement of assets on an ongoing basis. The CEO and COO are authorized

to delegate certain responsibilities to professional agents such as portfolio managers, custodians, attorneys, auditors, consultants and other specialists who are experts in their field, as needed.

General Cash Management Principles

- Investments shall be made solely in the interest of AMPS Public Schools.
- Assets shall be invested with the care, skill, prudence, and diligence under the circumstances then prevailing that a prudent person acting in like capacity and familiar with such matters would use in the investment of a fund of like character and with like aims.
- Savings shall be reasonably diversified in multiple banks and/or credit unions.
- Cash is to be employed productively to provide safety, liquidity, and return.

Allowable Assets

Cash Equivalents

- Checking Accounts
- Savings Accounts
- Treasury Bills
- Time Deposits, including Certificates of Deposit

FIXED ASSETS / DEPRECIATION / LEASES / INSURANCE

Asset Inventory

A depreciable asset is defined as all items, purchased or donated, with a value of \$5,000 or more and with a useful life of more than one year.

The Finance Department will maintain records of all receipts for purchased assets, including depreciable assets, as well as non-capitalized assets.

The Finance Department, in consultation with the Technology and Facilities Departments, will also maintain an inventory or log of all depreciable assets. The log will include the original purchase price and date, a brief description, serial numbers, and other information appropriate for documenting assets. The log will also include the useful life of any depreciable assets in order to facilitate depreciation accounting noted below. The COO will immediately be notified of all cases of theft, loss, damage or destruction of assets.

Asset Sales and Disposal

The COO or designee will approve any plans for disposing of any fixed assets with a clear and complete description of the asset and the date of disposal. Any asset disposal will be managed in a manner that ensures that AMPS receives a fair market value for such asset, and that avoids any conflicts of interest.

Capital assets may be sold or traded for new equipment; when this occurs, an asset sale and disposition form should be completed. Upon approval, the school may advertise the property for sale or submit a list to the Facilities Department for sale and disposition. After completion of the sale, a completed original bill of sale form with authorized signatures should be submitted to the Finance Department. The Finance Department and Back Office Provider should delete the item from the asset records and record any gain or loss on the disposition.

Worn Out or Obsolete Assets

Worn out or obsolete assets with no cash value should be reported to the Finance and Facilities Departments on the asset disposition form, which includes a description, serial number and condition of the asset. The Facilities Department should inspect all worn out or obsolete property before it is discarded . The asset can then be removed from the asset records.

Missing or Stolen Assets

Any missing or stolen asset should be reported in writing to the Site Director and Facilities and Finance Departments as soon as its absence is discovered . The report should include the description, serial number, and other information about the lost item. The Finance Department should determine the proper course of action and should notify COO or CSCO, as the charter school's insurance carrier and any outside authorities may need to be notified . If the asset is not recovered, it can be removed from the asset records.

The Finance Department and Back Office Provider will record any such disposal in AMPS' accounting software on a timely and accurate basis.

Capitalization and Depreciation

AMPS has determined a capitalization threshold of \$5,000 as appropriate. AMPS' Finance Department and/or Back Office Provider will record depreciation expense with all capitalized assets in order to track those assets' decline in value because of wear and tear, age, deterioration, or obsolescence. AMPS uses the straight-line depreciation method that reports the same amount of decline in value each year.

Insurance

The CSCO and/or COO will ensure that appropriate insurance is maintained at all times with a high-quality insurance agency.

The CSCO and/or COO will maintain the files of insurance policies, including an up-to-date copy of all, insurance policies, certificates of insurance (including the designation of required additional insured as required under AMPS's charters, MOUs, lending agreements, and other contracts as appropriate), and related claim forms.

The CSCO and COO will carefully review insurance policies on an annual basis, prior to renewal.

Insurance will include at minimum, general liability, worker's compensation, student accident, professional liability, and directors' and officers' coverage.

LOANS AND BORROWING

Loans

The Board will approve all loans made or taken out by AMPS. In the case of a long-term loan, approval may also be required from the chartering authority (in accordance with the terms of the charter petition or an MOU with such authority) and/or other lenders (in accordance with the loan documents). Once the loan is approved by the Board, a promissory note will be prepared and signed by the Board Chair or CEO before funds are borrowed.

Loans to/from Employees

Loans to or from employees are not permitted.

Lines of Credit/Credit Card Account

AMPS will endeavor to maintain a line of credit to provide short-term cash liquidity as needed pursuant to the policies above. The CEO and COO have been authorized by the Board of Directors to borrow funds against the line of credit or to establish Network credit card accounts on behalf of AMPS, as needed to ensure that the network meets its financial obligations.

ANNUAL FINANCIAL AUDIT

The Board will annually select an auditor by April 1 prior to the fiscal year-end (June 30th).

The Board will annually contract for the services of an independent certified public accountant on the State of California's approved list to perform an annual fiscal audit. The audit shall include, but not be limited to:

- An audit of the accuracy of the financial statements;
- An audit of the attendance accounting and revenue accuracy practices;
- An audit of the internal control practices;
- Because AMPS's schools are considered local government entities the independent audit will be conducted based on governmental auditing standards and the provisions listed in the Guide for Annual Audits of TK-12 Local Educational Agencies and State Compliance Reporting, published by the Education Audit Appeals Panel (EAAP) and available at www.eaap.ca.gov.

The annual audit will be presented to the AMPS Board for review and approval each year and will be filed with the CDE and SCO on a timely basis each year. Any audit exceptions and/or deficiencies will be resolved to the satisfaction of the AMPS Board and the Board of Directors and the charter-granting agency.

APPENDIX A – TRAVEL AND REIMBURSEMENT POLICY

Employees who travel on behalf of AMPS in order to fulfill their work duties or to attend workshops, conferences, or other employment-related activities, or who purchase work-related items with personal funds, will be reimbursed for qualified expenses incurred.

The following policy is intended to address the vast majority of expenses incurred by AMPS staff. In the event that exceptions are required due to the unique nature of the work-related purpose of the trip or the specific location to which the staff member is traveling, the staff member must get prior approval from their supervisor prior to incurring expenses outside this policy. Supervisors are responsible for exercising prudent judgment in evaluating such requests and encouraged to discuss them with the COO if they have any doubt about the appropriateness of the request.

All reimbursement claims must be pre-approved by the employee's supervisor, and must be supported by the original, itemized receipts, or in the case of mileage, tolls, and public transportation, by print outs of maps and fare schedules. If for some reason, obtaining a receipt is not possible, contact the COO for guidance on how to proceed.

General Travel Requirements

The employee requesting to travel on behalf of AMPS must work with his/her supervisor to determine whether the benefit from the travel to both the employee and to AMPS will outweigh anticipated costs of the travel, including how the employee's absence will affect teammates, students and upcoming deadlines. All efforts should be made to explore alternatives such as participation by phone or videoconference, and availability of local programs or training opportunities.

Employees with job duties that require regular travel between school sites are not required to request approval in advance of travel. Again, efforts should be made to explore alternative participation methods as often as possible to minimize expense to AMPS.

Long-Distance or Multi-Day Travel: When an employee travels for professional development opportunities, conferences or workshops that will require an absence from his/her worksite for more than one day, the following expenses may be eligible for reimbursement:

- meals and non-alcoholic drinks;
- transportation to and from the airport and/or hotel or other business-related locations;
- overnight hotel fees and taxes;
- mileage to and from the airport or hotel, if driving yourself;
- parking; and
- internet access if needed for business purposes.

Non-reimbursable expenses: The following expenses are not eligible for reimbursement:

- alcoholic beverages;
- entertainment (movie, purchases/rental, plays, concerts, etc.);
- additional expenses incurred in the accommodation of an employee's non-AMPS related travel plans (e.g. extra hotel nights, additional stopovers, meals, increased fares to accommodate a different flight schedule, etc.);

- expenses associated with travel of an individual's spouse, family or friends;
- reimbursements for gifts of any kind; and
- expenses lacking receipts or sufficient supporting evidence to justify the expense.

Air Travel Reimbursement

Air travel reservations should be made as far in advance as possible in order to take advantage of reduced fares. Flights must be reviewed by the employee's supervisor or the Finance Department before booking to ensure costs are reasonable, appropriate, and within budget. Employees should use price comparison sites to find the best/reasonable rate and should book travel in coach/economy class instead of business/first class.

Lodging Reimbursement:

Employees are not required to share a room while traveling for AMPS business. Employees should use price comparison sites to find the best/reasonable rate. Maximum allocation for lodging is \$250.00 per night unless using a conference rate, or otherwise approved by a C-Suite member. When requesting rates at hotels, always ask for discounts and rates available for public school employees.

Parking Reimbursement

In cases where an employee is required to drive, parking will be reimbursed at a reasonable rate based on the location to which the employee is traveling. Employees should use the airport parking in the appropriate lot based on the length of your trip (e.g., long-term vs daily) and utilize economy lots where available to save money.

Car Rentals Reimbursement

Should an employee's travel require a car rental and refueling cost, the employee must receive prior approval from a member of the C-Suite. AMPS will not reimburse employees for rental car insurance fees, upgrades, and/or navigation features, and employees are expected to carry their own insurance. Reimbursement for gas is allowable on car rentals only, with the proper receipts. Employees should book compact or standard-size cars unless there's a reason for a different vehicle or free upgrade and should use price comparison sites to find the best or most reasonable rate.

Mileage Reimbursement

Reimbursement for work-related travel using an employee's personal automobile will be made according to the IRS-published mileage reimbursement rate in effect at the time of travel. In calculating mileage, employees should use the lesser of the distance from their home or their work site to the destination.

Meals Reimbursement

When an employee is required to travel for more than one day (i.e., overnight travel), meals will be reimbursed up to \$100 per person per day unless otherwise approved by a member of the C-Suite. To qualify for meal costs, the following leave and return time limits apply:

- Breakfast: Must leave before 6:30am and/or return after 9:00am
- Lunch: Must leave before 11:00am and/or return after 1:30pm
- Dinner: Must leave before 4:00pm and/or return after 6:30pm

Itemized receipts are required for all meals. AMPS employees are permitted to pay for meals for reasonable business associates (e.g., other AMPS staff, potential donors, etc.), but meals for personal companions will not be reimbursed. Alcoholic beverages will not be reimbursed.

Travel Expense Report

All reimbursement forms and receipts should be submitted as soon as possible after travel. All forms must be received within 30 days of the event or travel and no later than July 15th of the following fiscal year. Please contact the Finance Department for instructions on how to complete the necessary forms.

AMPS



HONOR HARD WORK

Fiscal Policies and Procedures

BOARD APPROVED: January 15, 2025~~August 28, 2024~~

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PURPOSE AND INTENT

The purpose of these fiscal policies and procedures is to document the policies and internal controls that support the successful operation of Amethod Public Schools (“AMPS” or “Network”) and its schools. The intent is to align with and follow legal and official regulations that apply to charter schools and non-profit corporations in the State of California as well as the additional best practices and sound internal controls that are recommended or required by AMPS’ authorizers, lenders, funders, and other experts such as the California Charter School Association (CCSA), Charter School Development Center (CSDC), the California Department of Education (CDE), and California’s Fiscal Crisis and Management Assistance Team (FCMAT).

The policies and procedures are reviewed at least annually by AMPS staff and advisors for compliance with new requirements and evolving guidance from the sources above, and changes are brought to the AMPS Board for approval as needed.

EXPENDITURE APPROVAL

Avoiding Conflicts of Interest

It is essential to avoid any conflicts of interest when making expenditure recommendations or decisions. A conflict of interest exists when an individual involved in a recommendation or decision has a personal financial interest in the outcome of the decision and does either of the following:

- Participates in decision-making related to that item.
- Influences, or attempts to influence, others making a contract or decision related to that item whether the attempt occurs inside or outside a board meeting.

AMPS has adopted and published a Conflict of Interest Code that has been approved by the AMPS Board and complies with the Fair Political Practices Commission (FPPC). Any potential conflicts of interest that might come into play with any expenditure recommendations or decisions must be disclosed by the employee or Board member and addressed pursuant to AMPS’s Conflict of Interest Code.

Authorization of Expenditures

Authorizing AMPS School and Network Expenditures:

- All contracts, purchases, or other expenditures (collectively referred to hereafter as “Expenditures”) made on behalf of any of the schools must be approved by the Site Director or equivalent. The Chief Executive Officer (CEO), Chief Operations Officer (COO), Chief Academic Officer (CAO), Chief Strategy and Compliance Officer (CSCO), collectively the “C-Suite”, and Home Office Directors may also approve Expenditures on behalf of schools, up to their relative approval limits.
- Expenditures limits shall be measured on a fiscal year basis (July 1 - June 30).

- All Expenditures in excess of \$5,000 made on behalf of a single school site or the network as a whole (across multiple schools) must be approved by the COO, CAO, or CSCO.
- All Expenditures in excess of \$25,000, must also be approved by the CEO.
- ~~All Expenditures in excess of \$50,000, must also be approved by the Board Chair.~~
- ~~All Expenditures in excess of \$100,000 must~~ be approved by the Board of Directors unless explicitly delegated otherwise on a case-by-case basis by the Board either (i) to staff, or (ii) to one or more Board Members who are designated to act on behalf of the Board as a whole.
- In the case of Expenditures being reimbursed or paid to an approver listed above, the approver's supervisor must approve the reimbursement.
- In the case of Expenditures being reimbursed or paid to the CEO, the Board Chair must approve the reimbursement. The Board Chair may elect to delegate the approval of reimbursements of routine business Expenditures below \$1,000 to a staff member other than the CEO (typically the COO).

When approving Expenditures for any School or the Network as a whole, the designated approver must:

- confirm that the Expenditure falls within the currently approved budget;
- contact the Finance Department, COO or designee if needed to confirm that funds are currently available for Expenditure;
- confirm that the Expenditure is allowable under the appropriate revenue source;
- confirm that the Expenditure is appropriate and consistent with the vision, approved charter, school and network policies and procedures, and any laws or applicable regulations;
- confirm that the price is competitive and prudent (and when the Expenditure is greater than \$25,000, document a good faith effort to secure the lowest possible cost for comparable goods or services); and
- work with the COO or designee to conduct a full bid process in accordance with law when required by law.

No Gifts of Public Funds

Article 16, Section 6 of the California Constitution prohibits any gift of public funds to an individual or corporation. Per FCMAT guidance, the constitutional prohibition against a gift of public funds is generally not an issue when the direct and primary public purpose of an expenditure results in the public receiving a benefit from the expenditure. Additionally, expenditures of public funds that involve a benefit to private persons are not gifts within the meaning of the California Constitution if those funds are expended for a public purpose.

As such, any expenditure of public funds must primarily benefit the education of students in AMPS's schools in order to not be considered a prohibited gift of public funds. Expenditures driven by personal motives are not justified even if they are well intentioned or based on benevolent

feelings (e.g., gifts expressing gratitude to staff or volunteers or sympathy to community members).

No Political Contributions or Involvement

AMPS will not contribute to or otherwise make expenditures in support of any political campaign or candidate for public office. AMPS will not use (or allow management, staff, or other representatives to use) its assets or resources for support or opposition to any political campaign or candidate for public office. Individual employees, on their own time and with their own money, may contribute to candidates and campaigns of their choosing.

Signing of Contracts

Consideration will be made of in-house capabilities to accomplish services before contracting with outside parties.

Schools:

- Site Directors are the only school-based staff authorized to sign contracts on behalf of their school. Members of the C-Suite may also sign contracts on behalf of schools.
- All contacts must be reviewed and approved by the CEO, regardless of fiscal commitment. CEO may designate an alternative signer.
- Site Directors are responsible for ensuring that school-based contracts are performed to completion.

Network:

- All contracts must be reviewed and approved by the CEO, or Designee.
- The Board Chair or CEO may sign contracts upon Board approval.
- The appropriate C-Suite member or designee and the Finance Department are responsible for ensuring that network-based contracts are performed to completion.

Contract Documentation

All contracts above \$25,000 must document a good faith effort to secure the lowest possible cost for comparable goods or services that meet all user requirements. Competitive bids will be obtained where required by law or otherwise deemed appropriate and in the best interests of the Network organization.

Written contracts clearly defining work to be performed will be maintained for all contract service provider relationships involving an Expenditure of \$2,500 or more (i.e. consultants, independent contractors, subcontractors).

Contract service providers must show proof of being licensed and bonded, if applicable, and of

having adequate liability insurance and worker's compensation insurance currently in effect. The COO or CSCO may also require that contract service providers list AMPS as an additional insured on service providers' insurance policies.

If the contract service provider is a sole proprietor or a partnership (including LLC, and LLP), the contractor will provide a W-9 prior to submitting any requests for payments.

Contract service providers will be paid in accordance with approved contracts as work is performed.

Authorizing Payments to Vendor

A. ACH Payments

The Board Chair, CEO and COO will have the authority to approve ACH payments.

B. Online Bill Pay

The Board Chair, CEO and COO will have the authority to approve online bill payments.

C. Checks

The Board will designate the authorized check signers on all bank accounts and the COO will maintain a list of such authorized signers. Bank checks will be kept under lock and key, at both the Home Office and with the Back Office Provider. When there is a need to generate a bank check, the check will be entered into a ledger at the same time that the check is written. Checks may not be written to cash, bearer, or petty cash. Under no circumstance will any individual sign a blank check or a check made out to themselves. The COO or designee will put in place appropriate procedures to ensure that all checks are accounted for at all times (e.g., by monitoring check registers for any missing checks, and by ensuring that voided checks are stored in the organization's accounting files).

BANK ACCOUNTS, CREDIT CARDS & CASH

The Board of Directors authorizes the Board Chair, CEO, and COO to open and close bank and credit card accounts. The Board Chair, CEO, and COO may be authorized as co-administrators on all bank and credit card accounts, in accordance with the list of authorized account signers.

Bank Accounts

The organization is expected to maintain two types of bank accounts:

- **Operating Account** - The Network's revenue will be deposited into an operating account that only the Board Chair, CEO and COO are authorized to manage. Only these individuals will have signing authority over these accounts or access to the funds in the accounts.
- **Savings Account(s)** - The COO shall manage Network's cash to maximize savings in accounts with either FDIC-insured banks or NCUA-insured credit unions, ensuring that cash is spread to sweep accounts or across banks or credit unions to minimize risk.
- **School-level Accounts** - School sites will not have individual accounts, and will abide by the Network-level accounts and processes.

Cash Management

This section covers the management of cash on hand at the schools.

- All cash held at schools (e.g., for school events, fundraising, etc.) will be the responsibility of the Site Directors. Teachers, office personnel, and other staff shall not hold cash separately. All cash will be delivered to a Site Director on the same day it is received.
- At no times will cash held at schools overnight exceed \$5,000. Excess cash will be delivered to the Home Office at minimum weekly, or sooner if the balance nears \$5,000.
- No Loans will be made from the petty cash funds.

Procedures for handling cash received by the Network organization:

Step	Person Responsible	Task	Frequency
1	Site Director	Store cash in a fireproof safe. Provide additional key or code only to the Finance Department.	At all times
2	Site Director	Provide a completed and signed <u>receipt</u> petty cash slip from a <u>triduplicate</u> copy receipt book. Original copy given to the <u>party giving the case</u> . <u>2nd copy given to the</u> Finance Department (see <u>#3</u> below). <u>3rd</u> 2nd copy stays in the receipt book at the school site. Attach documentation of purchases.	At all times

		Record all transactions on the <u>receipt book</u> petty cash ledger as they occur.	
3	Site Director	Forward all documentation and receipts to the Finance Department for recording in the accounting software.	Weekly/As needed
4	Site Director	Immediately report any irregularities in the <u>cash receipts and reconciliation</u> petty cash fund to the Finance Department and <u>COO</u> .	As needed
5	Staff Member	Provide Site Director with an itemized register receipt for all purchases made with petty cash.	Within 1 business day of purchase
6	Site Director	Ensure that petty cash slips are properly completed and receipts attached.	Weekly/As needed
7	Finance Department	Conduct unannounced counts of the petty cash.	Quarterly, at irregular times
8	Finance Department/Back Office Provider	Reconcile petty cash amount in accounting software.	Monthly
95	COO or Designee	Review the <u>cash</u> reconciliation and notify the <u>CEO and</u> Board immediately if any discrepancies are found.	Monthly

Credit Cards

Credit Cards

The COO may authorize individuals to carry and use an AMPS credit card to make purchases on behalf of the school or network, consistent with the Expenditure approval policies above. The cardholder must sign a cardholder agreement in order to receive a physical credit card.

Credit cards will be kept under supervision of the approved individual, and all related documentation of purchases will be turned in to the Finance Department monthly for reconciliation. If itemized receipts are not available or are missing, the individual making the charge will be held responsible for payment and credit card privileges may be revoked.

The COO or designee may issue one-time virtual cards to employees needing to make a single online purchase under \$1,000, with approval of the employee's supervisor.

Credit card statements of employees shall be reviewed and approved monthly by employee's supervisor and the COO or designee.

Account Reconciliations

This section covers the process for reconciling bank and credit card accounts.

Step	Person Responsible	Task	Frequency
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1	Finance Department/Back Office Provider	Record bank activity into bank ledger as it occurs.	As receipts / Expenditures occur
2	Finance Department/Back Office Provider	Download bank statements.	Monthly
3	Finance Department	<p>Review check register/examine all posted checks.</p> <p>Research any discrepancies or any checks over 90 days, and if applicable, adjust them in the accounting system.</p> <p>Examine all ACH and online bill payments. Research any discrepancies and reconcile.</p>	Monthly
4	Finance Department/Back Office Provider	<p>Prepare the bank reconciliation, verifying the bank statements and <u>all outstanding transactions</u> facilitating any necessary reconciliation.</p> <p>Compare the reconciled bank balance to the cash in the bank account and to the general ledger. Immediately report any discrepancies to the COO.</p>	Monthly
5	Finance Department/Back Office Provider	Prepare reconciliation of bank activity to be reviewed by the COO or designee.	Monthly
6	COO or designee	Review and approve the reconciliation. Notify the CEO immediately if any discrepancies are found.	Monthly
7	Finance Department	Save a signed copy of each bank reconciliation alongside the bank statement in AMPS' accounting files.	Monthly

PURCHASING PROCEDURES

Establishing a New Vendor

AMPS is a non-profit organization and at times will be eligible for discounted products and services. When establishing new vendor accounts, inform vendors of ~~the non-profit~~ status and use ~~the~~ AMPS Internal Revenue Service Code Section 501(c)(3), number: 94-3185735. Please note: orders are not currently exempt from sales tax.

Purchase Orders

AMPS requires the use of formal purchase orders for all Expenditures at or above \$5,000. This section covers the process for purchase orders that are required by AMPS or vendors prior to ordering or delivering a product or service.

Step	Person Responsible	Task
1	Staff Member	Complete a purchase requisition.
2	Supervisor/Expense Approver	Approve the requisition.
3	Finance Department	Create or confirm purchase order, confirm purchase order is logged.
4	Finance Department	Send the purchase order to the vendor.

Invoice Payments

Invoices should be reviewed and sent to the Finance Department immediately upon receipt. Invoices are paid on a weekly basis. This section covers the process for submitting an invoice for payment.

Step	Person Responsible	Task
1	Staff Member	<ul style="list-style-type: none"> Identify that all goods/services billed have been received. If not, contact vendor and <u>have invoice adjusted</u> invoice accordingly. Code invoice to the appropriate Object/Resource code. Secure appropriate Director/C-Suite signature. Forward to the Finance Department, confirming receipt of all items/satisfaction of work performed, along with any supporting documentation.
2	Finance Department	If invoice details are complete, <u>add confirm</u> coding <u>to of</u> invoice with budget line item(s), <u>secure appropriate approval</u> , and forward to the Back Office Provider.
3	Back Office Provider	Verify invoice coding and initiate payment either

		by check or ACH.
4	COO or designee	Review <u>and approve</u> check register prior to release of checks/ACH.

Payments Using an AMPS Credit Card

AMPS's preferred payment method is to receive an invoice from vendors and pay by check. However, an AMPS credit card may be used when a vendor will not accept another form of payment. Credit Cards are to be used for business purposes only. Personal purchases of any type are not allowed. Each staff member who is authorized to use a credit card will be required to sign a credit card use certification statement acknowledging that the card shall only be used for legitimate charter school-related business purposes and that the cardholder agrees to take responsible precautions to protect the card from loss or theft.

Credit card purchases are subject to the same expenditure authorization limits and processes as all other purchases. Credit card purchases must be approved in advance by an AMPS employee with sufficient signing and budget approval authority for the planned expenditure.

If payment is made using an AMPS credit card account, follow the process below.

Step	Person Responsible	Task	Deadline
1	Cardholder	Secure approval for the purchase by any required authorizers based on the amount of the expenditure and which budget it will be applied to.	Prior to purchase
2	Cardholder	Keep track of all itemized receipts (including refund receipts).	As purchased
3	Cardholder	Scan/submit receipts to the Finance Department or upload to the credit card expense tracking software.	Within 2 days of purchase
3 4	Cardholder	Complete a monthly report that details the budget line items and description of each purchase. Attach all itemized receipts.	Monthly
4 5	Supervisor and for Finance Department	Review reports submitted by staff members and confirm accuracy.	Within 5 3 business days
5 6	Finance Department	Confirm coding and submit to Back Office Provider/ import into general ledger and reconcile on a monthly basis. Complete reconciliation as noted above.	Within 5 business 2 days
6 7	COO or designee	Review the reconciliation and notify the CEO immediately if any discrepancies are found.	Monthly

Independent Contractors (1099 Vendors)

This section refers to independent contractors, known as 1099 vendors. These are defined as outside individuals or companies who are contracted by AMPS to provide services and are not paid through AMPS' payroll processes for employees. Such individuals must meet all of the following criteria:

- A. the individual must be free from the control and direction of the AMPS in connection with the performance of the work, both under the contract for the performance of such work and in fact;
- B. the individual must perform work that is outside the usual course of AMPS's business; and
- C. the individual must be customarily engaged in an independently established trade, occupation, or business of the same nature as the work performed for AMPS.

Such individuals are typically self-employed, have no set hours, and have the freedom to render services which are not controlled by AMPS. Independent contractors also typically work for a pre-determined period of time on a specifically defined project. Prior to hiring an independent contractor, consideration will be made of in-house capabilities to accomplish services.

Step	Person Responsible	Task	Deadline
1	AMPS Staff Member that is <u>requesting the Contractor</u> <u>Hiring Party</u>	Identifies a need that cannot be met in-house, identifies an independent contractor who can provide the services, and makes a request to the Director or C-Suite supervisor to hire an independent contractor to provide the services	As needed
2	Director, CEO, COO, CSCO or CAO	Consults with the Finance Department as necessary in order to evaluate the criteria for independent contractor status. If valid, approves the request.	As needed
3	Contractor	Provides a contract outlining services to be completed. Provides a completed W-9 to AMPS. (At times, AMPS will use our own contract template rather than using the Contractor's template. In such cases, the COO or designee and the Finance Department will create the contract and provide it to the <u>appropriate staff member</u> <u>Hiring Party</u> .)	In advance of beginning work
4	Finance	Reviews W-9 and draft contract for	In advance of

	Department/COO or designee	compliance. If acceptable, forwards to appropriate signer within AMPS.	beginning work
5	<u>CEO or Designee</u> Authorized Contract Signer	Signs contract with independent contractor, after which work can begin	In advance of beginning work
6	Contractor	Completes work and submits invoice(s) to <u>appropriate staff member</u> hiring party /Finance Department. <u>Submits work product updates as needed.</u>	Monthly or at completion of project
7	<u>Staff Member</u> Hiring Party	Follows guidelines for invoice payments, <u>ensuring appropriate approvals.</u>	As invoices are received
8	Finance Department/Back Office Provider	Provides 1099 to contractor and files 1099 forms with the IRS.	Annually as required by law

RECEIPTS / ACCOUNTS RECEIVABLE

Documentation will be maintained for all receipts of funds or accounts receivable and forwarded to the Finance Department. All receipts and accounts receivable will be recorded by the Finance Department/Back Office Provider in the general ledger and accounts receivable will be collected on a timely basis.

Voluntary Donations / Contributions

Because charter schools are tuition-free public schools, neither parents nor students are required to donate their time or money as a condition of enrollment in any AMPS school. No student will be denied enrollment because a parent does not make a financial contribution to the charter school. While parent engagement and support of AMPS' schools is encouraged, any such activities are optional. In cases where a recommended donation or fee is stated for participation in an AMPS activity, provision will be made for the student to participate in the activity without making such donation or paying such fee. In cases where AMPS sells merchandise (e.g., food at fundraising events, etc.) student's participation in AMPS' educational programs will not be conditioned on purchasing such merchandise. AMPS will take no adverse actions against a student or parent that does not or cannot volunteer or contribute.

Cash Receipts (Cash and Checks)

This section covers how to handle cash and checks received in the mail or at an event/activity where donations are received or items (i.e. prom tickets) are sold.

Checks Received by Finance Department in Home Office

Step	Person Responsible	Task	Frequency
1	Office Staff	Open mail and provide any checks to the Finance Department.	Daily
2	Finance Department	<ul style="list-style-type: none"> Immediately endorse all checks with the appropriate deposit stamp. Store checks in safe until deposited to financial institutionbank/credit union. Record a deposit summary of all checks received, itemizing the amount, source, and purpose of each payment. 	Daily
3	Finance Department	<ul style="list-style-type: none"> Deposit checks in person or via remote deposit machine and software provided by the general operating bank. Save a scan of the deposit details in Drive. 	Weekly
4	Finance Department/Back Office Provider	Code deposit summary with appropriate accounting dimensions and record deposit in accounting ledgers.	Monthly

5	COO or designee	Review all deposit details as part of the monthly bank reconciliation process and notify the CEO immediately if any discrepancies are found.	Monthly
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Cash & Checks Received by Schools

Step	Person Responsible	Task	Frequency
1	School Staff, as determined by Site Director	<ul style="list-style-type: none"> For cash or checks provided in person, issue a cash receipt from a triplicate copy receipt book. Original copy given to payee, 2nd copy submitted to Finance Department (see below). 3rd copy stays in the receipt book at the school site. Immediately place cash and checks in the safe. 	As received
2	School Staff, as determined by Site Director	<ul style="list-style-type: none"> Immediately endorse all checks with the appropriate deposit stamp. Utilize dual cash counts for all cash when received, and every time cash changes possession. Use a numbered tamper-proof bag as provided by the Finance Department Create a summary of all cash and checks received, itemizing the amount, source, and purpose of each payment. Sign and date the summary. Secure in the school safe 	Daily
3	School Staff, as determined by Site Director	Give the cash, checks, and deposit summary to the Finance Department.	Weekly

Cash & Checks Received at Events

Step	Person Responsible	Task	Timing
1	Site Director	Designate a staff member as the Cashier responsible for collecting and holding all cash and checks for the purpose of an individual activity or for sales made at the school.	In advance of event.
2	Cashier/staff member	Record each transaction in a triplicate copy receipt book at the time the transaction is made. Provide an original receipt to the donor/customer. 2 nd copy submitted to Finance Department (see above). 3 rd copy stays in the receipt book at the school site.	At transaction

3	Cashier + One Additional Staff Member	<ul style="list-style-type: none"> ● Create a summary of all cash and checks received. Both employees sign and date the summary. ● Use a numbered tamper-proof bag to secure all cash and checks ● Give the cash, checks, receipt book, and deposit summary to the Site Director to secure in the safe. <p>*Additional staff member can be the Site Director</p>	End of Event
4	Site Director + One Additional Staff Member	<p>Re-count the funds and verify amount matches original count.</p> <p>Sign and date the summary, and provide budget codes for the deposits. Place all cash, checks, receipts, and signed summary in a numbered tamper-proof bag.</p> <p>Record the daily amount received and the tamper-proof bag number in a daily receipts log kept separate from the receipts book and cash/checks.</p>	End of Day
5	Site Director	Secure numbered tamper-proof bag in school safe.	End of Day

Returned Check Policy

A returned-check processing fee may be charged for checks returned as non-sufficient funds (NSF). Unless otherwise pre-approved by the COO, payment of the NSF check and processing fee must be made by money order or certified check.

In the event that a second NSF check is received for any individual, in addition to any processing fee, the individual will lose check-writing privileges. Payment of the NSF check, the processing fee and any subsequent payment(s) by that individual must be made by money order or certified check.

In the case of NSF checks written by parents of students, failure to pay may result in the withholding of report cards/transcripts at the end of the semester and/or school year until payment is received, unless other mutually agreeable arrangements are approved by the COO, CEO, and/or Governing Board.

If unsuccessful in collecting funds owed, AMPS may initiate appropriate collection and/or legal action at the discretion of the COO, CEO and/or Governing Board.

POSITION CONTROL & PAYROLL

Personnel Budget Approvals

AMPS's Board approves each school's annual budget and revisions to that budget on a periodic basis. Each budget will include the portion of each school's approved expenditures that are related to employee compensation and benefits. The Board delegates individual personnel decisions (e.g., hiring, firing, compensation) to AMPS staff (subject to adherence with the Board approved budget and any relevant AMPS policies) as follows:

School Positions:

- Recommendations regarding creating or filling all School positions will be made by the Site Director(s) of the School.
- The AMPS human resources team will determine the appropriate compensation for any position based on AMPS's compensation philosophy, salary bands, and other reasonable factors.
- The COO will review all School positions.
- The COO will review the budgetary impact of all School positions.
- The CEO will give final approval on all positions and compensation.
- Employment Agreements with a salary over \$100,000 require board approval.

Home Office Positions:

- Recommendations regarding creating or filling all Home Office positions will be made by the relevant Home Office department head.
- The AMPS human resources team will determine the appropriate compensation for any position based on AMPS's compensation philosophy, salary bands, and other reasonable factors.
 - The COO will review all Home Office positions.
 - The COO will review the budgetary impact of all Home Office positions.
 - The CEO will give final approval on all positions and compensation.
 - Employment Agreements with a salary over \$100,000 require board approval.

As with any other Expenditures, the appropriate approver must:

- confirm that the proposed position falls within the currently approved budget;
- confirm that the position is allowable under the appropriate revenue source; and
- confirm that the position is appropriate and consistent with the vision, approved charter, school and network policies and procedures, and any laws or applicable regulations.

Retention and/or Recruitment Bonuses

- The CEO shall have the ability to offer signing/recruitment bonuses or retention bonuses up

to \$5,000 per employee annually, for positions that are deemed "difficult to staff". A "difficult to staff" position is considered a role that faces challenges in attracting qualified candidates due to factors like specialized skills, demanding work conditions, geographic location, or limited applicant pool. No bonuses may be awarded if total compensation for the position would be excessive under IRS standards for non-profit employees. The CEO will consider past, present, and future compensation trends in deciding whether payment of a bonus could be considered "excessive" or "inequitable" and therefore should be avoided.

Position Control

Position control refers to a system of tracking personnel budgets based on positions that are approved and expressed as full-time equivalents (FTE), rather than based on specific employees. It is used to budget and forecast expenses and to ensure that only authorized positions are filled and only appropriate personnel receive a payroll check. AMPS's Human Resources and Finance Departments will maintain a position control system to track which positions are approved per the approval policies above. It will also track which specific employee is in each role and what their compensation is for that position.

Information from the position control system will be incorporated into budget monitoring and reporting processes. It will also be integrated into AMPS's payroll and HR systems to ensure personnel costs are accurately recorded on a monthly basis and to identify and correct any material differences that arise from time to time.

Employee Qualifications

All AMPS staff on payroll must comply with state law requirements before being hired or assigned to AMPS's payroll system. Site Directors are responsible for working with Human Resources to manage the formal hiring process at their schools. Please refer to the AMPS Employee Handbook for information on employee requirements, and managing vacation and sick leave.

Payroll Submission Procedure

AMPS uses Paylocity for payroll and submits payroll online. Payroll is processed in-house ~~bysubmitted by the Back Office Provider in cooperation with~~ the Payroll and Benefits Manager, and is approved by the COO or designee.

Payroll Distribution

It is the preferred method of AMPS to disburse payroll via direct deposit. Direct deposit statements and W-2 forms are available to all staff online through Paylocity. Should an employee request paper paychecks, they will be delivered to the Home Office.

Payroll Taxes and Filings

Paylocity and the Back Office Provider (if applicable) will prepare payroll check summaries, tax and withholding summaries, and other payroll tracking summaries, and will file all state and federal quarterly and annual payroll tax forms and W-2 forms on a timely and accurate basis. The COO or designee will review the forms before the vendor submits them to the respective employees or agencies.

Record Keeping

All payroll records will be maintained by AMPS or the payroll vendor for seven years or longer if otherwise required by law.

EXPENSE REIMBURSEMENTS

Employee Business and Travel Reimbursements

At times, AMPS staff are asked to travel or have to purchase work related items using their own cash or credit cards. Business and travel expenses will be reimbursed for pre-approved expenses consulted and approved by the supervisor in accordance with their budget authorization and signing authority.

Expense reports will be processed on a weekly basis. For travel reimbursements policies and limits, refer to the travel reimbursement policy in the appendix.

This section covers the process for submitting an expense or travel reimbursement

Step	Person Responsible	Task	Timing
1	Staff Member	Keep track of all itemized receipts (including refund receipts). Non-itemized receipts or expenses without receipts may not be reimbursed.	As purchased
2	Staff Member	Complete expense reimbursement form through and attach itemized receipts for all charges.	Monthly, as necessary
3	Supervisor/ Approver	Review reimbursement form and approve it.	Within <u>3 business2</u> days
4	Finance Department	Review reimbursement requests and prepare a summary for payment by Back Office Provider, or review expense in expense management system.	Weekly
5	Finance Department/Back Office Provider	Enter into accounting software and reconcile monthly as per above	Monthly
6	COO or designee	Review the reconciliation and notify the CEO immediately if any discrepancies are found.	Monthly

Volunteer Expenses

All volunteers will submit a purchase request to the Site Director, Home Office Director, or C-Suite member for all potential expenses. Only items with prior authorization from such authorizer will be paid/reimbursed. Itemized receipts must be included to be eligible for reimbursement. Reimbursements for volunteers will be processed by the Finance Department.

Governing Board Expenses

The individual incurring authorized expenses while carrying out the duties of AMPS will complete

and sign an expense report. The COO or designee will approve and sign the expense report, and submit it to the Finance Department for payment.

All Expenses

All expenses submitted for reimbursement must have an itemized receipt. The receipt should not contain personal items on it, and under no circumstances may the receipt contain alcohol or any other expense that violates AMPS's expense rules.

Requests for mileage reimbursement must include Google Maps printout, or similar, with the mileage requested being the lesser of the travel from home or school site to the destination. Mileage will be reimbursed at the IRS Standard Mileage Rate in place at the time of travel.

Requests for reimbursement must be made within 30 days of incurring the expense.

Credit card users shall use the same guidance in the Travel Reimbursement Policy when making purchases and Expenditures during business travel for AMPS.

FINANCIAL REPORTING BUDGETING & RECORDS RETENTION

Financial Budgeting

The Back Office Provider, in consultation with the COO or designee, will prepare an annual financial budget for each school. The budget will include input from ~~in consultation with~~ Site Directors, Home Office Directors, and members of the C-Suite. The annual budget will be submitted to the Board of Directors for approval prior to the July 1 start of each fiscal year. It will be accompanied by a description of the assumptions that guided the creation of the budget. The approved budget for each School will be incorporated in the Local Control and Accountability Plan (LCAP) for that School, which will be prepared, reviewed, and adopted in accordance with California law. The LCAP and Budget for each School will be submitted to such School's authorizer on a timeline and in such format as is required by law.

The Back Office Provider ~~COO or designee~~ will prepare budget revisions on an as-needed basis throughout the year, which revisions are subject to Board approval. At a minimum, such revisions will include a First Interim and Second Interim budget revision for each School that will be prepared, approved, and submitted to such School's authorizer on a timeline and in such format and timeline as is required by law.

Budgets will be developed using reasonable and timely assumptions regarding all areas of the network's operations, including, but not limited to enrollment and attendance projections, student demographics that impact funding, public funding rates, non-public revenue sources, position control and staffing levels, employee benefit costs, and other cost projections. They will factor in reasonable and timely assumptions related to COLAs and inflation expectations. Budgets will include a multi-year financial projection that (at a minimum) includes the current year plus two following years.

Financial Monitoring and Reporting

The Back Office Provider and COO and/or designee will periodically monitor adherence to the then-current budget and share a financial update and reports with the Board of Directors at each meeting of the Board. Such monitoring, updates and reports will include a budget-to-actual variance analysis for each major category of the then-current budget for each school, and a narrative description of noteworthy variances. If necessary, action will be taken to adjust the budget based on these reports.

The Finance Department, Back Office Provider, and COO will provide the CEO and/or Board of Directors with additional financial reports, as needed.

AMPS will provide financial reports (e.g., Unaudited Actuals) for each School to such School's authorizer on a timeline and in such format as is required by law. AMPS will file all information and tax returns required by the Internal Revenue Service (IRS) and California's Franchise Tax Board (FTB) on a timely and accurate basis.

AMPS' Finance Department and/or Back Office Provider will maintain a financial reporting calendar of relevant financial reporting deadlines to ensure that required reporting deadlines are met on a timely basis.

Accounting Dimensions

AMPS will adhere to all elements of California's Standardized Account Code Structure (SACS) that are required to meet the needs of State financial reporting requirements. This currently includes tracking all revenues and expenditures by "object" and "resource" as those terms are defined in the California School Accounting Manual (CSAM). AMPS may implement additional accounting dimensions as needed for its own internal reporting or to provide improved visibility into program operations and efficiency.

Restricted Fund Accounting and Reporting

AMPS and the Back Office Provider will maintain sufficiently detailed fund accounting procedures and records to identify the sources and uses of all restricted funding sources at each school so as to be able to separately identify the revenues, expenses, receivables, payables and cash and fund balance for that funding source at that school. Over time, the expectation is that all restricted funding sources will eventually reach a \$0 fund balance as expenditures match the revenues received. Accurate and timely reports will be filed for each such funding source and school as required by that funding source.

Retention of Records

Financial records, such as transaction ledgers, canceled/duplicate checks, attendance and entitlement records, payroll records, and any other necessary fiscal documentation will be retained for a minimum of seven (7) years. At the discretion of the COO, certain documentation may be maintained for a longer period of time.

FINANCIAL RESERVES, LIQUIDITY, AND INVESTMENTS

Funds Balances / Reserves

AMPS recognizes the need to maintain an adequate fund balance that will ensure the financial viability of our network and each school. The following policies related to the maintenance of adequate fund balances, reserves, and cash liquidity reflect recommendations made by the California Department of Education, our County Offices of Education and authorizers, our financial auditor, and researched best practices among California CMO peers and non-profits more broadly.

AMPS will maintain a positive fund balance each year on a consolidated basis, and at each school. The fund balance will be measured annually as the sum of the network's or the school's assets, minus its liabilities, in both cases as recorded in AMPS' or the Back Office Provider's accounting system.

Building / maintaining reserves under normal circumstances: Each AMPS school, and the AMPS Home Office is expected to develop an annual budget that has a neutral or positive impact on its fund balance (i.e., with revenues equaling or exceeding expenses) and with a concrete multi-year plan to ensure at minimum breakeven operations for a 3-year rolling period, and a minimum 5% reserve for economic uncertainty. The COO or designee will work with each school to develop an individualized plan to reach each school's goals. An annual contribution to the school's reserve will be built into each school budget as needed.

Financial Assets/Cash Management Strategy

This policy regarding the cash management strategy and savings instruments of AMPS' financial assets is set forth to:

- define and assign the responsibilities of all parties involved in managing AMPS' cash,
- establish a clear understanding of the savings policy and objectives, and
- provide guidance and limitations to any internal or outside portfolio manager regarding the investment of AMPS assets.

Savings Objectives

The objective of AMPS' cash management strategy is (a) to preserve capital required for day-to-day operations of our schools and (b) to maximize funds held in interest-bearing accounts.

The investment horizon of the funds should endeavor to match the duration of the associated funding needs. Funds required for day-to-day operations will be maintained in a standard checking account. Funds for savings will be maintained by direction of the COO in Certificates of Deposit High-yield savings, or other investments that are not subject to market fluctuations.

Delegation of Authority

The Board of Directors is responsible for approving the savings policy and has authorized the CEO and COO to oversee the placement of assets on an ongoing basis. The CEO and COO are authorized to delegate certain responsibilities to professional agents such as portfolio managers, custodians, attorneys, auditors, consultants and other specialists who are experts in their field, as needed.

General Cash Management Principles

- Investments shall be made solely in the interest of AMPS Public Schools.
- Assets shall be invested with the care, skill, prudence, and diligence under the circumstances then prevailing that a prudent person acting in like capacity and familiar with such matters would use in the investment of a fund of like character and with like aims.
- Savings shall be reasonably diversified in multiple banks and/or credit unions.
- Cash is to be employed productively to provide safety, liquidity, and return.

Allowable Assets

Cash Equivalents

- Checking Accounts
- Savings Accounts
- Treasury Bills
- Time Deposits, including Certificates of Deposit

FIXED ASSETS / DEPRECIATION / LEASES / INSURANCE

Asset Inventory

A depreciable asset is defined as all items, purchased or donated, with a value of \$5,000 or more and with a useful life of more than one year.

The Finance Department will maintain records of all receipts for purchased assets, including depreciable assets, as well as non-capitalized assets.

The Finance Department, in consultation with the Technology and Facilities Departments, will also maintain an inventory or log of all depreciable assets. The log will include the original purchase price and date, a brief description, serial numbers, and other information appropriate for documenting assets. The log will also include the useful life of any depreciable assets in order to facilitate depreciation accounting noted below. The COO will immediately be notified of all cases of theft, loss, damage or destruction of assets.

Asset Sales and Disposal

The COO or designee will approve any plans for disposing of any fixed assets with a clear and complete description of the asset and the date of disposal. Any asset disposal will be managed in a manner that ensures that AMPS receives a fair market value for such asset, and that avoids any conflicts of interest.

Capital assets may be sold or traded for new equipment; when this occurs, an asset sale and disposition form should be completed. Upon approval, the school may advertise the property for sale or submit a list to the Facilities Department for sale and disposition. After completion of the sale, a completed original bill of sale form with authorized signatures should be submitted to the Finance Department. The Finance Department and Back Office Provider should delete the item from the asset records and record any gain or loss on the disposition.

Worn Out or Obsolete Assets

Worn out or obsolete assets with no cash value should be reported to the Finance and Facilities Departments on the asset disposition form, which includes a description, serial number and condition of the asset. The Facilities Department should inspect all worn out or obsolete property before it is discarded. The asset can then be removed from the asset records.

Missing or Stolen Assets

Any missing or stolen asset should be reported in writing to the Site Director and Facilities and Finance Departments as soon as its absence is discovered. The report should include the description, serial number, and other information about the lost item. The Finance Department should determine the proper course of action and should notify COO or CSCO, as the charter school's insurance carrier and any outside authorities may need to be notified. If the asset is not recovered, it can be removed from the asset records.

The Finance Department and Back Office Provider will record any such disposal in AMPS' accounting software on a timely and accurate basis.

Capitalization and Depreciation

AMPS has determined a capitalization threshold of \$5,000 as appropriate. AMPS' Finance Department and/or Back Office Provider will record depreciation expense with all capitalized assets in order to track those assets' decline in value because of wear and tear, age, deterioration, or obsolescence. AMPS uses the straight-line depreciation method that reports the same amount of decline in value each year.

Insurance

The CSCO and/or COO will ensure that appropriate insurance is maintained at all times with a high-quality insurance agency.

The CSCO and/or COO will maintain the files of insurance policies, including an up-to-date copy of all, insurance policies, certificates of insurance (including the designation of required additional insured as required under AMPS's charters, MOUs, lending agreements, and other contracts as appropriate), and related claim forms.

The CSCO and COO will carefully review insurance policies on an annual basis, prior to renewal.

Insurance will include at minimum, general liability, worker's compensation, student accident, professional liability, and directors' and officers' coverage.

LOANS AND BORROWING

Loans

The Board will approve all loans made or taken out by AMPS. In the case of a long-term loan, approval may also be required from the chartering authority (in accordance with the terms of the charter petition or an MOU with such authority) and/or other lenders (in accordance with the loan documents). Once the loan is approved by the Board, a promissory note will be prepared and signed by the Board Chair or CEO before funds are borrowed.

Loans to/from Employees

Loans to or from employees are not permitted. ~~with the exception of a salary advance loan, in cases of personal emergency. Employees requesting a salary advance loan must do so in writing, and AMPS may fund a request for any single employee more than once every twelve (12) months. The salary advance loan may not exceed fifty percent (50%) of the employee's net monthly salary, after applicable taxes and deductions. The standard repayment period shall be three (3) months, or before the end of the fiscal year, whichever is sooner. Upon written request, the CEO may grant an additional three (3) months, or up to a total of a six (6) month repayment period. Repayments shall be in the form of an automatic payroll deduction.~~

Lines of Credit/Credit Card Account

AMPS will endeavor to maintain a line of credit to provide short-term cash liquidity as needed pursuant to the policies above. The CEO and COO have been authorized by the Board of Directors to borrow funds against the line of credit or to establish Network credit card accounts on behalf of AMPS, as needed to ensure that the network meets its financial obligations.

ANNUAL FINANCIAL AUDIT

The Board will annually select an auditor by April 1 prior to the fiscal year-end (June 30th).

The Board will annually contract for the services of an independent certified public accountant on the State of California's approved list to perform an annual fiscal audit. The audit shall include, but not be limited to:

- An audit of the accuracy of the financial statements;
- An audit of the attendance accounting and revenue accuracy practices;
- An audit of the internal control practices;
- Because AMPS's schools are considered local government entities the independent audit will be conducted based on governmental auditing standards and the provisions listed in the Guide for

Annual Audits of TK-12 Local Educational Agencies and State Compliance Reporting, published by the Education Audit Appeals Panel (EAAP) and available at www.eaap.ca.gov.

The annual audit will be presented to the AMPS' Board for review and approval each year and will be filed with the CDE and SCO on a timely basis each year. Any audit exceptions and/or deficiencies will be resolved to the satisfaction of the AMPS Board and the Board of Directors and the charter-granting agency.

APPENDIX A – TRAVEL AND REIMBURSEMENT POLICY

Employees who travel on behalf of AMPS in order to fulfill their work duties or to attend workshops, conferences, or other employment-related activities, or who purchase work-related items with personal funds, will be reimbursed for qualified expenses incurred.

The following policy is intended to address the vast majority of expenses incurred by AMPS staff. In the event that exceptions are required due to the unique nature of the work-related purpose of the trip or the specific location to which the staff member is traveling, the staff member must get prior approval from their supervisor prior to incurring expenses outside this policy. Supervisors are responsible for exercising prudent judgment in evaluating such requests and encouraged to discuss them with the COO if they have any doubt about the appropriateness of the request.

All reimbursement claims must be pre-approved by the employee's supervisor, and must be supported by the original, itemized receipts, or in the case of mileage, tolls, and public transportation, by print outs of maps and fare schedules. If for some reason, obtaining a receipt is not possible, contact the COO for guidance on how to proceed.

General Travel Requirements

The employee requesting to travel on behalf of AMPS must work with his/her supervisor to determine whether the benefit from the travel to both the employee and to AMPS will outweigh anticipated costs of the travel, including how the employee's absence will affect teammates, students and upcoming deadlines. All efforts should be made to explore alternatives such as participation by phone or videoconference, and availability of local programs or training opportunities.

Employees with job duties that require regular travel between school sites are not required to request approval in advance of travel. Again, efforts should be made to explore alternative participation methods as often as possible to minimize expense to AMPS.

Long-Distance or Multi-Day Travel: When an employee travels for professional development opportunities, conferences or workshops that will require an absence from his/her worksite for more than one day, the following expenses may be eligible for reimbursement:

- meals and non-alcoholic drinks;
- transportation to and from the airport and/or hotel or other business-related locations;
- overnight hotel fees and taxes;
- mileage to and from the airport or hotel, if driving yourself;
- parking; and
- internet access if needed for business purposes.

Non-reimbursable expenses: The following expenses are not eligible for reimbursement:

- alcoholic beverages;

- entertainment (movie, purchases/rental, plays, concerts, etc.);
- additional expenses incurred in the accommodation of an employee's non-AMPS related travel plans (e.g. extra hotel nights, additional stopovers, meals, increased fares to accommodate a different flight schedule, etc.);
- expenses associated with travel of an individual's spouse, family or friends;
- reimbursements for gifts of any kind; and
- expenses lacking receipts or sufficient supporting evidence to justify the expense.

Air Travel Reimbursement

Air travel reservations should be made as far in advance as possible in order to take advantage of reduced fares. Flights must be reviewed by the employee's supervisor or the Finance Department before booking to ensure costs are reasonable, appropriate, and within budget. Employees should use price comparison sites to find the best/reasonable rate and should book travel in coach/economy class instead of business/first class.

Lodging Reimbursement:

Employees are not required to share a room while traveling for AMPS business. Employees should use price comparison sites to find the best/reasonable rate. Maximum allocation for lodging is \$250.00 per night unless using a conference rate, or otherwise approved by a C-Suite member. When requesting rates at hotels, always ask for discounts and rates available for public school employees.

Parking Reimbursement

In cases where an employee is required to drive, parking will be reimbursed at a reasonable rate based on the location to which the employee is traveling. Employees should use the airport parking in the appropriate lot based on the length of your trip (e.g., long-term vs daily) and utilize economy lots where available to save money.

Car Rentals Reimbursement

Should an employee's travel require a car rental and refueling cost, the employee must receive prior approval from a member of the C-Suite. AMPS will not reimburse employees for rental car insurance fees, upgrades, and/or navigation features, and employees are expected to carry their own insurance. Reimbursement for gas is allowable on car rentals only, with the proper receipts. Employees should book compact or standard-size cars unless there's a reason for a different vehicle or free upgrade and should use price comparison sites to find the best or most reasonable rate.

Mileage Reimbursement

Reimbursement for work-related travel using an employee's personal automobile will be made according to the IRS-published mileage reimbursement rate in effect at the time of travel. In calculating mileage, employees should use the lesser of the distance from their home or their work site to the destination.

Meals Reimbursement

When an employee is required to travel for more than one day (i.e., overnight travel), meals will be reimbursed up to \$100 per person per day unless otherwise approved by a member of the C-Suite. To qualify for meal costs, the following leave and return time limits apply:

- Breakfast: Must leave before 6:30am and/or return after 9:00am
- Lunch: Must leave before 11:00am and/or return after 1:30pm
- Dinner: Must leave before 4:00pm and/or return after 6:30pm

Itemized receipts are required for all meals. AMPS employees are permitted to pay for meals for reasonable business associates (e.g., other AMPS staff, potential donors, etc.), but meals for personal companions will not be reimbursed. Alcoholic beverages will not be reimbursed.

Travel Expense Report

All reimbursement forms and receipts should be submitted as soon as possible after travel. All forms must be received within 30 days of the event or travel and no later than July 15th of the following fiscal year. Please contact the Finance Department for instructions on how to complete the necessary forms.

Coversheet

Review and Consideration of Approval of Aya Education Master Contract

Section:	III. Business
Item:	F. Review and Consideration of Approval of Aya Education Master Contract
Purpose:	Vote
Submitted by:	
Related Material:	Aya Contract_24_25_final.pdf

NONPUBLIC, NONSECTARIAN
SCHOOL/AGENCY SERVICES

MASTER CONTRACT

2024-2025

Master Contract

GENERAL AGREEMENT FOR NONSECTARIAN,
NONPUBLIC SCHOOL AND AGENCY SERVICES

LEA AMETHOD PUBLIC SCHOOLS

Contract Year 2024-2025

 Nonpublic School

 X

 Nonpublic Agency

Type of Contract:

 x Master Contract for fiscal year with Individual Service Agreements (ISA) to be approved throughout the term of this contract.

 Individual Master Contract for a specific student incorporating the Individual Service Agreement (ISA) into the terms of this Individual Master Contract specific to a single student.

 Interim Contract: an extension of the previous fiscal years approved contracts and rates. The sole purpose of this Interim Contract is to provide for ongoing funding at the prior year's rates for 90 days at the sole discretion of the LEA. Expiration Date:

When this section is included as part of any Master Contract, the changes specified above shall amend Section 4 – Term of Master Contract.

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2024-2025

CONTRACT NUMBER:

LOCAL EDUCATION AGENCY: Amethod Public Schools

NONPUBLIC SCHOOL/AGENCY/RELATED SERVICES PROVIDER: Aya
Healthcare, INC

**NONPUBLIC, NONSECTARIAN SCHOOL/AGENCY SERVICES
MASTER CONTRACT**

GENERAL PROVISIONS

1. MASTER CONTRACT

This Master Contract (or “Contract”) is entered into on January 10, 2025, between Amethod Public Schools, hereinafter referred to as the local educational agency (“LEA”), a member of the El Dorado Charter SELPA and Aya Healthcare, INC (nonpublic, nonsectarian school or agency), hereinafter referred to as NPS/A or “CONTRACTOR” for the purpose of providing special education and/or related services to students with exceptional needs under the authorization of California Education Code sections 56157, 56361 and 56365 *et seq.* and Title 5 of the California Code of Regulations section 3000 *et seq.*, AB 490 (Chapter 862, Statutes of 2003) and AB 1858 (Chapter 914, Statutes of 2004). It is understood that this agreement does not commit the LEA to pay for special education and/or related services provided to any student, or CONTRACTOR to provide such special education and/or related services, unless and until an authorized LEA representative approves the provision of special education and/or related services by CONTRACTOR.

Upon acceptance of a student, LEA shall submit to CONTRACTOR an Individual Service Agreement (hereinafter referred to as “ISA”). Unless otherwise agreed in writing, these forms shall acknowledge CONTRACTOR’s obligation to provide all relevant services specified in the student’s Individualized Education Program (hereinafter referred to as “IEP”). The ISA shall be executed within ninety (90) days of a student’s enrollment. LEA and CONTRACTOR shall enter into an ISA for each student served by CONTRACTOR. As available and appropriate, the LEA shall make available access to any electronic IEP system and/or electronic database for the development of the ISA and invoices.

Unless placement and/or services is made pursuant to an Office of Administrative Hearings (hereinafter referred to as “OAH”) order, a lawfully executed settlement agreement between LEA and parent or authorized by LEA for a transfer student pursuant to California Education Code section 56325, LEA is not responsible for the costs associated with NPS placement or NPS/A services until the date on which an IEP team meeting is convened, the IEP team determines that a NPS placement is appropriate, and the IEP is signed by the student’s parent.

2. CERTIFICATION AND LICENSES

CONTRACTOR shall be certified by the California Department of Education (hereinafter referred to as “CDE”) as a NPS/A. All NPS/A services shall be provided consistent with the area of certification and licensure specified by CDE Certification and as defined in California Education Code, section 56366 *et seq* and within the professional scope of practice of each provider’s license, certification, and/or credential. A current copy of CONTRACTOR’s NPS/A certification or a waiver of such certification issued by the CDE pursuant to Education Code section 56366.2 must be provided to LEA on or before the date this Agreement is executed by CONTRACTOR. This Master Contract shall be null and void if such certification or waiver is expired, revoked, rescinded, or otherwise nullified during the effective period of this Master Contract. Total student enrollment shall be limited to capacity as stated on CDE certification and in Section 24 of the Master Contract.

In addition to meeting the certification requirements of the State of California, a CONTRACTOR that operates a program outside of this State shall be certified and all staff persons providing services to pupils shall be certified and/or licensed by that state to provide, respectively, special education and related services and designated instruction and related services to pupils under the federal Individuals with Disabilities Education Act (20 U.S.C. Sec. 1400 et seq.).

If CONTRACTOR is a licensed children's institution (hereinafter referred to as "LCI"), CONTRACTOR shall be licensed by the state, or other public agency having delegated authority by contract with the state to license, to provide nonmedical care room and board to children, including, but not limited to, individuals with exceptional needs. The LCI must also comply with all licensing requirements relevant to the protection of the child, and have a special permit, if necessary, to meet the needs of each child so placed. If the CONTRACTOR operates a program outside of this State, CONTRACTOR must obtain all required licenses from the appropriate licensing agency in both California and in the state where the LCI is located.

With respect to CONTRACTOR's certification, failure to notify the LEA and CDE in writing of any changes in: (1) credentialed/licensed staff; (2) ownership; (3) management and/or control of the agency; (4) major modification or relocation of facilities; or (5) significant modification of the program may result in the suspension or revocation of CDE certification and/or suspension or termination of this Master Contract by the LEA.

3. COMPLIANCE WITH LAWS, STATUTES, REGULATIONS

During the term of this Master Contract, unless otherwise agreed, CONTRACTOR shall comply with all applicable federal, state, and local statutes, laws, ordinances, rules, policies and regulations. CONTRACTOR shall also comply with all applicable LEA policies and procedures unless, taking into consideration all of the surrounding facts and circumstances, a policy or policies or a portion of a policy does not reasonably apply to CONTRACTOR. CONTRACTOR hereby acknowledges and agrees that it accepts all risks and responsibilities for its failure to comply with LEA policies and shall indemnify LEA under the provisions of Section 16 of this Agreement for all liability, loss, damage and expense (including reasonable attorneys' fees) resulting from or arising out of CONTRACTOR's failure to comply with applicable LEA policies (e.g., those policies relating to; the provision of special education and/or related services, facilities for individuals with exceptional needs, student enrollment and transfer, student inactive status, corporal punishment, student discipline, and positive behavior interventions).

CONTRACTOR acknowledges and understands that LEA may report to the CDE any violations of the provisions of this Master Contract; and that this may result in the suspension and/or revocation of CDE nonpublic school/agency certification pursuant to California Education Code section 56366.4(a).

4. TERM OF MASTER CONTRACT

The term of this Master Contract shall be from July 1, 2024 to June 30, 2025 (Title 5 California Code of Regulations section 3062(a)) unless otherwise stated. Neither the CONTRACTOR nor the LEA is required to renew this Master Contract in subsequent contract years. The parties acknowledge that any subsequent Master Contract is to be re-negotiated prior to June 30, 2025 (Title 5 California Code of Regulations section 3062(d)). In the event the contract negotiations are not agreed to by June 30th, the most recently executed Master Contract will remain in effect for 90 days (Education Code 56366(c)(1)). No Master Contract will be offered unless and until all of the contracting requirements have been satisfied. The offer of a Master Contract to a CONTRACTOR is at the sole discretion of the LEA.

The provisions of this Master Contract apply to CONTRACTOR and any of its employees or independent contractors. Notice of any change in CONTRACTOR's ownership or authorized representative shall be provided in writing to LEA within thirty (30) calendar days of change of ownership or change of authorized representative.

5. INTEGRATION/CONTINUANCE OF CONTRACT FOLLOWING EXPIRATION OR TERMINATION

This Master Contract includes each ISA and they are incorporated herein by this reference. This Master Contract supersedes any prior or contemporaneous written or oral understanding or agreement. This Master Contract may be amended only by written amendment executed by both parties.

CONTRACTOR shall provide the LEA with information as requested in writing to secure a Master Contract or a renewal.

At a minimum, such information shall include copies of current teacher credentials and clearance, insurance documentation and CDE certification. The LEA may require additional information as applicable. If the application packet is not completed and returned to District, no Master Contract will be issued. If CONTRACTOR does not return the Master Contract to LEA duly signed by an authorized representative within ninety (90) calendar days of issuance by LEA, the new contract rates will not take effect until the newly executed Master Contract is received by LEA and will not be retroactive to the first day of the new Master Contract's effective date. If CONTRACTOR fails to execute the new Master Contract within such ninety-day period, all payments shall cease until such time as the new Master Contract for the current school year is signed and returned to LEA by CONTRACTOR. (California Education Code section 56366(c)(1) and (2)). In the event that this Master Contract expires or terminates, CONTRACTOR shall continue to be bound to all of the terms and conditions of the most recent executed Master Contract between CONTRACTOR and LEA for so long as CONTRACTOR is servicing authorized students at the discretion of the LEA.

6. INDIVIDUAL SERVICE AGREEMENT ("ISA")

This Agreement shall include an ISA developed for each student to whom CONTRACTOR is to provide special education and/or related services. An ISA shall only be issued for students enrolled with the approval of the LEA pursuant to Education Code section 56366 (a)(2)(A). An ISA may be effective for more than one contract year provided that there is a concurrent Master Contract in effect. In the event that this Master Contract expires or terminates, CONTRACTOR, shall continue to be bound to all of the terms and conditions of the most recent executed ISAs between CONTRACTOR and LEA for so long as CONTRACTOR is servicing authorized students.

Any and all changes to a student's educational placement/program provided under this Master Contract and/or an ISA shall be made solely on the basis of a revision to the student's IEP or by written agreement between the parent and LEA. At any time during the term of this Master Contract, a student's parent, CONTRACTOR, or LEA may request a review of a student's IEP subject to all procedural safeguards required by law.

Unless otherwise provided in this Master Contract, the CONTRACTOR shall provide all services specified in the IEP unless the CONTRACTOR and the LEA agree otherwise in the ISA. (California Education Code sections 56366(a) (5) and 3062(e)). In the event the CONTRACTOR is unable to provide a specific service at any time during the life of the ISA, the CONTRACTOR shall notify the LEA in writing within five (5) business days of the last date a service was provided. CONTRACTOR shall provide any and all subsequent compensatory service hours awarded to student as a result of lack of provision of services while student was served by the NPS/A.

If a parent or LEA contests the termination of an ISA by initiating a due process proceeding with the OAH, CONTRACTOR shall abide by the "stay-put" requirement of state and federal law unless the parent agrees otherwise or an Interim Alternative Educational Setting is deemed lawful and appropriate by LEA or OAH consistent with Section 1415 (k)(1)(7) of Title 20 of the United States Code. CONTRACTOR shall adhere to all LEA requirements concerning changes in placement.

Disagreements between LEA and CONTRACTOR concerning the formulation of an ISA or the Master Contract may be appealed to the County Superintendent of Schools of the County where the LEA is located, or the State Superintendent of Public Instruction pursuant to the provisions of California Education Code section 56366(c) (2).

7. DEFINITIONS

The following definitions shall apply for purposes of this contract:

- a. The term “CONTRACTOR” means a nonpublic, nonsectarian school/agency certified by the California Department of Education and its officers, agents, and employees.
- b. The term “authorized LEA representative” means a LEA administrator designated to be responsible for NPS/A. It is understood, a representative of the Special Education Local Plan Area (SELPA) of which the LEA is a member is an authorized LEA representative in collaboration with the LEA. The LEA maintains sole responsibility for this Contract, unless otherwise specified in this Contract.
- c. The term “credential” means a valid credential, life diploma, permit, or document in special education or pupil personnel services issued by, or under the jurisdiction of, the State Board of Education if issued prior to 1970 or the California Commission on Teacher Credentialing, which entitles the holder thereof to perform services for which certification qualifications are required as defined in Title 5 of the California Code of Regulations section 3001(g).
- d. The term “qualified” means that a person holds a certificate, permit or other document equivalent to that which staff in a public school are required to hold to provide special education and related services and has met federal and state certification, licensing, registration, or other comparable requirements which apply to the area in which the individual is providing special education or related services, including those requirements set forth in Title 34 of the Code of Federal Regulations sections 200.56 and 200.58, and those requirements set forth in Title 5 of the California Code of Regulations Sections 3064 and 3065, and adheres to the standards of professional practice established in federal and state law or regulation, including the standards contained in the California Business and Professions Code.

Nothing in this definition shall be construed as restricting the activities in services of a graduate needing direct hours leading to licensure, or of a student teacher or intern leading to a graduate degree at an accredited or approved college or university, as authorized by state laws or regulations. (Title 5 of the California Code of Regulations Section 3001 (r)).

- e. The term “license” means a valid non-expired document issued by a licensing agency within the Department of Consumer Affairs or other state licensing office authorized to grant licenses and authorizing the bearer of the document to provide certain professional services or refer to themselves using a specified professional title including but not limited to mental health and board and care services at a residential placement. If a license is not available through an appropriate state licensing agency, a certificate of registration with the appropriate professional organization at the national or state level which has standards established for the certificate that are equivalent to a license shall be deemed to be a license as defined in Title 5 of the California Code of Regulations section 3001(l).
- f. “Parent” means:
 - i. a biological or adoptive parent; unless the biological or adoptive parent does not have legal authority to make educational decisions for the child,
 - ii. a guardian generally authorized to act as the child’s parent or authorized to make educational decisions for the child,
 - iii. an individual acting in the place of a biological or adoptive parent, including a grandparent, stepparent, or other relative with whom the child lives, or an individual who is legally responsible for the child’s welfare,
 - iv. a surrogate parent,
 - v. a foster parent if the authority of the biological or adoptive parent to make educational decisions on the child’s behalf has been specifically limited by court order in accordance with Code of Federal Regulations 300.30(b)(1) or (2).

Parent does not include the state or any political subdivision of government or the NPS/A under contract with the LEA for the provision of special education or designated instruction and services for a child. (California Education Code section 56028).

- g. The term “days” means calendar days unless otherwise specified.
- h. The phrase “billable day” means a school day in which instructional minutes meet or exceed those in comparable LEA programs.
- i. The phrase “billable day of attendance” means a school day as defined in California Education Code Section 46307, in which a student is in attendance and in which instructional minutes meet or exceed those in comparable LEA programs unless otherwise stipulated in an IEP or ISA.
- j. It is understood that the term “Master Contract” also means “Contract” and is referred to as such in this document.

ADMINISTRATION OF CONTRACT

8. NOTICES

All notices provided for by this Contract shall be in writing. Notices shall be mailed, emailed, or delivered by hand and shall be effective as of the date of receipt by addressee.

All notices mailed or emailed to LEA shall be addressed to the person and address as indicated on the signature page of this Master Contract. Notices to CONTRACTOR shall be addressed as indicated on signature page of this Master Contract.

9. MAINTENANCE OF RECORDS

All records shall be maintained by CONTRACTOR as required by state and federal laws and regulations. Notwithstanding the foregoing sentence, CONTRACTOR shall maintain all records for at least five (5) years after the termination of this Master Contract. For purposes of this Master Contract, “records” shall include, but not be limited to student records as defined by California Education Code section 49061(b) including electronically stored information; registers and roll books of teachers and/or daily service providers; daily service logs and notes and other documents used to record the provision of related services including supervision; daily service logs and notes used to record the provision of services provided through additional instructional assistants, NPA behavior intervention aides, and bus aides; behavior emergency reports (BER); incident reports; notification of injuries; absence verification records (parent/doctor notes, telephone logs, and related documents) if the CONTRACTOR is funded for excused absences, however, such records are not required if positive attendance is required; bus rosters; staff lists specifying credentials held and documents evidencing other staff qualifications, social security numbers, dates of hire, and dates of termination; records of employee training and certification, , including verification of behavior training consistent with 56366.1; staff time sheets; non-paid staff and volunteer sign-in sheets; transportation and other related services subcontracts; school calendars; bell/class schedules when applicable; liability and worker’s compensation insurance policies; state NPS/A certifications; by-laws, if applicable; lists of current board of directors/trustees, if incorporated; statement of income and expenses; general journals; cash receipts and disbursement books; general ledgers and supporting documents; documents evidencing financial expenditures; federal/state payroll quarterly reports; evidence of electronic payments; and bank statements and canceled checks or facsimile thereof.

CONTRACTOR shall maintain student records in a secure location to ensure confidentiality and prevent unauthorized access. CONTRACTOR shall maintain a current list of the names and positions of CONTRACTOR’s employees who have access to confidential records. CONTRACTOR shall maintain an access log for each student’s record which lists all persons, agencies, or organizations requesting or

receiving information from the record. Such log shall be maintained as required by California Education Code section 49064 and include the name, title, agency/organization affiliation, date/time of access for each individual requesting or receiving information from the student's record, and a description of the record(s) provided. Such log needs to record access to the student's records by: (a) the student's parent; (b) an individual to whom written consent has been executed by the student's parent; or (c) employees of LEA or CONTRACTOR having a legitimate educational interest in requesting or receiving information from the record. CONTRACTOR/LEA shall maintain copies of any written parental concerns granting access to student records. For purposes of this paragraph, "employees of LEA or CONTRACTOR" do not include subcontractors. CONTRACTOR shall grant the following access to student records, (a) the student's parent; (b) employees of LEA or CONTRACTOR having a legitimate educational interest in requesting or receiving information from the record, and comply with parents' requests for copies of student records, as required by state and federal laws and regulations. CONTRACTOR agrees, in the event of school or agency closure, to forward student records within ten (10) business days to LEA. These shall include, but not limited to, current transcripts, IEP/IFSPs, BER's, incident reports, notification of injuries and all other relevant reports. LEA and/or SELPA shall have access to and receive copies of any and all records upon request within five (5) business days.

10. SEVERABILITY CLAUSE

If any provision of this agreement is held, in whole or in part, to be unenforceable for any reason, the remainder of that provision and of the entire agreement shall be severable and remain in effect.

11. SUCCESSORS IN INTEREST

This contract binds CONTRACTOR's successors and assignees. CONTRACTOR shall notify the LEA of any change of ownership or corporate control.

12. VENUE AND GOVERNING LAW

The laws of the State of California shall govern the terms and conditions of this contract with venue in the County where the LEA is located.

13. MODIFICATIONS AND AMENDMENTS REQUIRED TO CONFORM TO LEGAL AND ADMINISTRATIVE GUIDELINES

This Master Contract may be modified or amended by the LEA to conform to administrative and statutory guidelines issued by any state, federal or local governmental agency. The party seeking such modification shall provide the LEA and/or CONTRACTOR thirty (30) days' notice of any such changes or modifications made to conform to administrative or statutory guidelines and a copy of the statute or regulation upon which the modification or changes are based.

14. TERMINATION

This Master Contract or ISA may be terminated for cause. The cause shall not be the availability of a public class initiated during the period of the contract unless the parent agrees to the transfer of the student to the public school program at an IEP team meeting. To terminate the contract either party shall give no less than twenty (20) days prior written notice (California Education Code section 56366(a)(4)). At the time of termination, CONTRACTOR shall provide to LEA any and all documents CONTRACTOR is required to maintain under this Master Contract. ISAs are void upon termination of this Master Contract, as provided in Section 5 or 6. CONTRACTOR or LEA may terminate an ISA for cause. To terminate the ISA, either party shall give twenty (20) days prior written notice.

15. INSURANCE

CONTRACTOR shall, at CONTRACTOR'S sole cost and expense, maintain in full force and effect, during the term of this Contract, the following insurance coverage from a California licensed and/or admitted insurer with an A minus (A-), VII, or better rating from A.M. Best, sufficient to cover any claims, damages, liabilities, costs and expenses (including counsel fees) arising out of or in connection with CONTRACTOR's fulfillment of any of its obligations under this Agreement or either party's use of the work or any component or part thereof:

PART I - INSURANCE REQUIREMENTS FOR NONPUBLIC SCHOOLS AND AGENCIES

- A. **Commercial General Liability Insurance**, including both bodily injury and property damage, with limits as follows:

\$2,000,000 per occurrence
 \$ 500,000 fire damage
 \$ 5,000 medical expenses
 \$1,000,000 personal & adv. injury
 \$3,000,000 general aggregate
 \$2,000,000 products/completed operations aggregate

The policy may not contain an exclusion for coverage of claims arising from claims for sexual molestation or abuse. In the event that CONTRACTOR's policy should have an exclusion for sexual molestation or abuse claims, then CONTRACTOR shall be required to procure a supplemental policy providing such coverage.

- B. **Workers' Compensation Insurance** in accordance with provisions of the California Labor Code adequate to protect the CONTRACTOR from claims that may arise from its operations pursuant to the Workers' Compensation Act (Statutory Coverage). The Workers' Compensation Insurance coverage must also include Employers Liability coverage with limits of \$1,000,000/\$1,000,000/\$1,000,000.

- C. **Commercial Auto Liability Insurance** for all owned, non-owned or hired automobiles with a \$1 million combined single limit.

If no owned automobiles, then only hired and non-owned is required.

If CONTRACTOR uses a vehicle to travel to/from school sites, between schools and/or to/from students' homes or other locations as approved service locations by the LEA, CONTRACTOR must comply with State of California auto insurance requirements.

- D. **Errors & Omissions (E & O)/Malpractice (Professional Liability) coverage**, including Sexual Molestation and Abuse coverage, unless that coverage is afforded elsewhere in the Commercial General Liability policy by endorsement or separate policy, with the following limits:

\$1,000,000 per occurrence
 \$2,000,000 general aggregate

- E. CONTRACTOR, upon execution of this Contract and periodically thereafter upon request, shall furnish the LEA with certificates of insurance evidencing such coverage. The certificate of insurance shall include a ten (10) day non-renewal notice provision. The Commercial General Liability and Automobile Liability policy shall name the LEA and the Board of Education additional insured's premiums on all insurance policies and shall be paid by CONTRACTOR and shall be deemed included in CONTRACTOR's obligations under this contract at no additional charge.

- F. Any deductibles or self-insured retentions above \$100,000 must be declared to and approved by the LEA. At its option, LEA may require the CONTRACTOR, at the CONTRACTOR's sole cost, to: (a) cause its insurer to reduce to levels specified by the LEA or eliminate such deductibles or self-insured retentions with respect to the LEA, its officials and employees, or (b) procure a bond guaranteeing payment of losses and related investigation.
- G. For any claims related to the services performed in connection with this Master Contract, the CONTRACTOR's insurance coverage shall be the primary insurance with respect to the LEA, its subsidiaries, officials and employees. Any insurance or self-insurance maintained by the LEA, its subsidiaries, officials and employees shall be excess of the CONTRACTOR's insurance and shall not contribute with it.
- H. All Certificates of Insurance must reference the contract number, name of the school or agency submitting the certificate, and the location of the school or agency submitting the certificate on the certificate.

PART II - INSURANCE REQUIREMENTS FOR NONPUBLIC SCHOOLS AFFILIATED WITH A RESIDENTIAL TREATMENT FACILITY ("RTC")

When CONTRACTOR is an NPS affiliated with a **residential treatment center (NPS/RTC)**, the following insurance policies are required:

- A. **Commercial General Liability** including both bodily injury and property damage, with limits as follows:

\$3,000,000 per occurrence
\$6,000,000 in General Aggregate.

The policy shall be endorsed to name the LEA and the Board of Education as *named* additional insured and shall provide specifically that any insurance carried by the LEA which may be applicable to any claims or loss shall be deemed excess and the RTC's insurance primary despite any conflicting provisions in the RTC's policy. Coverage shall be maintained with no Self-Insured Retention above \$100,000 without the prior written approval of the LEA.

- B. **Workers' Compensation Insurance** in accordance with provisions of the California Labor Code adequate to protect the RTC from claims that may arise from its operations pursuant to the Workers' Compensation Act (Statutory Coverage). The Workers' Compensation Insurance coverage must also include Employers Liability coverage with limits of \$1,000,000/\$1,000,000/\$1,000,000.
- C. **Commercial Auto Liability** coverage with limits of \$1,000,000 Combined Single Limit per Occurrence if the RTC does not operate a student bus service. If the RTC provides student bus services, the required coverage limit is \$5,000,000 Combined Single Limit per Occurrence.
- D. **Fidelity Bond or Crime Coverage** shall be maintained by the RTC to cover all employees who process or otherwise have responsibility for RTC funds, supplies, equipment or other assets. Minimum amount of coverage shall be \$250,000 per occurrence, with no self-insured retention.
- E. **Professional Liability/Errors & Omissions/Malpractice** coverage with minimum limits of \$3,000,000 per occurrence and \$6,000,000 general aggregate.
- F. **Sexual Molestation and Abuse Coverage**, unless that coverage is afforded elsewhere in the Commercial General Liability or Professional liability policy by endorsement, with minimum limits of \$3,000,000 per occurrence and \$6,000,000 general aggregate.

If LEA or CONTRACTOR determines that a change in insurance coverage obligations under this section is necessary, either party may reopen negotiations to modify the insurance obligations.

16. INDEMNIFICATION AND HOLD HARMLESS

To the fullest extent allowed by law, CONTRACTOR shall indemnify and hold LEA and its Board Members, administrators, employees, agents, attorneys, volunteers, and subcontractors (“LEA Indemnities”) harmless against all liability, loss, damage and expense (including reasonable attorneys’ fees) resulting from or arising out of this Master Contract or its performance, to the extent that such loss, expense, damage or liability was proximately caused by negligence, intentional act, or willful act or omission of CONTRACTOR, including, without limitation, its agents, employees, subcontractors or anyone employed directly or indirectly by it (excluding LEA and LEA Indemnities). The duty and obligation to defend shall arise immediately upon tender of a claim or lawsuit to the CONTRACTOR. The LEA and the Member District(s) shall have the right in their sole discretion to select counsel of its choice to provide the defense at the sole cost of the CONTRACTOR or the applicable insurance carrier.

To the fullest extent allowed by law, LEA shall indemnify and hold CONTRACTOR and its Board Members, administrators, employees, agents, attorneys, and subcontractors (“CONTRACTOR Indemnities”) harmless against all liability, loss, damage and expense (including reasonable attorneys’ fees) resulting from or arising out of this Master Contract or its performance thereof, to the extent that such loss, expense, damage or liability was proximately caused by the negligent, intentional act or willful act or omission of LEA, including, without limitation, its agents, employees, subcontractors or anyone employed directly or indirectly by it (excluding CONTRACTOR and/or any CONTRACTOR Indemnities).

LEA represents that it is self-insured in compliance with the laws of the State of California, that the self-insurance covers district employees acting within the course and scope of their respective duties and that its self-insurance covers the LEA’s indemnification obligations under this Master Contract.

17. INDEPENDENT CONTRACTOR

Nothing herein contained will be construed to imply a joint venture, partnership or principal-agent relationship between the LEA and CONTRACTOR. CONTRACTOR shall provide all services under this Contract as an independent contractor, and neither party shall have the authority to bind or make any commitment on behalf of the other. Nothing contained in this Contract shall be deemed to create any association, partnership, joint venture or relationship of principal and agent, master and servant, or employer and employee between the parties or any affiliates of the parties, or between the LEA and any individual assigned by CONTRACTOR to perform any services for the LEA.

If the LEA is determined to be a partner, joint venture, co-principal, employer or co-employer of CONTRACTOR, CONTRACTOR shall indemnify and hold harmless the LEA from and against any and all claims for loss, liability, or damages arising from that determination, as well as any expenses, costs, taxes, penalties and interest charges incurred by the LEA as a result of that holding.

18. SUBCONTRACTING

CONTRACTOR shall provide written notification to LEA before subcontracting for special education and/or related services pursuant to this Master Contract. In the event LEA determines that it can provide the subcontracted service(s) at a lower rate, LEA may elect to provide such service(s). If LEA elects to provide such service(s), LEA shall provide written notification to CONTRACTOR within five (5) days of receipt of CONTRACTOR’s original notice and CONTRACTOR shall not subcontract for said service(s).

CONTRACTOR shall incorporate all of the provisions of this Master Contract in all subcontracts, to the fullest extent reasonably possible. Furthermore, when CONTRACTOR enters into subcontracts for the provision of special education and/or related services (including, but not limited to, transportation) for any student, CONTRACTOR shall cause each subcontractor to procure and maintain insurance during the term

of each subcontract. Such subcontractor's insurance shall comply with the provisions of Section 15. Each subcontractor shall furnish the LEA with original endorsements and certificates of insurance effecting coverage required by Section 15. The endorsements are to be signed by a person authorized by that insurer to bind coverage on its behalf. The endorsements are to be on forms as required by the LEA. All endorsements are to be received and approved by the LEA before the subcontractor's work commences. The Commercial General Liability and Automobile Liability policies shall name the LEA/SELPA and the LEA Board of Education as additional insured.

As an alternative to the LEA's forms, a subcontractor's insurer may provide complete, certified copies of all required insurance policies, including endorsements affecting the coverage required by this Master Contract. All Certificates of Insurance must reference the LEA contract number, name of the school or agency submitting the certificate, indication if NPS or NPA, and the location of the school or agency submitting the certificate. In addition, all subcontractors must meet the requirements as contained in Section 44 Clearance Requirements and Section 45 Staff Qualifications of this Master Contract.

19. CONFLICTS OF INTEREST

CONTRACTOR shall provide to LEA upon request a copy of its current bylaws and a current list of its Board of Directors (or Trustees), if it is incorporated. CONTRACTOR and any member of its Board of Directors (or Trustees) shall disclose any relationship with LEA that constitutes or may constitute a conflict of interest pursuant to California Education Code section 56042 and Government Code Section 1090 including, but not limited to, employment with LEA, provision of private party assessments and/or reports, and attendance at IEP team meetings acting as a student's advocate. Pursuant to California Education code section 56042, an attorney or advocate for a parent of an individual with exceptional needs shall not recommend placement at CONTRACTOR's facility if the attorney or advocate is employed or contracted by the CONTRACTOR, or will receive a benefit from the CONTRACTOR, or otherwise has a conflict of interest.

The LEA shall neither execute an ISA with CONTRACTOR nor amend an existing ISA for a student when a recommendation for special education and/or related services is based in whole or in part on assessment(s) or reports provided by CONTRACTOR to the student without prior written authorization by LEA. This paragraph shall apply to CONTRACTOR regardless of when an assessment is performed or a report is prepared (i.e., before or after the student is enrolled in CONTRACTOR's school/agency) or whether an assessment of the student is performed or a report is prepared in the normal course of the services provided to the student by CONTRACTOR. To avoid conflict of interest, and in order to ensure the appropriateness of an Independent Educational Evaluation (hereinafter referred to as "IEE") and its recommendations, the LEA may not fund an IEE by an evaluator who provides ongoing service(s) or is sought to provide service(s) to the student for whom the IEE is requested. Likewise, the LEA may not fund services through the evaluator whose IEE the LEA agrees to fund. When no other appropriate assessor is available, LEA may request and if CONTRACTOR agrees, the CONTRACTOR may provide an IEE.

CONTRACTOR shall not admit a student living within the jurisdictional boundaries of the LEA on a private pay or tuition free "scholarship" basis and concurrently or subsequently advise/request parent(s) to pursue funding for the admitted school year from the LEA through due process proceedings.

20. NON-DISCRIMINATION

CONTRACTOR shall not, in employment or operation of its programs, unlawfully discriminate on the basis of gender, nationality, national origin, ancestry, race, color, ethnicity, ethnic group affiliation, religion, age, marital status, pregnancy or parental status, sex, sexual orientation, gender, gender identity or expression, physical or mental disability, genetic information or any other classification protected by federal or state law or the perception of one or more of such characteristics or association with a person or group with one or more of these actual or perceived characteristics.

EDUCATIONAL PROGRAM

21. FREE AND APPROPRIATE PUBLIC EDUCATION (FAPE)

The LEA shall provide CONTRACTOR with a copy of the IEP including the Individualized Transition Plan (hereinafter referred to as “ITP”) of each student served by CONTRACTOR. CONTRACTOR shall provide special education and/or related services (including transition services) to each student within the NPS/A consistent with the student’s IEP and as specified in the ISA. If CONTRACTOR is a NPS, CONTRACTOR shall not accept a student if it cannot provide or ensure the provision of the services outlined in the student’s IEP. If student services are provided by a third party (i.e. Related Services Provider), CONTRACTOR shall notify LEA if provision of services cease.

Unless otherwise agreed to between CONTRACTOR and LEA, CONTRACTOR shall be responsible for the provision of all appropriate supplies, equipment, and/or facilities, as specified in the student’s IEP and ISA. CONTRACTOR shall make no charge of any kind to parents for special education and/or related services as specified in the student’s IEP and ISA (including, but not limited to, screenings, assessments, or interviews that occur prior to or as a condition of the student’s enrollment under the terms of this Master Contract). LEA shall provide low incidence equipment for eligible students with low incidence disabilities when specified in the student’s IEP and ISA. Such equipment remains the property of the SELPA/LEA and shall be returned to the SELPA/LEA when the IEP team determines the equipment is no longer needed or when the student is no longer enrolled in the NPS. CONTRACTOR shall ensure that facilities are adequate to provide LEA students with an environment which meets all pertinent health and safety regulations. CONTRACTOR may charge a student’s parent(s) for services and/or activities not necessary for the student to receive a free appropriate public education after: (a) written notification to the student’s parent(s) of the cost and voluntary nature of the services and/or activities; and (b) receipt by the LEA of the written notification and a written acknowledgment signed by the student’s parent(s) of the cost and voluntary nature of the services and/or activities. CONTRACTOR shall adhere to all LEA requirements concerning parent acknowledgment of financial responsibility.

Voluntary services and/or activities not necessary for the student to receive a free appropriate public education shall not interfere with the student’s receipt of special education and/or related services as specified in the student’s IEP and ISA unless the LEA, CONTRACTOR, and PARENT agree otherwise in writing.

22. GENERAL PROGRAM OF INSTRUCTION

All NPS/A services shall be provided consistent with the area of certification specified by CDE Certification and as defined in California Education Code section 56366 *et seq...*

When CONTRACTOR is a NPS, CONTRACTOR’s general program of instruction shall: (a) utilize evidence-based practices and be consistent with LEA’s standards regarding the particular course of study and curriculum; (b) include curriculum that addresses mathematics, literacy and the use of educational, assistive technology and transition services; (c) be consistent with CDE’s standards regarding the particular course of study and curriculum; (d) provide the services as specified in the student’s IEP and ISA. Students shall have access to: (a) State Board of Education (SBE) - adopted Common Core State Standards (“CCSS”) for curriculum and the same instructional materials for kindergarten and grades 1 to 8, inclusive; and provide standards – aligned core curriculum and instructional materials for grades 9 to 12, inclusive, used by an LEA, that contracts with the NPS: (b) college preparation courses; (c) extracurricular activities, such as art, sports, music and academic clubs; (d) career preparation and vocational training, consistent with transition plans pursuant to state and federal law and; (e) supplemental assistance, including individual academic tutoring, psychological counseling, and career and college counseling.

When CONTRACTOR serves students in grades 9 through 12 inclusive, LEA shall provide to CONTRACTOR a specific list of the course requirements to be satisfied by the CONTRACTOR leading toward graduation or completion of LEA’s diploma requirements. CONTRACTOR shall not award a high school diploma to students who have not successfully completed all of the LEA’s graduation requirements.

When CONTRACTOR is a NPA and/or related services provider, CONTRACTOR's general program of instruction and/or services shall utilize evidence-based practices and be consistent with LEA and CDE guidelines and certification, and provided as specified in the student's IEP and ISA. The NPA providing Behavior Intervention services shall develop a written plan that specifies the nature of their NPA service for each student within thirty (30) days of enrollment and shall be provided in writing to the LEA. School-based services may not be unilaterally converted by CONTRACTOR to a substitute program or provided at a location not specifically authorized by the IEP team. Except for services provided by a CONTRACTOR that is a Licensed Children's Institution (LCI), all services not provided in the school setting require the presence of a parent, guardian or adult caregiver during the delivery of services, provided such guardian or caregiver have a signed authorization by the parent or legal guardian to authorize emergency services as requested. LCI CONTRACTORS shall ensure that appropriate and qualified residential or clinical staff is present during the provision of services under this Master Contract. CONTRACTOR shall immediately notify LEA in writing if no parent, guardian or adult caregiver is present. CONTRACTOR shall provide to LEA a written description of the services and location provided prior to the effective date of this Master Contract. CONTRACTORS providing Behavior Intervention services must have a trained behaviorist or trained equivalent on staff. It is understood that Behavior Intervention services are limited per CDE Certification and do not constitute as an instructional program.

When CONTRACTOR is a NPA, CONTRACTOR shall not provide transportation nor subcontract for transportation services for students unless the LEA and CONTRACTOR agree otherwise in writing.

23. INSTRUCTIONAL MINUTES

When CONTRACTOR is a NPS, the total number of instructional minutes per school day provided by CONTRACTOR shall be at least equivalent to the number of instructional minutes per school day provided to students at like grade level attending LEA schools and shall be specified in the student's ISA developed in accordance with the student's IEP.

For students in grades kindergarten through 12 inclusive, unless otherwise specified in the student's IEP and ISA, the number of instructional minutes, excluding breakfast, recess, lunch and passing time shall be at the same level that Ed. Code prescribes for the LEA.

The total number of annual instructional minutes shall be at least equivalent to the total number of annual instructional minutes provided to students attending LEA schools in like grade level unless otherwise specified in the student's IEP.

When CONTRACTOR is a NPA and/or related services provider, the total number of minutes per school day provided by CONTRACTOR shall be specified in the student's ISA developed in accordance with the student's IEP.

24. CLASS SIZE

When CONTRACTOR is a NPS, CONTRACTOR shall ensure that class size shall not exceed a ratio of one teacher per twelve (12) students, unless CONTRACTOR and LEA agree otherwise in writing. Upon prior written approval by an authorized LEA representative, class size may be temporarily increased by a ratio of 1 teacher to fourteen (14) students when necessary during the regular or extended school year to provide services to students with disabilities.

In the event a NPS is unable to fill a vacant teaching position responsible for direct instruction to students, and the vacancy has direct impact on the CDE Certification of that school, the NPS shall develop a plan to ensure appropriate coverage of students by first utilizing existing certificated staff. The NPS and the LEA may agree to one 30 school day period per contract year where class size may be increased to ensure coverage by an appropriately credentialed teacher. Such an agreement shall be in writing and signed by both parties. This provision does not apply to a NPA.

CONTRACTOR providing special education instruction for individuals with exceptional needs between the ages of three and five years, inclusive, shall also comply with the appropriate instructional adult to child ratios pursuant to California Education Code sections 56440 et seq.

25. CALENDARS

When CONTRACTOR is an NPS, CONTRACTOR shall submit to the LEA/SELPA a school calendar with the total number of billable days not to exceed 180 days, plus extended school year billable days equivalent to the number of days determined by the LEA's extended school year calendar. Billable days shall include only those days that are included on the submitted and approved school calendar, and/or required by the IEP (developed by the LEA) for each student. CONTRACTOR shall not be allowed to change its school calendar and/or amend the number of billable days without the prior written approval of the LEA. Nothing in this Master Contract shall be interpreted to require the LEA to accept any requests for calendar changes.

Unless otherwise specified by the student's IEP, educational services shall occur at the school site. A student shall only be eligible for extended school year services as determined by the IEP team and the provision of such is specifically included in the ISA. Extended school year shall consist of twenty (20) instructional days, unless otherwise agreed upon by the IEP team convened by the LEA. Any days of extended school year in excess of twenty (20) billable days must be mutually agreed to, in writing, prior to the start of the extended school year.

Student must have actually been in attendance during the regular school year and/or during extended school year and received services on a billable day of attendance in order for CONTRACTOR to be eligible for payment. It is specifically understood that services may not be provided on weekends/holidays and other times when school is not in session, unless agreed to by the LEA, in writing, in advance of the delivery of any NPS service. Any instructional days provided without this written agreement shall be at the sole financial responsibility of the CONTRACTOR.

CONTRACTOR shall observe the same legal holidays as LEA. Those holidays are Labor Day, Veteran's Day, Thanksgiving Day, Christmas Day, New Year's Day, Martin Luther King Jr. Day, President's Day, Memorial Day, Juneteenth, and Independence Day. With the approval of LEA, CONTRACTOR may revise the date upon which CONTRACTOR closes in observance of any of the holidays observed by the LEA.

When CONTRACTOR is a NPA, CONTRACTOR shall be provided with a LEA-developed/approved calendar prior to the initiation of services. CONTRACTOR herein agrees to observe holidays as specified in the LEA-developed/approved calendar. CONTRACTOR shall provide services pursuant to the LEA-developed/approved calendar; or as specified in the LEA student's IEP and ISA. Unless otherwise specified in the LEA student's ISA, CONTRACTOR shall provide related services to LEA students on only those days that the LEA student's school of attendance is in session and the LEA student attends school. CONTRACTOR shall bill only for services provided on billable days of attendance as indicated on the LEA calendar unless CONTRACTOR and the LEA agree otherwise, in writing. Student must have actually been in attendance and/or received services on a billable day of attendance in order for CONTRACTOR to be eligible for payment. It is specifically understood that services may not be provided on weekends/holidays and other times when school is not in session, unless agreed to by the LEA, in writing, in advance of the delivery of any NPA service provided by CONTRACTOR. Any instructional days provided without this written agreement shall be at the sole financial responsibility of the CONTRACTOR.

26. DATA REPORTING

CONTRACTOR shall agree to provide to the LEA all data related to student information and billing information with LEA. CONTRACTOR shall agree to provide data related to all sections of this contract, including student discipline as noted below, and requested by and in the format required by the LEA. It is understood that all NPS/A shall utilize the LEA approved electronic IEP system for all IEP development, service tracking documentation, and progress reporting, unless otherwise agreed to by the LEA. Additional progress reporting may be required by the LEA. The LEA shall provide the CONTRACTOR with appropriate software, user training and proper internet permissions to allow adequate access.

Using forms developed by the CDE or as otherwise mutually agreed upon by CONTRACTOR and LEA, CONTRACTOR shall provide LEA, on a monthly basis, a written report of all incidents in which a statutory offense is committed by any LEA student, regardless if it results in a disciplinary action of suspension or expulsion. This includes all statutory offenses as described in Education Code sections 48900 and 48915. CONTRACTOR shall also include incidents resulting in the use of a behavioral restraint and/or seclusion even if they were not a result of a violation of Education Code sections 48900 and 48915.

The LEA shall provide the CONTRACTOR with approved forms and/or format for such data including, but not limited to, invoicing, attendance reports and progress reports. The LEA may approve use of CONTRACTOR'S provided forms at their discretion.

27. LEAST RESTRICTIVE ENVIRONMENT/DUAL ENROLLMENT

CONTRACTOR and LEA shall follow all LEA policies and procedures that support Least Restrictive Environment ("LRE") options and/or dual enrollment options if available and appropriate, for students to have access to the general curriculum and to be educated with their nondisabled peers to the maximum extent appropriate.

CONTRACTOR and LEA shall ensure that LRE placement options are addressed at all IEP team meetings regarding students for whom ISAs have been or may be executed. This shall include IEP team consideration of supplementary aids and services, goals and objectives necessary for placement in the LRE and necessary to enable students to transition to less restrictive settings.

When an IEP team has determined that a student should be transitioned into the public school setting, CONTRACTOR shall assist the LEA in implementing the IEP team's recommended activities to support the transition.

28. STATEWIDE ACHIEVEMENT TESTING

When CONTRACTOR is a NPS, per implementation of Senate Bill 484, CONTRACTOR shall administer all statewide assessments within the California Assessment of Student Performance and Progress ("CAASPP"), Desired Results Developmental Profile ("DRDP"), California Alternative Assessment ("CAA"), achievement and abilities tests (using LEA-authorized assessment instruments), the Fitness Gram, , the English Language Proficiency Assessments for California ("ELPAC"), the Alternative English Language Proficiency Assessments for California ("Alternative ELPAC"), and as appropriate to the student, and mandated by LEA pursuant to LEA and state and federal guidelines.

CONTRACTOR is subject to the alternative accountability system developed pursuant to Education Code section 52052, in the same manner as public schools. Each LEA student placed with CONTRACTOR by the LEA shall be tested by qualified staff of CONTRACTOR in accordance with that accountability program. LEA shall provide test administration training to CONTRACTOR'S qualified staff. CONTRACTOR shall attend LEA test training and comply with completion of all coding requirements as required by LEA.

29. MANDATED ATTENDANCE AT LEA MEETINGS

CONTRACTOR shall attend District mandated meetings when legal mandates, and/or LEA policy and procedures are reviewed, including but not limited to the areas of: curriculum, high school graduation, standards-based instruction, behavior intervention, cultural and linguistic needs of students with disabilities, dual enrollment responsibilities, LRE responsibilities, transition services, data collection, and standardized testing and IEPs. LEA shall provide CONTRACTOR with reasonable notice of mandated meetings. Attendance at such meetings does not constitute a billable service hour(s).

30. POSITIVE BEHAVIOR INTERVENTIONS AND SUPPORTS

CONTRACTOR shall comply with the requirements of Education Code section 49005, *et seq.*, 56521.1 and 56521.2. LEA students who exhibit behaviors that interfere with their learning or the learning of others must receive timely and appropriate assessments and positive supports and interventions in accordance with the federal law and its implementing regulations. If the IEP team determines that a student's behavior impedes his or her learning or the learning of others, the IEP team is required to consider the use of positive behavioral interventions and supports, and other strategies, to address that behavior, consistent with Section 1414(d)(3)(B)(i) and (d)(4) of Title 20 of the United States Code and associated federal regulations. This could mean that instead of developing a Behavior Intervention Plan ("BIP"), the IEP team may conclude it is sufficient to address the student's behavioral problems through the development of behavioral goals and behavioral interventions to support those goals.

CONTRACTOR shall maintain a written policy pursuant to California Education Code section 56521.1 regarding emergency interventions and behavioral emergency reports. CONTRACTOR shall ensure that all of its staff members are trained in crisis intervention, emergency procedures, and evidenced-based practices and interventions specific to the unique behavioral needs of the CONTRACTOR's pupil population. The training shall be provided within 30 days of employment to new staff who have any contact or interaction with pupils during the school day, and annually to all staff who have any contact or interaction with pupils during the school day. The CONTRACTOR shall select and conduct the training in accordance with California Education Code section 56366.1. CONTRACTOR shall maintain written records of the training and provide written verification of the training annually and upon request.

Pursuant to Education Code section 56521.1, emergency interventions shall not be used as a substitute for a BIP, and shall not be employed longer than necessary to contain the behavior. Emergency interventions may only be used to control unpredictable, spontaneous behavior that poses clear and present danger of serious physical harm to the individual with exceptional needs, or others, and that cannot be immediately prevented by a response less restrictive than the temporary application of a technique used to contain the behavior. If a situation requires prolonged use of emergency intervention, staff must seek assistance from the school site administrator or a law enforcement agency.

CONTRACTOR shall complete a behavior emergency report when an emergency occurs that is defined as a serious, dangerous behavior that staff has determined to present a clear and present danger to others. It requires a non-violent physical intervention to protect the safety of student, self, or others and a physical intervention has been used; or a physical intervention has not been used, but an injury or serious property damage has occurred. Personal Safety Techniques may or may not have been used. Emergencies **require** a behavior emergency report form be completed and submitted to the LEA within twenty-four (24) hours for administrative action. CONTRACTOR shall notify Parent within twenty-four (24) hours via telephone. If the student's IEP does not contain a BIP, an IEP team shall schedule a meeting to review the behavior emergency report, determine if there is a necessity for a functional behavioral assessment, and to determine an interim plan. If the student already has a BIP, the IEP team shall review and modify the BIP if a new serious behavior has been exhibited or existing behavioral interventions have proven to be ineffective. CONTRACTOR shall schedule with LEA an IEP meeting within two (2) days.

Pursuant to Education Code section 56521.2, CONTRACTOR shall not authorize, order, consent to, or pay for the following interventions, or any other interventions similar to or like the following:

1. any intervention that is designed to, or likely to, cause physical pain, including, but not limited to, electric-shock;
2. an intervention that involves the release of noxious, toxic, or otherwise unpleasant sprays, mists, or substances in proximity to the face of the individual;
3. an intervention that denies adequate sleep, food, water, shelter, bedding, physical comfort, or access to bathroom facilities;
4. an intervention that is designed to subject, used to subject, or likely to subject, the individual to verbal abuse, ridicule, or humiliation, or that can be expected to cause excessive emotional trauma;
5. restrictive interventions that employ a device, material, or objects that simultaneously immobilize all four extremities, including the procedure known as prone containment, except that prone

- containment or similar techniques may be used by trained personnel as a limited emergency intervention;
- 6. locked seclusion, unless it is in a facility otherwise licensed or permitted by state law to use a locked room;
- 7. an intervention that precludes adequate supervision of the individual;
- 8. an intervention that deprives the individual of one or more of his or her senses.

CONTRACTOR shall comply with Education Code section 49005.8. Specifically, Contractor shall not do any of the following:

1. Use seclusion or a behavioral restraint for the purpose of coercion, discipline, convenience, or retaliation.
2. Use locked seclusion, unless it is in a facility otherwise licensed or permitted by state law to use a locked room.
3. Use a physical restraint technique that obstructs a pupil's respiratory airway or impairs the pupil's breathing or respiratory capacity, including techniques in which a staff member places pressure on a pupil's back or places his or her body weight against the pupil's torso or back.
4. Use a behavioral restraint technique that restricts breathing, including, but not limited to, using a pillow, blanket, carpet, mat, or other item to cover a pupil's face.
5. Place a pupil in a facedown position with the pupil's hands held or restrained behind the pupil's back.
6. Use a behavioral restraint for longer than is necessary to contain the behavior that poses a clear and present danger of serious physical harm to the pupil or others.

CONTRACTOR shall keep constant, direct observation of a pupil who is in seclusion, which may be through observation of the pupil through a window, or another barrier, through which the educational provider is able to make direct eye contact with the pupil. This observation shall not be through indirect means, including through a security camera or a closed-circuit television.

CONTRACTOR shall afford pupils who are restrained the least restrictive alternative and the maximum freedom of movement, and shall use the least number of restraint points, while ensuring the physical safety of the pupil and others.

If prone restraint techniques are used by CONTRACTOR, a staff member shall observe the pupil for any signs of physical distress throughout the use of prone restraint. Whenever possible, the staff member monitoring the pupil shall not be involved in restraining the pupil.

In the case of a child whose behavior impedes the child's learning or that of others, the IEP team shall consider the use of positive behavioral interventions and supports, and other strategies, to address that behavior, consistent with Section 1414(d)(3)(B)(i) and (d)(4) of Title 20 of the United States Code and associated federal regulations.

All restraint practices must be reviewed and revised when they have an adverse effect on a student and are used repeatedly for an individual child, either on multiple occasions within the same classroom or multiple uses by the same individual. CONTRACTOR shall notify the student's parent/guardian when any type of physical or mechanical restraint or seclusion has been used. Upon the use of any type of physical or mechanical restraint or seclusions of an LEA student, CONTRACTOR shall complete a BER per the reporting and notification requirements listed above.

31. STUDENT DISCIPLINE

CONTRACTOR shall maintain and abide by a written policy for student discipline that is consistent with state and federal law and regulations. Using forms developed by the California Department of Education or as otherwise mutually agreed upon by CONTRACTOR and LEA, CONTRACTOR shall provide LEA, on a monthly basis, a written report of all incidents in which a statutory offense is committed by any LEA student, regardless if it results in a disciplinary action of suspension or expulsion. This includes all statutory offenses as described in Education Codes 48900 and 48915. CONTRACTOR shall also include incidents

resulting in the use of a behavioral restraint and/or seclusion even if they were not a result of a violation of Education Code Sections 48900 and 48915.

When CONTRACTOR seeks to remove a student from his/her current educational placement for disciplinary reasons, CONTRACTOR shall immediately submit a written discipline report to the LEA. Written discipline reports shall include, but not be limited to: the student's name; the time, date, and description of the misconduct; the disciplinary action taken by CONTRACTOR; and the rationale for such disciplinary action. A copy of the student's behavior plan, if any, shall be submitted with the written discipline report. CONTRACTOR and LEA agree to participate in a manifestation determination at an IEP meeting no later than the tenth (10th) day of suspension.

32. IEP TEAM MEETINGS

An IEP team meeting shall be convened at least annually to evaluate: (1) the educational progress of each student placed with CONTRACTOR, including all state assessment results pursuant to the requirements of Education Code section 52052; (2) whether or not the needs of the student continue to be best met at the NPS; and (3) whether changes to the student's IEP are necessary, including whether the student may be transitioned to a public school setting. (California Education Code sections 56366 (a) (2) (B) (i) and (ii)) and pursuant to California Education Code section 56345 (b) (4).)

If the LEA student is to be transferred from a NPS setting into a regular class setting in a public school for any part of the school day, the IEP team shall document a description of activities provided to integrate the student into the regular education program, including the nature of each activity as well as the time spent on the activity each day or week and a description of the activities provided to support the transition of the student from the special education program into the regular education program. Each student shall be allowed to provide confidential input to any representative of his or her IEP team. Except as otherwise provided in the Master Contract, CONTRACTOR and LEA shall participate in all IEP team meetings regarding students for whom ISAs have been or may be executed. At any time during the term of this Master Contract, the parent, the CONTRACTOR or the LEA may request a review of the student's IEP, subject to all procedural safeguards required by law, including reasonable notice given to, and participation of, the CONTRACTOR in the meeting. Every effort shall be made to schedule IEP team meetings at a time and place that is mutually convenient to parent, CONTRACTOR and LEA. CONTRACTOR shall provide to LEA assessments and written assessment reports by service providers upon request and/or pursuant to LEA policy and procedures. It is understood that attendance at an IEP meeting is part of CONTRACTOR'S professional responsibility and is not a billable service under this Master Contract.

It is understood that the CONTRACTOR shall utilize the approved electronic IEP system of the LEA for all IEP planning and progress reporting at the LEA's discretion. The LEA or SELPA may provide training for any CONTRACTOR to ensure access to the approved system. The CONTRACTOR shall maintain confidentiality of all IEP data on the approved system and shall protect the password requirements of the system. When a student dis-enrolls from the NPS/NPA, the NPS/NPA and LEA shall discontinue use of the approved system for that student.

Changes in any student's educational program, including instruction, services, or instructional setting provided under this Master Contract, may only be made on the basis of revisions to the student's IEP. In the event that the CONTRACTOR believes the student requires a change of placement, the CONTRACTOR may request a review of the student's IEP for the purposes of consideration of a change in the student's placement. Student is entitled to remain in the last agreed upon and implemented placement unless parent agrees otherwise or an Interim Alternative Educational Setting is deemed lawful and appropriate by LEA or OAH consistent with Section 1415 (k)(1)(7) of Title 20 of the United States Code.

33. SURROGATE PARENTS AND FOSTER YOUTH

CONTRACTOR shall recognize an LEA appointed surrogate parent assignments for students without parental representation, including unaccompanied homeless youths, in special education procedures

pursuant to California Government Code Section 7579.5. Surrogate parents shall serve as the child's parent and have all the rights relative to the student's education that a parent has under the Individuals with Disabilities Education Act pursuant to *20 USC 1414-1482 and 34 CFR 300.1-300.756*. A pupil in foster care shall be defined pursuant to California Education Code section 42238.01(b). The LEA shall annually notify the CONTRACTOR who the LEA has designated as the educational liaison for foster children. When a pupil in foster care is enrolled in a NPS by the LEA any time after the completion of the pupil's second year of high school, the CONTRACTOR shall schedule the pupil in courses leading towards graduation based on the diploma requirements of the LEA unless provided notice otherwise in writing pursuant to Section 51225.1.

34. DUE PROCESS PROCEEDINGS

CONTRACTOR shall fully participate in special education due process proceedings including mediations and hearings, as requested by LEA. Participation further includes the willingness to make CONTRACTOR's staff available for witness preparation and testimony as is necessary to facilitate a due process hearing. CONTRACTOR shall also fully participate in the investigation and provision of documentation related to any complaint filed with the State of California, the Office of Civil Rights, or any other state and/or federal governmental body or agency. Full participation shall include, but in no way be limited to, cooperating with LEA representatives to provide complete answers raised by any investigator and/or the immediate provision of any and all documentation that pertains to the operation of CONTRACTOR's program and/or the implementation of a particular student's IEP/Individual and Family Service Plan ("IFSP").

35. COMPLAINT PROCEDURES

CONTRACTOR shall maintain and adhere to its own written procedures for responding to parent complaints. These procedures shall include annually notifying and providing parents of students with appropriate information (including complaint forms) for the following: (1) Uniform Complaint Procedures pursuant to Title 5 of the California Code of Regulations section 4600 *et seq.*; (2) Nondiscrimination policy pursuant to Title 5 of the California Code of Regulations section 4960 (a); (3) Sexual Harassment Policy, California Education Code 231.5 (a) (b) (c); (4) Title IX Student Grievance Procedure, Title IX 106.8 (a) (d) and 106.9 (a); and (5) Notice of Privacy Practices in compliance with Health Insurance Portability and Accountability Act ("HIPAA"). CONTRACTOR shall include verification of these procedures to the LEA. CONTRACTOR shall immediately notify LEA of any complaints filed against it related to LEA students and provide LEA with all documentation related to the complaints and/or its investigation of complaints, including any and all reports generated as a result of an investigation.

36. STUDENT PROGRESS REPORTS/REPORT CARDS AND ASSESSMENTS

Unless LEA requests in writing that progress reports be provided on a monthly basis, CONTRACTOR shall provide to parents at least four (4) written progress reports/report cards. At a minimum, progress reports shall include progress over time towards IEP goals and objectives. A copy of the progress reports/report cards shall be maintained at the CONTRACTOR's place of business and shall be submitted to the LEA and LEA student's parent(s) quarterly.

The CONTRACTOR shall also provide an LEA representative access to supporting documentation used to determine progress on any goal or objective, including but not limited to log sheets, observation notes, data sheets, pre/post tests, rubrics and other similar data collection used to determine progress or lack of progress on approved goals, objectives, transition plans or behavior intervention plans. The LEA may request such data at any time within five (5) years of the date of service. The CONTRACTOR shall provide this data supporting progress within five (5) business days of request. Additional time may be granted as needed by the LEA.

CONTRACTOR shall complete academic or other evaluations of the student ten (10) days prior to the student's annual or triennial review IEP team meeting for the purpose of reporting the student's present levels of performance at the IEP team meeting as required by state and federal laws and regulations and

pursuant to LEA policies, procedures, and/or practices. CONTRACTOR shall provide sufficient copies of its reports, documents, and projected goals to share with members of the IEP team five (5) business days prior to the IEP meeting. CONTRACTOR shall maintain supporting documentation such as test protocols and data collection, which shall be made available to LEA within five (5) business days of request.

The CONTRACTOR is responsible for all evaluation costs regarding the updating of goals and objectives, progress reporting and development of present levels of performance. All assessments resulting from an assessment plan shall be provided by the LEA unless the LEA specifies in writing a request that CONTRACTOR perform such additional assessment. Any assessment and/or evaluation costs may be added to the ISA and/or approved separately by the LEA at the LEA's sole discretion.

It is understood that all billable hours must be in direct services to pupils as specified in the ISA. For NPA services, supervision provided by a qualified individual as specified in Title 5 Regulation, subsection 3065, shall be determined as appropriate and included in the ISA. Supervision means the direct observation of services, data review, case conferencing and program design consistent with professional standards for each professional's license, certification, or credential.

CONTRACTOR shall not charge the student's parent(s) or LEA for the provision of progress reports, report cards, evaluations conducted in order to obtain present levels of performance, interviews, and/or meetings. It is understood that all billable hours have limits to those specified on the ISA consistent with the IEP. It is understood that copies of data collection notes, forms, charts and other such data are part of the pupil's record and shall be made available to the LEA upon written request.

37. GRADES, HIGH SCHOOL COURSE CREDITS, & TRANSCRIPTS

When CONTRACTOR is a NPS, CONTRACTOR is responsible for assigning grades for any course of instruction taught at the NPS. The grades determined by the pupil's teacher, in the absence of clerical or mechanical mistake, fraud, bad faith, or incompetency, shall be final and consistent with the provisions specified in EC Section 49066. The grades each pupil receives in all courses of instruction taught by the NPS shall be reported to the parents and the LEA on a quarterly basis. Consistent with the LEA, should it become evident to the NPS the pupil is in danger of failing a course, the CONTRACTOR must initiate a parent conference, and the LEA representative must be in attendance.

When CONTRACTOR serves students in grades nine (9) through twelve (12) inclusive, LEA shall provide to CONTRACTOR a specific list of the course requirements to be satisfied by the CONTRACTOR leading toward graduation or completion of LEA's diploma requirements. CONTRACTOR shall not recommend awarding a high school diploma to students who have not successfully completed all of the LEA's graduation requirements.

Pupils enrolled in high school during the 2020-2021 academic year may request a Pass or No Pass grade as permitted in EC Section 49066.5, which may be reflected on the student's transcript and shall not negatively affect the pupil's grade point average.

CONTRACTOR shall prepare transcripts at the close of each semester, or upon student transfer, for students in grades nine (9) through twelve (12) inclusive, and submit them on LEA approved forms to the student's school of residence for evaluation of progress toward completion of diploma requirements as specified in LEA Procedures. CONTRACTOR shall submit to the LEA names of students and their schools of residence for whom transcripts have been submitted as specified by the LEA.

38. STUDENT CHANGE OF RESIDENCE

Within five (5) school days from the date CONTRACTOR becomes aware of a student's change of residence, CONTRACTOR shall notify LEA, in writing, of the student's change of residence. Upon enrollment, CONTRACTOR shall notify parents in writing of their obligation to notify CONTRACTOR of the student's change of residence. CONTRACTOR shall maintain, and provide upon request by LEA, documentation of such notice to parents.

If CONTRACTOR had knowledge or should reasonably have had knowledge of the student's change of residence boundaries and CONTRACTOR fails to follow the procedures specified in this provision, LEA shall not be responsible for the costs of services delivered following the student's change of residence.

39. WITHDRAWAL OF STUDENT FROM PROGRAM

CONTRACTOR shall immediately report electronically and in writing to the LEA within five (5) business days when an LEA student is withdrawn without prior notice from school and/or services, including student's change of residence to a residence outside of LEA service boundaries, and parent/guardian withdrawal of student against professional advice from a NPS/RTC.

40. PARENT ACCESS

CONTRACTOR shall provide for reasonable parental access to students and all facilities including, but not limited to, the instructional setting, recreational activity areas, meeting rooms and student living quarters, when applicable. CONTRACTOR shall comply with any known court orders regarding parental visits and access to LEA students.

CONTRACTOR operating programs associated with a NPS/RTC shall cooperate with a parent's reasonable request for LEA student therapeutic visits in their home or at the NPS/RTC. CONTRACTOR shall require that parents obtain prior written authorization for therapeutic visits from the CONTRACTOR and the LEA at least thirty (30) days in advance. When requested, CONTRACTOR shall facilitate all parent travel and accommodations and for providing travel information to the parent as appropriate. Payment by LEA for approved travel-related expenses shall be made directly through the LEA consistent with LEA Procedures.

CONTRACTOR providing services in the student's home as specified in the IEP shall ensure that at least one parent of the child, or an adult caregiver with written and signed authorization to make decisions in an emergency, is present. The names of any adult caregiver other than the parent shall be provided to the LEA prior to the start of any home based services, including written and signed authorization in emergency situations. The parent shall inform the LEA of any changes of caregivers and provide written authorization for emergencies. The adult caregiver cannot also be an employee or volunteer associated with the NPS/NPA service provider.

All problems and/or concerns, both verbal and written, reported to pupil's parents shall also be provided, in writing, to the LEA.

41. LICENSED CHILDREN'S INSTITUTION ("LCI") CONTRACTORS AND RESIDENTIAL TREATMENT CENTER ("RTC") CONTRACTORS

If CONTRACTOR is a LCI, CONTRACTOR shall adhere to all legal requirements regarding educational placements for LCI students as stated in Education Code 56366 (a) (2) (C), 56366.9 (c) (1), Health and Safety Code section 1501.1 and any other applicable laws and/or regulations, including LEA guidelines or procedures. An LCI shall not require that a pupil be placed in its NPS as a condition of being placed in its residential facility.

If CONTRACTOR is a NPS/RTC, CONTRACTOR shall adhere to all legal requirements under the Individuals with Disabilities Education Act (IDEA), 20 U.S.C. section 1400 et seq. including the federal regulations 34 C.F.R section 300 et seq. and Education Code section 56000 et seq. including Title 5 of the California Code of Regulations section 3000 et seq.. CONTRACTOR shall comply with all monitoring requirements set forth in Section 43 below.

If CONTRACTOR is a NPS that is owned, operated by, or associated with a LCI, CONTRACTOR shall provide to LEA, on a quarterly basis, a list of all students, including those identified as eligible for special education. For those identified as special education students, the list shall include: 1) special education eligibility at the time of enrollment and; 2) the educational placement and services specified in each student's IEP at the time of enrollment. A copy of the current IEP shall be provided to the LEA.

Unless placement is made pursuant to an Office of Administrative Hearings order or a lawfully executed agreement between LEA and parent, LEA is not responsible for the costs associated with NPS placement until the date on which an IEP team meeting is convened, the IEP team determines that a NPS placement is appropriate, and the IEP is signed by the student's parent or another adult with educational decision-making rights.

In addition to meeting the certification requirements of the State of California, a CONTRACTOR that operates a program outside of this State shall be certified or licensed by that state to provide, respectively, special education and related services and designated instruction and related services to pupils under the federal IDEA (20 U.S.C. Sec. 1400 et seq.) and shall be certified or licensed by the state to provide nonmedical care, clinical services, or short-term residential therapeutic programs, as applicable to the facility type.

42. STATE MEAL MANDATE

When CONTRACTOR is a NPS, CONTRACTOR and LEA shall satisfy the State Meal Mandate under California Education Code sections 49005 et seq.; ; 49501.5, the universal meal mandate enacted by AB 130 (2021-2022); 49530 et seq; and 49550 et seq.

43. MONITORING

The State Superintendent of Public Instruction ("Superintendent"), through the delegated monitoring activities to the California Department of Education (CDE), shall monitor CONTRACTOR'S facilities, the educational environment, and the quality of the educational program, including the teaching staff, the credentials authorizing service, the standards-based core curriculum being employed, and the standard focused instructional materials used on a three-year cycle, as follows: (1) CONTRACTOR shall complete a self-review in year one; (2) the Superintendent shall conduct an onsite review in year two; and (3) the Superintendent shall conduct a follow-up visit in year three.

CONTRACTOR shall participate in any LEA or CDE compliance review, if applicable, to be conducted as aligned with the CDE Onsite Review and monitoring cycle in accordance with California Education Code section 56366.1(j). This review will address programmatic aspects of the NPS, compliance with relevant state and federal regulations, and Master Contract compliance. CONTRACTOR shall conduct any follow-up or corrective action procedures related to review findings.

If CONTRACTOR is also an LCI and/or NPS/RTC, the CDE shall annually evaluate whether CONTRACTOR is in compliance with Education Code section 56366.9 and Health and Safety Code section 1501.1(b).

The LEA or SELPA shall conduct an onsite visit to the NPS before placement of a pupil if the LEA does not have any pupils enrolled at the school at the time of placement.

The LEA or SELPA shall conduct at least one onsite monitoring visit during each school year to the CONTRACTOR site certified as an NPS where the LEA has placed a pupil and entered into a master contract. The monitoring visit shall include, but is not limited to, a review of services specified on the ISA and provided to the pupil, a review of progress the pupil is making toward the goals set forth in the pupil's IEP, a review of progress the pupil is making toward the goals set forth in the pupil's behavioral intervention plan, if applicable, an observation of the pupil during instruction, and a walkthrough of the facility. The

LEA or SELPA shall report the findings resulting from the monitoring visit to the CDE within 60 calendar days of the onsite visit.

CONTRACTOR shall allow LEA representatives access to its facilities for additional periodic monitoring of each student's instructional program. LEA shall have access to observe each student at work, observe the instructional setting, interview CONTRACTOR employees, and review each student's records and progress. Such access shall include unannounced monitoring visits. When making site visits, LEA shall initially report to CONTRACTOR's site administrative office. CONTRACTOR shall be invited to participate in the review of each student's progress.

CONTRACTOR understands that LEA reserves the right to institute a program audit with or without cause. The program audit may include, but is not limited to, a review of core compliance areas of health and safety; curriculum/instruction; related services; and contractual, legal, and procedural compliance.

When CONTRACTOR is a NPS, CONTRACTOR shall collect all applicable data and prepare the applicable portion of a School Accountability Report Card as appropriate in accordance with California Education Code Section 33126.

PERSONNEL

44. CLEARANCE REQUIREMENTS

CONTRACTOR shall comply with the requirements of California Education Code sections 44237, 35021.1, 35021.2, and 56366.1 including, but not limited to: obtaining clearance from both the California Department of Justice (hereinafter referred to as "CDOJ") and clearance from the Federal Bureau of Investigation (hereinafter referred to as "FBI") for CONTRACTOR's employees and volunteers who will have or likely may have any direct contact with LEA students. CONTRACTOR hereby agrees that CONTRACTOR's employees and volunteers shall not come in contact with students, in-person or virtually, until CDOJ and FBI clearance are ascertained. CONTRACTOR shall certify in writing to LEA that none of its employees, and volunteers, unless CONTRACTOR determines that the volunteers will have no direct contact with students, or subcontractors who may come into contact with students have been convicted of a violent or serious felony as those terms are defined in California Education Code section 44237(h), unless despite the employee's conviction of a violent or serious felony, he or she has met the criteria to be eligible for employment pursuant to California Education Code section 44237 (i) or (j). Upon request, clearance certification shall be submitted to the LEA. In addition, CONTRACTOR shall make a request for subsequent arrest service from CDOJ as required by California Penal Code section 11105.2. Contractor shall certify to LEA that they have successful background checks and enrolled in subsequent arrest notification service for all employees who may come into contact with students.

Notwithstanding the restrictions on sharing and destroying criminal background check information, CONTRACTOR, upon demand, shall make available to the LEA evidence of a successful criminal background check clearance and enrollment in subsequent arrest notification service, as provided, for each owner, operator, and employee of the NPS/A. CONTRACTOR is required to retain the evidence on-site, as specified, for all staff, including those licensed or credentialed by another state agency. Background clearances and proof of subsequent arrest notification service, as required by California Penal Code section 11105.2, for all staff shall be provided to the LEA upon request.

45. STAFF QUALIFICATIONS

CONTRACTOR shall ensure that all individuals employed, contracted, and/or otherwise hired by CONTRACTOR to provide classroom and/or individualized instruction or related services hold a license, certificate, permit, or other document equivalent to that which staff in a public school are required to hold in the service rendered consistent with Education Code section 56366.1(n)(1) and are qualified pursuant to Title 34 of the Code of Federal Regulations sections 200.56 and 200.58, and Title 5 of the California Code of Regulations sections 3001(r), 3064 and 3065. Such qualified staff may only provide related services

within the scope of their professional license, certification or credential and ethical standards set by each profession, and not assume responsibility or authority for another related services provider or special education teacher's scope of practice.

CONTRACTOR shall ensure that all staff are appropriately credentialed to provide instruction and services to students with the disabling conditions placed in their program/school through documentation provided to the CDE (5 CCR 3064 (a)).

In accordance with California Education Code section 56366.1(a)(5), when CONTRACTOR is a NPS, an appropriately qualified person shall serve as curricular and instructional leader, and be able to provide leadership, oversight and professional development. The administrator of the NPS holds or is in the process of obtaining one of the following: (A) An administrative credential granted by an accredited postsecondary educational institution and two years of experience with pupils with disabilities. (B) A pupil personnel services credential that authorizes school counseling or psychology. (C) A license as a clinical social worker issued by the Board of Behavioral Sciences. (D) A license in psychology regulated by the Board of Psychology. (E) A master's degree issued by an accredited postsecondary institution in education, special education, psychology, counseling, behavioral analysis, social work, behavioral science, or rehabilitation. (F) A credential authorizing special education instruction and at least two years of experience teaching in special education before becoming an administrator. (G) A license as a marriage and family therapist certified by the Board of Behavioral Sciences. (H) A license as an educational psychologist issued by the Board of Behavioral Sciences. (I) A license as a professional clinical counselor issued by the Board of Behavioral Sciences. (California Education Code Section 56366.1 (a)(5)). CONTRACTOR shall maintain, and provide to the LEA upon request, documentation of its administrator's qualifications in accordance with the above.

CONTRACTOR shall comply with personnel standards and qualifications regarding instructional aides and teacher assistants respectively pursuant to federal requirements and California Education Code sections 45340 *et seq.* and 45350 *et seq.* Specifically, all paraprofessionals, including but not limited to, instructional aides and teacher assistants, employed, contracted, and/or otherwise hired or subcontracted by CONTRACTOR to provide classroom and/or individualized instruction or related services, shall possess a high school diploma (or its recognized equivalent) and at least one of the following qualifications: (a) completed at least two (2) years of study at an institution of higher education; or (b) obtained an associate's (or higher) degree; or (c) met a rigorous standard of quality and can demonstrate, through a formal state or local assessment (i) knowledge of, and the ability to assist in instructing, reading, writing, and mathematics; or (ii) knowledge of, and the ability to assist in instructing, reading readiness, writing readiness, and mathematics readiness, as appropriate. CONTRACTOR shall comply with all laws and regulations governing the licensed professions, including but not limited to, the provisions with respect to supervision.

In addition to meeting the certification requirements of the State of California, a CONTRACTOR that operates a program outside of this state and serving a student by this LEA shall be certified or licensed by that state to provide special education and related services to pupils under the federal Individuals with Disabilities Education Act (20 U.S.C. Sec. 1400 *et seq.*).

46. VERIFICATION OF LICENSES, CREDENTIALS AND OTHER DOCUMENTS

CONTRACTOR shall submit to LEA a staff list, and copies of all current licenses, credentials, certifications, permits and/or other documents which entitle the holder to provide special education and/or related services by individuals employed, contracted, and/or otherwise hired or sub-contracted by CONTRACTOR. CONTRACTOR shall ensure that all licenses, credentials, permits or other documents are on file at the office of the County Superintendent of Schools. CONTRACTOR shall provide the LEA with the verified dates of fingerprint clearance, Department of Justice clearance and Tuberculosis Test clearance for all employees, approved subcontractors and/or volunteers prior to such individuals starting to work with any student.

CONTRACTOR shall monitor the status of licenses, credentials, certifications, permits and/or other documents for all individuals employed, contracted, and/or otherwise hired by CONTRACTOR. CONTRACTOR shall notify LEA and CDE in writing within forty-five (45) days when personnel changes occur which may affect the provision of special education and/or related services to LEA students. CONTRACTOR shall notify LEA within forty-five (45) days if any such licenses, certifications or waivers are expired, suspended, revoked, rescinded, challenged pursuant to an administrative or legal complaint or lawsuit, or otherwise nullified during the effective period of this Master Contract. The LEA shall not be obligated to pay for any services provided by a person whose such licenses, certifications or waivers are expired, suspended, revoked, rescinded, or otherwise nullified during the period which such person is providing services under this Master Contract. Failure to notify the LEA and CDE of any changes in credentialing/licensed staff may result in suspension or revocation of CDE certification and/or suspension or termination of this Master Contract by the LEA.

47. STAFF ABSENCE

When CONTRACTOR is a nonpublic school and CONTRACTOR's classroom teacher is absent, CONTRACTOR shall provide an appropriately credentialed substitute teacher in the absent teacher's classroom in accordance with California Education Code section 56061. CONTRACTOR shall provide to the LEA documentation of substitute coverage. Substitute teachers shall remain with their assigned class during all instructional time.

The LEA shall not be responsible for any payment for instruction and/or services when an appropriately credentialed substitute teacher is not provided in accordance with California Education Code section 56061.

When CONTRACTOR is a NPA and/or related services provider, and CONTRACTOR's service provider is absent, CONTRACTOR shall provide a qualified (as defined in Section 7 of this agreement and as determined by LEA) substitute, unless LEA provides appropriate coverage in lieu of CONTRACTOR's service providers. It is understood that the parent of a student shall not be deemed to be a qualified substitute for their student. LEA will not pay for services unless a qualified substitute is provided and/or CONTRACTOR provides documentation evidencing the provision of "make-up" services by a qualified service provider within thirty (30) calendar days from the date on which the services should have been provided. CONTRACTOR shall not "bank" or "carry over" make up service hours under any circumstances, unless otherwise agreed to in writing by CONTRACTOR and authorized LEA representative.

48. STAFF PROFESSIONAL BEHAVIOR WHEN PROVIDING SERVICES AT SCHOOL OR SCHOOL RELATED EVENTS OR AT SCHOOL FACILITY AND/OR IN THE HOME

It is understood that all employees, subcontractors, and volunteers of any certified NPS/A shall adhere to the customary professional and ethical standards when providing services. All practices shall only be within the scope of professional responsibility as defined in the professional code of conduct for each profession as well as any LEA professional standards as specified in Board policies and/or regulations when made available to the CONTRACTOR.

For services provided on a public school campus, sign in/out procedures shall be followed by NPS/A providers working in a public school classroom along with all other procedures for being on campus consistent with school and district policy. Such policies and procedures shall be made available to the CONTRACTOR upon request. It is understood that the public school credentialed classroom teacher is responsible for the instructional program.

CONTRACTOR providing services outside of the student's school as specified in the IEP shall ensure that at least one parent of the child or an adult caregiver with written and signed authority to make decisions in an emergency is present during provision of services. The names of any adult caregiver other than the parent shall be provided to the LEA prior to the start of any home-based services, including written and signed authorization in emergency situations. The adult caregiver cannot also be an employee or volunteer

associated with the NPS/NPA service provider. All problems and/or concerns reported by CONTRACTOR to parents or guardians, in either verbal or written form, shall be reported to the LEA.

HEALTH AND SAFETY MANDATES

49. HEALTH AND SAFETY

CONTRACTOR shall comply with all applicable federal, state, local, and LEA laws, regulations, ordinances, policies, and procedures regarding student and employee health and safety. CONTRACTOR shall comply with the requirements of California Education Code sections 35021 *et. seq.* and 49406, regarding the examination of CONTRACTOR's employees and volunteers for tuberculosis. CONTRACTOR shall provide to LEA documentation for each individual volunteering, employed, contracted, and/or otherwise hired by CONTRACTOR of such compliance before an individual comes in contact with a student.

CONTRACTOR shall comply with OSHA Blood-Borne Pathogens Standards, 29 Code of Federal Regulations (CFR) section 1910.1030, when providing medical treatment or assistance to a student. CONTRACTOR further agrees to provide annual training regarding universal health care precautions and to post required notices in areas designated in the California Health and Safety Code.

50. FACILITIES AND FACILITIES MODIFICATIONS

CONTRACTOR shall provide special education and/or related services to students in facilities that comply with all applicable federal, state, and local laws, regulations, and ordinances related, but not limited to: disability access; fire, health, sanitation, and building standards and safety; fire warning systems; zoning permits; and occupancy capacity. When CONTRACTOR is a NPS, CONTRACTOR shall conduct fire drills as required by Title 5 California Code of Regulations section 550. CONTRACTOR shall be responsible for any structural changes and/or modifications to CONTRACTOR's facilities as required complying with applicable federal, state, and local laws, regulations, and ordinances. Failure to notify the LEA and CDE of any changes in, major modification or relocation of facilities may result in the suspension or revocation of CDE certification and/or suspension or termination of this Master Contract by the LEA.

51. ADMINISTRATION OF MEDICATION

CONTRACTOR shall comply with the requirements of California Education Code section 49422 *et seq.* when CONTRACTOR serves a student that is required to take prescription and/or over-the-counter medication during the school day. CONTRACTOR may designate personnel to assist the student with the administration of such medication after the student's parent(s) provide to CONTRACTOR: (a) a written statement from a physician detailing the type, administration method, amount, and time schedules by which such medication shall be taken; and (b) a written statement from the student's parent(s) granting CONTRACTOR permission to administer medication(s) as specified in the physician's statement. CONTRACTOR shall maintain, and provide to LEA upon request, copies of such written statements. CONTRACTOR shall maintain a written log for each student to whom medication is administered. Such written log shall specify the student's name; the type of medication; the date, time, and amount of each administration; and the name of CONTRACTOR's employee who administered the medication. CONTRACTOR maintains full responsibility for storing medications in a secure location and ensuring appropriate staff training in the administration of such medication consistent with physician's written orders. Any change in medication type, administration method, amount or schedule must be authorized by both a licensed physician and parent.

52. INCIDENT/ACCIDENT REPORTING

CONTRACTOR shall submit within 24 hours, electronically, any accident or incident report to the LEA. CONTRACTOR shall properly submit required accident or incident reports pursuant to the procedures specified in LEA Procedures.

53. CHILD ABUSE REPORTING

CONTRACTOR hereby agrees to annually train all staff members, including volunteers, so that they are familiar with and agree to adhere to its own child and dependent adult abuse reporting obligations and procedures as specified in California Penal Code section 11164 et seq. and Education Code 44691. To protect the privacy rights of all parties involved (i.e., reporter, child and alleged abuser), reports will remain confidential as required by law and professional ethical mandates. A written statement acknowledging the legal requirements of such reporting and verification of staff adherence to such reporting shall be submitted to the LEA.

54. SEXUAL HARASSMENT

CONTRACTOR shall have a Sexual and Gender Identity harassment policy that clearly describes the kinds of conduct that constitutes sexual harassment and that is prohibited by the CONTRACTOR's policy, as well as federal and state law. The policy should include procedures to make complaints without fear of retaliation, and for prompt and objective investigations of all sexual harassment complaints. CONTRACTOR further agrees to provide annual training to all employees regarding the laws concerning sexual harassment and related procedures pursuant to Government Code 12950.1.

55. REPORTING OF MISSING CHILDREN

CONTRACTOR assures LEA that all staff members, including volunteers, are familiar with and agree to adhere to requirements for reporting missing children as specified in California Education Code section 49370. A written statement acknowledging the legal requirements of such reporting and verification of staff adherence to such reporting shall be properly submitted to the LEA. The written statement shall be submitted as specified by the LEA.

FINANCIAL**56. ENROLLMENT, CONTRACTING, SERVICE TRACKING, ATTENDANCE REPORTING, AND BILLING PROCEDURES**

CONTRACTOR shall assure that the nonpublic school or nonpublic agency has the necessary financial resources to provide an appropriate education for the students enrolled and will distribute those resources in such a manner to implement the IEP and ISA for each and every student.

CONTRACTOR shall comply with all LEA procedures concerning enrollment, contracting, attendance reporting, service tracking and billing including requirements of electronic billing as specified by the LEA Procedures, as well as provide all such records requested by LEA concerning the same. CONTRACTOR shall be paid for the provision of special education and/or related services specified in the student's IEP and ISA. All payments by LEA shall be made in accordance with the terms and conditions of this Master Contract and governed by all applicable federal and state laws.

CONTRACTOR shall maintain separate registers for the basic education program, each related service, and services provided by instructional assistants, behavior intervention aides and bus aides. Original attendance forms (i.e., roll books for the basic education program, service tracking documents and notes for instructional assistants, behavioral intervention aides, bus aides, and each related service) shall be completed by the actual service provider whose signature shall appear on such forms and shall be available for review, inspection, or audit by LEA during the effective period of this contract and for a period of five (5) years thereafter. CONTRACTOR shall verify the accuracy of minutes of reported attendance that is the basis of services being billed for payment.

CONTRACTOR shall submit invoices and related documents to LEA for payment, for each calendar month when education or related services were provided. Invoices and related documents shall be properly submitted electronically and in addition, on an LEA form with signatures in the manner prescribed by LEA.

At a minimum, each invoice must contain the following information: month of service; specific days and times of services coordinated by the LEA approved calendar unless otherwise specified in the IEP or agreed to by the LEA; name of staff who provided the service; approved cost of each invoice; total for each service and total for the monthly invoice; date invoice was mailed; signature of NPS/NPA administrator authorizing that the information is accurate and consistent with the ISA, CDE certificates and staff notification; verification that attendance report is attached as appropriate; indication of any made-up session consistent with this contract; verification that progress reports have been provided consistent with the ISA (monthly or quarterly unless specified otherwise on the ISA); and name or initials of each student for when the service was provided.

In the event services were not provided, rationale for why the services were not provided shall be included.

Such an invoice is subject to all conditions of this contract. At the discretion of the LEA, an electronic invoice may be required provided such notice has been made in writing and training provided to the CONTRACTOR at no additional charge for such training.

Invoices shall be submitted no later than thirty (30) days after the end of the attendance accounting period in which the services were rendered. LEA shall make payment to CONTRACTOR based on the number of billable days of attendance and hours of service at rates specified in this contract within forty-five (45) days of LEA's receipt of properly submitted hard copy of invoices prepared and submitted as specified in California Education Code Section 56366.5 and the LEA. CONTRACTOR shall correct deficiencies and submit rebilling invoices no later than thirty (30) calendar days after the invoice is returned by LEA. LEA shall pay properly submitted re-billing invoices no later than forty-five (45) days after the date a completely corrected re-billing invoice is received by LEA.

In no case shall initial payment claim submission for any Master Contract fiscal year (July through June) extend beyond December 31st after the close of the fiscal year. In no case shall any rebilling for the Master Contract fiscal year (July through June) extend beyond six (6) months after the close of the fiscal year unless approved by the LEA to resolve billing issues including re-billing issues directly related to a delay in obtaining information from the Commission on Teacher Credentialing regarding teacher qualification, but no later than twelve (12) months from the close of the fiscal year. If the billing or re-billing error is the responsibility of the LEA, then no limit is set provided that the LEA and CONTRACTOR have communicated such concerns in writing during the 12-month period following the close of the fiscal year. LEA will not pay mileage for NPA employee.

57. RIGHT TO WITHHOLD PAYMENT

LEA may withhold payment to CONTRACTOR when: (a) CONTRACTOR has failed to perform, in whole or in part, under the terms of this contract; (b) CONTRACTOR has billed for services rendered on days other than billable days of attendance or for days when student was not in attendance and/or did not receive services; (c) CONTRACTOR was overpaid by LEA as determined by inspection, review, and/or audit of its program, work, and/or records; (d) CONTRACTOR has failed to provide supporting documentation with an invoice, as required by EC 56366(c)(2); (e) education and/or related services are provided to students by personnel who are not appropriately credentialed, licensed, or otherwise qualified; (f) LEA has not received prior to school closure or contract termination, all documents concerning one or more students enrolled in CONTRACTOR's educational program; (g) CONTRACTOR fails to confirm a student's change of residence to another district or confirms the change of residence to another district, but fails to notify LEA within five (5) days of such confirmation; or (h) CONTRACTOR receives payment from Medi-Cal or from any other agency or funding source for a service provided to a student. It is understood that no payments shall be made for any invoices that are not received by six (6) months following the close of the prior fiscal year, for services provided in that year.

Final payment to CONTRACTOR in connection with the cessation of operations and/or termination of a Master Contract will be subject to the same documentation standards described for all payment claims for regular ongoing operations. In addition, final payment may be withheld by the LEA until completion of a review or audit, if deemed necessary by the LEA. Such review or audit will be completed within ninety

(90) days. The final payment may be adjusted to offset any previous payments to the CONTRACTOR determined to have been paid in error or in anticipation of correction of documentation deficiencies by the CONTRACTOR that remain uncorrected.

The amount which may be withheld by LEA with respect to each of the subparagraphs of the preceding paragraph are as follows: (a) the value of the service CONTRACTOR failed to perform; (b) the amount of overpayment; (c) the portion of the invoice for which satisfactory documentation has not been provided by CONTRACTOR; (d) the amount invoiced for services provided by the individual not appropriately credentialed, licensed, or otherwise qualified; (e) the proportionate amount of the invoice related to the applicable pupil for the time period from the date the violation occurred and until the violation is cured; or (f) the amount paid to CONTRACTOR by Medi-Cal or another agency or funding source for the service provided to the student.

If LEA determines that cause exists to withhold payment to CONTRACTOR, LEA shall, within ten (10) business days of this determination, provide to CONTRACTOR written notice that LEA is withholding payment. Such notice shall specify the basis or bases for LEA's withholding payment and the amount to be withheld. Within thirty (30) days from the date of receipt of such notice, CONTRACTOR shall take all necessary and appropriate action to correct the deficiencies that form the basis for LEA's withholding payment or submit a written request for extension of time to correct the deficiencies or submit to LEA written documentation demonstrating that the basis or bases cited by the LEA for withholding payment is unfounded. Upon receipt of CONTRACTOR's written request showing good cause, LEA shall extend CONTRACTOR's time to correct deficiencies (usually an additional thirty (30) days), otherwise payment will be denied.

If after subsequent request for payment has been denied and CONTRACTOR believes that payment should not be withheld, CONTRACTOR shall send written notice to LEA specifying the reason it believes payment should not be withheld. LEA shall respond to CONTRACTOR's notice within thirty (30) business days by indicating that a warrant for the amount of payment will be made or stating the reason LEA believes payment should not be made. If LEA fails to respond within thirty (30) business days or a dispute regarding the withholding of payment continues after the LEA's response to CONTRACTOR's notice, CONTRACTOR may invoke the following escalation policy.

After forty-five (45) business days: The CONTRACTOR may notify the Authorized LEA's Representative of the dispute in writing. The LEA Authorized Representative shall respond to the CONTRACTOR in writing within fifteen (15) business days.

After sixty (60) business days: The LEA or CONTRACTOR may appeal to the County Superintendent of Schools so long as the County Superintendent of Schools is not participating in the Local Plan involved in the NPS/A contract, or a mutually agreed upon mediator. Both parties agree to pay for their own costs and expenses arising out of such mediation. Each party agrees to act in good faith in participating in any mediation process agreed to by the parties.

58. PAYMENT FROM OUTSIDE AGENCIES

CONTRACTOR shall notify LEA when Medi-Cal or any other agency is billed for the costs associated with the provision of special education and/or related services to students. Upon request, CONTRACTOR shall provide to LEA any and all documentation regarding reports, billing, and/or payment by Medi-Cal or any other agency for the costs associated with the provision of special education and/or related services to students. CONTRACTOR shall provide prior written notice of the rights and protections required by Title 34 of the Code of Federal Regulations section 300.154(d) whenever it seeks to use the LEA students' public benefits to pay for special education and related services. Such notice shall be provided before seeking payment from Medi-Cal for the first time and annually.

59. PAYMENT FOR ABSENCES

NONPUBLIC SCHOOL STAFF ABSENCE

Whenever a classroom teacher employed by CONTRACTOR is absent, CONTRACTOR shall provide an appropriately credentialed substitute teacher in the absent teacher's classroom in accordance with California Education Code section 56061. CONTRACTOR shall provide to LEA documentation of substitute coverage pursuant to the LEA Procedures. Substitute teachers shall remain with their assigned class during all instructional time. LEA will not pay for instruction and/or services unless said instruction or service is provided by an appropriately credentialed substitute teacher.

Whenever a related service provider is absent, CONTRACTOR shall provide a qualified (as defined in Section 7 of this agreement and as determined by LEA) substitute. LEA will not pay for services unless a qualified substitute is provided and/or CONTRACTOR provides documentation evidencing the provision of "make-up" services by a qualified service provider within thirty (30) calendar days from the date on which the services should have been provided unless otherwise agreed in student's IEP.

NONPUBLIC SCHOOL STUDENT ABSENCE

If CONTRACTOR is a nonpublic school, no later than the tenth (10th) cumulative day of a student's unexcused absence, CONTRACTOR shall notify the LEA of such absence.

Criteria for a billable day for payment purposes is one (1) day of attendance as defined in California Education Code, sections 46010, 46010.3 and 46307. LEA shall not pay for services provided on days that a student's attendance does not qualify for Average Daily Attendance (ADA) reimbursement under state law. *Per Diem* rates for students whose IEPs authorize less than a full instructional day may be adjusted on a pro rata basis in accordance with the actual proportion of the school day the student was served. LEA shall not be responsible for payment of related services for days on which a student's attendance does not qualify for Average Daily Attendance ("ADA") reimbursement under state law, nor shall student be eligible for make-up services.

NONPUBLIC AGENCY STAFF ABSENCE

When CONTRACTOR is a nonpublic agency and CONTRACTOR's service provider is absent, CONTRACTOR shall provide a qualified (as defined in Section 7 of this agreement and as determined by LEA) substitute, unless LEA provides appropriate coverage in lieu of CONTRACTOR's service providers. LEA shall not pay for services unless a qualified substitute is provided and/or CONTRACTOR provides documentation evidencing the provision of "make-up" services by a qualified service provider within thirty (30) calendar days from the date on which the services should have been provided. CONTRACTOR shall not "bank" or "carry over" make up service hours under any circumstances, unless otherwise agreed to in writing by CONTRACTOR and LEA. In the event services were not provided, reasons for why the services were not provided shall be included.

NONPUBLIC AGENCY STUDENT ABSENCE

If CONTRACTOR is a nonpublic agency, it shall notify LEA of the absence of a student no later than the fifth (5th) consecutive service day of the student's absence. LEA shall not be responsible for the payment of services when a student is absent.

60. LEA and/or NONPUBLIC SCHOOL CLOSURE DUE TO EMERGENCY

The following shall apply in the event of a LEA or NPS school closure due to an emergency consistent with guidelines followed by LEAs in accordance with Education Code sections 41422 and 46392:

- a. If CONTRACTOR remains open, if allowed, during an emergency and serves students appropriately as delineated in the ISA, CONTRACTOR shall receive payment, regardless of whether a sending LEA is open or closed.

- b. NPS School Closure- In the event of a NPS School Closure for the reasons set forth in Education Code section 41422, if the LEA is able to obtain alternative placement for the student, CONTRACTOR shall not receive payment for days the student is not in attendance due to CONTRACTOR'S school closure. If the LEA is unable to obtain an alternative placement, CONTRACTOR shall receive payment consistent with the student's approved ISA, as though the student were continuing his/her regular attendance, until an alternative placement can be found and implement LEA student IEP in accordance with Education Code section 56345(a)(9) pertaining to emergency conditions.
- c. LEA and NPS School Closure- In the event of the LEA and NPS School Closures, on days the LEA is funded, CONTRACTOR shall receive payment consistent with the student's approved ISA, until an alternative placement can be found and implement LEA student IEP in accordance with Education Code section 56345(a)(9) pertaining to emergency conditions. If the LEA is able to obtain alternative placement for the student, CONTRACTOR shall not receive payment for days the student is not in attendance with CONTRACTOR due to CONTRACTOR'S school closure.

When the emergency school closure is lifted, CONTRACTOR shall notify the LEAs it serves of any lost instructional minutes. CONTRACTOR and LEAs shall work collaboratively to determine the need for make-up days or service changes, and shall work together to amend IEP and ISA paperwork as appropriate.

61. INSPECTION AND AUDIT

The CONTRACTOR shall maintain and the LEA shall have the right to examine and audit all of the books, records, documents, accounting procedures and practices and other evidence that reflect all costs claimed to have been incurred or fees claimed to have been earned under this Agreement.

CONTRACTOR shall provide access to LEA to all records including, but not limited to: student records as defined by California Education Code section 49061(b); registers and roll books of teachers; daily service logs and notes or other documents used to record the provision of related services; Medi-Cal/daily service logs and notes used to record provision of services provided by instructional assistants, behavior intervention aides, bus aides, and supervisors; absence verification records (parent/doctor notes, telephone logs, and related documents); bus rosters; staff lists specifying credentials held, business licenses held, documents evidencing other qualifications, , dates of hire, and dates of termination; staff time sheets; non-paid staff and volunteer sign-in sheets; transportation and other related service subcontracts; school calendars; bell/class schedules when applicable; liability and worker's compensation insurance policies; state NPS/A certifications; by-laws; lists of current board of directors/trustees, if incorporated; other documents evidencing financial expenditures; federal/state payroll quarterly reports Form 941/DE3DP; and bank statements and canceled checks or facsimile thereof. Such access shall include unannounced inspections by LEA. CONTRACTOR shall make available to LEA all budgetary information including operating budgets submitted by CONTRACTOR to LEA for the relevant contract period being audited.

CONTRACTOR shall make all records available at the office of LEA or CONTRACTOR's offices (to be specified by LEA) at all reasonable times and without charge. All records shall be provided to LEA within five (5) working days of a written request from LEA. CONTRACTOR shall, at no cost to LEA, provide assistance for such examination or audit. LEA's rights under this section shall also include access to CONTRACTOR's offices for purposes of interviewing CONTRACTOR's employees. If any document or evidence is stored in an electronic form, a hard copy shall be made available to the LEA, unless the LEA agrees to the use of the electronic format.

CONTRACTOR shall obtain from its subcontractors and suppliers written agreements to the requirements of this section and shall provide a copy of such agreements to LEA upon request by LEA.

If an inspection, review, or audit by LEA, a state agency, a federal agency, and/or an independent agency/firm determines that CONTRACTOR owes LEA monies as a result of CONTRACTOR's over billing or failure to perform, in whole or in part, any of its obligations under this Master Contract, LEA shall provide to CONTRACTOR written notice demanding payment from CONTRACTOR and specifying the basis or bases for such demand. Unless CONTRACTOR and LEA otherwise agree in writing,

CONTRACTOR shall pay to LEA the full amount owed as a result of CONTRACTOR's over billing and/or failure to perform, in whole or in part, any of its obligations under this Master Contract, as determined by an inspection, review, or audit by LEA, a state agency, a federal agency, and/or an independent agency/firm. CONTRACTOR shall make such payment to LEA within thirty (30) days of receipt of LEA's written notice demanding payment.

62. RATE SCHEDULE

The attached rate schedule (Exhibit A) limits the number of students that may be enrolled and maximum dollar amount of the contract. It may also limit the maximum number of students that can be provided specific services. Per Diem rates for students whose IEPs authorize less than a full instructional day may be adjusted proportionally. In such cases only, the adjustments in basic education rate shall be based on the required minimum number of minutes per grade level as set forth in paragraph 23, above, and in California Education Code Section 46200-46208.

Special education and/or related services offered by CONTRACTOR shall be provided by qualified personnel as per State and Federal law, and the codes and charges for such educational and/or related services during the term of this contract, shall be as stated in Exhibit A.

63. DEBARMENT CERTIFICATION

By signing this agreement, the CONTRACTOR certifies that:

- (a) The CONTRACTOR and any of its shareholders, partners, or executive officers are not presently debarred, suspended, proposed for debarment, or declared ineligible for the award of contracts by any Federal agency, and
- (b) Have not, within a three-year period preceding this contract, been convicted of or had a civil judgment rendered against them for: commission of fraud or a criminal offense in connection with obtaining, attempting to obtain, or performing a Federal, state or local government contract or subcontract; violation of Federal or state antitrust statutes relating to the submission of offers; or commission of embezzlement, theft, forgery, bribery, falsification or destruction of records, making false statements, tax evasion, or receiving stolen property; and are not presently indicted for, or otherwise criminally or civilly charged by a Government entity with, commission of any of these offenses.

The parties hereto have executed this Contract by and through their duly authorized agents or representatives. This contract is effective on the 10th day of January, 2025 and terminates at 5:00 P.M. on June 30, 2025, unless sooner terminated as provided herein.

CONTRACTOR

LEA

Aye Healthcare, INC
Nonpublic School/Agency

Amethod Public Schools
LEA Name

By: _____
Signature Date

By: _____
Signature Date

Name and Title of Authorized Representative

Name and Title of Authorized Representative

*****Subject to approval by the Amethod Public Schools Board of Directors*****

Notices to CONTRACTOR shall be addressed to:	Notices to LEA shall be addressed to:
Name and Title Attn: Facility Contract, CC attn: Legal	Name and Title
Nonpublic School/Agency/Related Service Provider Aye Healthcare, INC	LEA Amethod Public Schools
Address 5930 Cornerstone Court West, Suite 300	Address 1450 Marina Way South
City State Zip San Diego, CA 92121	City State Zip Richmond, CA 94804
Phone Fax 866-687-7390 866-687-7393	Phone Fax 510-367-1718
Email facilitycontracts@ayahealthcare.com	Email mbusby@amethodschools.org

**Additional LEA Notification
(Required if completed)**

Name and Title

Address

City State Zip

Phone Fax

Email

EXHIBIT A: 2024-2025 RATES

4.1 RATE SCHEDULE FOR CONTRACT YEAR

The CONTRACTOR: Aya Healthcare, INC

The CONTRACTOR CDS NUMBER: CDE NPA #9903266

PER ED CODE 56366 – TEACHER-TO-PUPIL RATIO: 1:28

Maximum Contract Amount:

Education service(s) offered by the CONTRACTOR and the charges for such service(s) during the term of this contract shall be as follows:

- 1) Daily Basic Education Rate:

- 2) Inclusive Education Program
(Includes Educational Counseling (not ed related mental health) services, Speech & Language services, Behavior Intervention Planning, and Occupational Therapy as specified on the student's IEP.) DAILY RATE: _____

- 3) Related Services - SEE ATTACHED

<u>SERVICE</u>	<u>RATE</u>	<u>PERIOD</u>
<u>Intensive Individual Services (340)</u>	_____	_____
<u>Language and Speech (415)</u>	_____	_____
<u>Adapted Physical Education (425)</u>	_____	_____
<u>Health and Nursing: Specialized Physical Health Care (435)</u>	_____	_____
<u>Health and Nursing: Other Services (436)</u>	_____	_____
<u>Assistive Technology Services (445)</u>	_____	_____
<u>Occupational Therapy (450)</u>	_____	_____
<u>Physical Therapy (460)</u>	_____	_____
<u>Individual Counseling (510)</u>	_____	_____
<u>Counseling and Guidance (515)</u>	_____	_____
<u>Parent Counseling (520)</u>	_____	_____
<u>Social Work Services (525)</u>	_____	_____
<u>Psychological Services (530)</u>	_____	_____
<u>Behavior Intervention Services (535)</u>	_____	_____
<u>Specialized Services for Low Incidence Disabilities (610)</u>	_____	_____

<u>Specialized Deaf and Hard of Hearing (710)</u>		
<u>Interpreter Services (715)</u>		
<u>Audiological Services (720)</u>		
<u>Specialized Vision Services (725)</u>		
<u>Orientation and Mobility (730)</u>		
<u>Specialized Orthopedic Services (740)</u>		
<u>Reader Services (745)</u>		
<u>Transcription Services (755)</u>		
<u>Recreation Services, Including Therapeutic (760)</u>		
<u>College Awareness (820)</u>		
<u>Work Experience Education (850)</u>		
<u>Job Coaching (855)</u>		
<u>Mentoring (860)</u>		
<u>Travel Training (870)</u>		
<u>Other Transition Services (890)</u>		
<u>Other (900)</u>		
<u>Other (900)</u>		

EXHIBIT B: 2024-2025 ISA**INDIVIDUAL SERVICES AGREEMENT (ISA) FOR NONPUBLIC, NONSECTARIAN SCHOOL SERVICES**

(Education Code Sections 56365 et seq.)

This agreement is effective on July 1, 2024 or the date student begins attending a nonpublic school or receiving services from a nonpublic agency, if after the date identified, and terminates at 5:00 P.M. on June 30, 2025, unless sooner terminated as provided in the Master Contract and by applicable law.

Local Education Agency _____ Nonpublic School _____

LEA Case Manager: Name _____ Phone Number _____

Pupil Name _____ Sex: ☐ M ☐ F Grade: _____
(Last) (First) (M.I.)

Address _____ City _____ State/Zip _____

DOB _____ Residential Setting: ☐ Home ☐ Foster ☐ LCI # _____ ☐ OTHER _____

Parent/Guardian _____ Phone () _____ () _____
(Residence) (Business)

Address _____ City _____ State/Zip _____
(If different from student)

AGREEMENT TERMS:

- Nonpublic School:* The average number of minutes in the instructional day will be: _____ during the regular school year
_____ during the extended school year
- Nonpublic School:* The number of school days in the calendar of the school year are: _____ during the regular school year
_____ during the extended school year

- Educational services as specified in the IEP shall be provided by the CONTRACTOR and paid at the rates specified below.*

A. **INCLUSIVE AND/OR BASIC EDUCATION PROGRAM RATE:** (Applies to nonpublic schools only): Daily Rate: _____

Estimated Number of Days _____ **x Daily Rate** _____ = **PROJECTED BASIC EDUCATION COSTS** _____

B. RELATED SERVICES:

SERVICE	Provider			# of Times per wk/mo/yr., Duration; or per IEP; or as needed	Cost per session	Maximum Number of Sessions	Estimated Maximum Total Cost for Contracted Period
	LEA	NPS	OTHER Specify				
Intensive Individual Services (340)							
Language/Speech Therapy (415) a. Individual b. Group							
Adapted Physical Ed. (425)							
Health and Nursing: Specialized Physical Health Care (435)							
Health and Nursing Services: Other (436)							
Assistive Technology Services (445)							
Occupational Therapy (450)							
Physical Therapy (460)							
Individual Counseling (510)							
Counseling and guidance (515).							
Parent Counseling (520)							

SERVICE	Provider			# of Times per wk/mo/yr., Duration; or per IEP; or as needed	Cost per session	Maximum Number of Sessions	Estimated Maximum Total Cost for Contracted Period
	LEA	NPS	OTHER Specify				
Social Work Services (525)							
Psychological Services (530)							
Behavior Intervention Services (535)							
Specialized Services for Low Incidence Disabilities (610)							
Specialized Deaf and Hard of Hearing Services (710)							
Interpreter Services (715)							
Audiological Services (720)							
Specialized Vision Services (725)							
Orientation and Mobility (730)							
Braille Transcription (735)							
Specialized Orthopedic Service (740)							
Reader Services (745)							
Note Taking Services (750)							
Transcription Services (755)							
Recreation Services (760)							
College Awareness Preparation (820)							
Vocational Assessment, Counseling, Guidance and Career Assessment (830)							
Career Awareness (840)							
Work Experience Education (850)							
Mentoring (860)							
Agency Linkages (865)							
Travel Training (870)							
Other Transition Services (890)							
Other (900)J							
Other (900)							
Transportation-Emergency b. Transportation-Parent							
Bus Passes							
Other							

ESTIMATED MAXIMUM RELATED SERVICES COST\$ _____

TOTAL ESTIMATED MAXIMUM BASIC EDUCATION AND RELATED SERVICES COSTS \$_____

4. Other Provisions/Attachments:

5. MASTER CONTRACT APPROVED BY THE GOVERNING BOARD ON _____

6. Progress Reporting Quarterly Monthly Other
Requirements: _____ _____ _____ (Specify) _____

The parties hereto have executed this Individual Services Agreement by and through their duly authorized agents or representatives as set forth below.

-CONTRACTOR-

-LEA/SELPA-

(Name of Nonpublic School/Agency)

(Name of LEA/SELPA)

(Signature)

(Date)

(Signature)

(Date)

(Name and Title)

(Name of Superintendent or Authorized Designee)

Coversheet

Interim CEO report

Section:	III. Business
Item:	G. Interim CEO report
Purpose:	Discuss
Submitted by:	
Related Material:	Interim CEO Report 1.15.2025.pptx

AMPS Leadership Presentation

Acting/Interim CEO Update



Renewals

- OCHS
 - Denied by OUSD Jan. 2
 - Submit appeal to ACOE by 1/31
 - Timeline to be confirmed, likely March/April
- RCA
 - Submit to WCCUSD in Jan
 - Timeline to be confirmed, likely Feb-March/April

CAP - Leadership

- Leadership Coach/Advisor - by April 1
 - By 1/31, subject to OUSD approval
- CEO Search
 - Reached out to search firm, TBD
- Advisory Committee - by March 1
- Expenditure Oversight - updated FPP today

CAP - Governance

- Governance Coach - by April 1
 - BOT
- Brown Act training - today
- Engage w/Brian Carpenter - by March 1
- Conflict of Interest training - by Feb 28 (Feb 26)
- Conflict of Interest & Nepotism Policies - by March 1 (Feb 26)
- Board Assessment - by Jan 31
- Board Recruitment - by June 30
 - w/BOT, after assessment

CAP - Finance

- Procurify - by April 1
- Contract Review - by July 1
- Contract Management Software - by May 1
- Vendor Deliverables - by July 1
 - Incl in contract mgmt
- Staff Training - ongoing
- Forensic Audit - by June 30

Coversheet

Financial Report

Section:	III. Business
Item:	H. Financial Report
Purpose:	Discuss
Submitted by:	
Related Material:	Finance Slides 1.15.2025.pdf

AMPS Finance Presentation

State Budget Update

State Budget Update - Governor's Proposal

- Governor's 2025-26 Budget Proposal/Placeholder
- State revenues up \$16.5B (compared to \$38B deficit last year)
- Balanced budget
 - No cuts to core programs
 - Maintains Universal TK, Expanded Learning, Universal Meals
- More one-time funding: Potential Student Support Block Grant, Literacy & Math coach funding, KIT grants
- Projected COLA: 2.43% (down from 2.93%)
- Growth in expense projected to outpace revenue in 2027-29
- May Revise

State Budget Update - Enrollment Decline

Declining Enrollment in CA

Enrollment across CA has been falling since FY18, down 6% over a 6-year period



AMPS

HONOR HARD WORK

State Budget Update - Enrollment Decline

Declining Enrollment in CA

Enrollment decline projected to continue at a rate of 1% per year for next decade

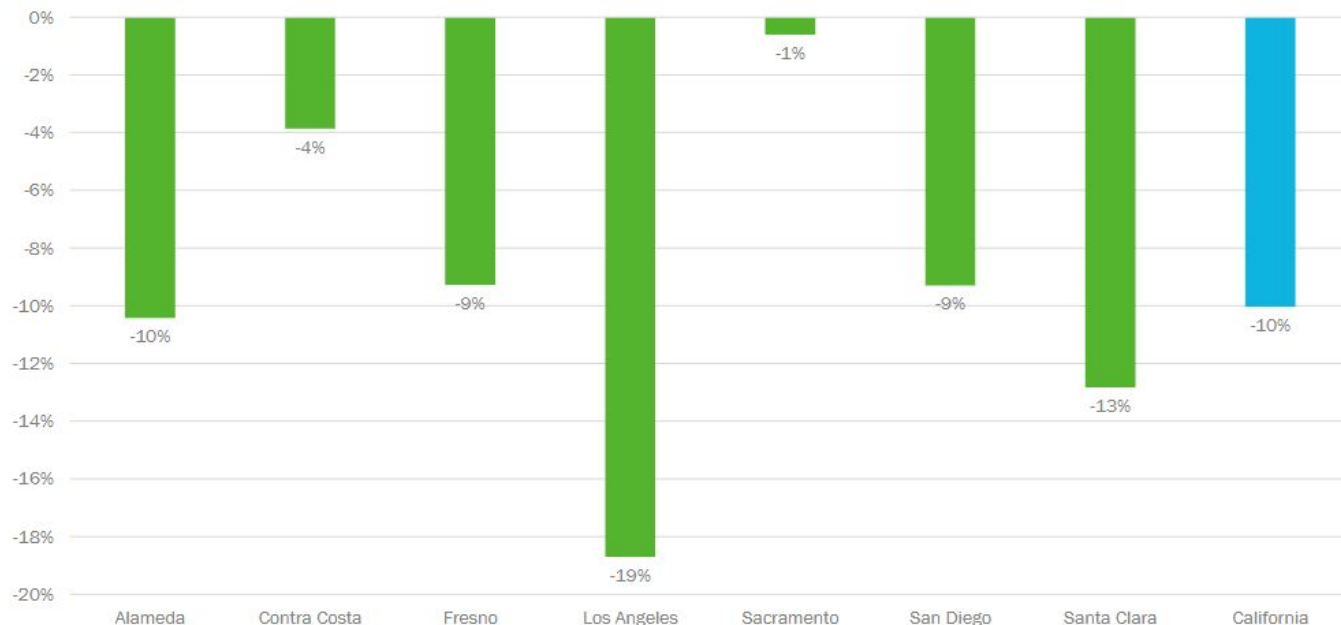


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HONOR HARD WORK

State Budget Update - Enrollment Decline

Projected Enrollment Change From FY24 to FY34 by county



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HONOR HARD WORK

State Budget Update - Expiring One-time Funds

- Expense
- COVID Relief funding expiring
 - ESSER, GEER, LREBG, etc
 - LEAs received ~\$7,275/ADA in relief
- CCSPP \$7.6M, 5yr program
- Enrollment Marketing
- Development Plan

AMPS Budget Updates

- Catching up on A/P
- 2nd Interim will “right-size” budgets
- Focus on thoughtfully spending down restricted funds
- Beginning 2025-26 budget work