Amethod Public Schools

Regular Meeting of the AMPS Board of Directors

Published on October 10, 2025 at 3:30 PM PDT

Date and Time

Thursday October 16, 2025 at 6:00 PM PDT

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:
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 Board of Directors 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 may distribute additional information and/or documents to the Board of Directors after the agenda is posted and at the meeting; these items and the full Board packet are available for inspection in the AMPS Board Room (located at 1450 Marina Way S, Richmond, CA 94804) and during the meeting. Any documents distributed to the Board of Directors during the meeting will be posted on the website Agenda following the meeting.

Disability Access: Requests for disability-related modifications or accommodations to participate in this public meeting should be made 72 hours prior to the meeting by calling (510) 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**			**6:00 PM**
A.	Call the Meeting to Order		Rodolfo Ornelas	1 m
B.	Record Attendance		Sally Li	1 m
C.	Announcements			1 m
D.	Approval of the Agenda	Vote	Rodolfo Ornelas	1 m
E.	Public Comments on Non-Agenda Items Members of the public may comment here on non-agenda items that relate to one or more schools operated by Amethod Public Schools.			2 m
II.	**Consent**			**6:06 PM**
A.	Approval of 09/24/2025 Special Board Meeting Minutes	Approve Minutes	Rodolfo Ornelas	1 m
B.	Approval of August Check Registers	Vote		1 m

		Purpose	Presenter	Time
C.	Approval of September Check Registers	Vote		1 m
III.	**Business I**			**6:09 PM**
A.	Benito Juarez Elementary Hispanic Heritage Wax Museum Presentation	FYI	Michelle Walker	5 m
IV.	**Closed Session**			**6:14 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 (6 cases)	Discuss		60 m
V.	**Business II**			**7:14 PM**
A.	Review and Consideration of Approval of Revised Independent Study Policy Public comment	Vote	Mary Busby	3 m
B.	Review and Consideration of Approval of Downtown Charter Material Revision Public comment	Vote	Adrienne Barnes	3 m
C.	Review and Consideration of Approval of Annual Compliance Requirements Public comment	Vote	Adrienne Barnes	3 m
D.	Review and Consideration of Approval of Appointment of Treasurer of the Board Public comment	Vote	Adrienne Barnes	3 m
E.	Review and Consideration of Approval of Application to Richmond Chamber of Commerce Public comment	Vote	Adrienne Barnes	3 m
F.	Review and Consideration of Approval of Cengage Invoices Public comment	Vote	Adrienne Barnes	3 m

		Purpose	Presenter	Time
G.	Review and Consideration of Approval of Acacia Partners Contract Public comment	Vote	Adrienne Barnes	3 m
H.	Review and Consideration of Approval of Joyce Montgomery Contract Public comment	Vote	Adrienne Barnes	3 m
I.	Review and Consideration of Approval of Get Empowered MOU for Richmond Charter Academy Public comment	Vote	Adrienne Barnes	3 m
J.	CEO Report	FYI	Adrienne Barnes	5 m
VI.	**Closing Items**			**7:46 PM**
A.	Adjourn Meeting	FYI	Rodolfo Ornelas	1 m

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Coversheet

Approval of 09/24/2025 Special Board Meeting Minutes

Section: II. Consent
Item: A. Approval of 09/24/2025 Special Board Meeting Minutes
Purpose: Approve Minutes
Submitted by:
Related Material:
Minutes for Special Meeting of the AMPS Board of Directors on September 24, 2025

APPROVED

AMPS
AMETHOD PUBLIC SCHOOLS

Amethod Public Schools

Minutes

Special Meeting of the AMPS Board of Directors

Date and Time
Wednesday September 24, 2025 at 6:00 PM

Location
1450 Marina Way South, Richmond, CA 94804

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

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ORDER OF BUSINESS MAY BE CHANGED WITHOUT NOTICE

Directors Present
D. Leung, J. Lerma, L. Martinez, M. DiGiorgio, P. Hanley, R. Ornelas

Directors Absent
None

Guests Present
A. Barnes, M. Arechiga, M. Busby (remote), Marisol Magana (remote), S. Li, Shameka Henderson

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I. Opening Items

A. Call the Meeting to Order

R. Ornelas called a meeting of the board of directors of Amethod Public Schools to order on Wednesday Sep 24, 2025 at 6:04 PM.

B. Record Attendance

Vice Chair Margie arrived at 6:10pm.

C. Announcements

Adrienne, CEO, announced that AMPS received five Families in Action Awards last week.

DCA was recognized with four awards for excellence in math and ELA readiness, specifically highlighting progress among English learners, African American students, and low-income students. OCHS received an award for achieving 100% A-G readiness, meaning all graduating students met the college-preparatory course requirements. She mentioned the state has voted against the appeal, and OCHS will proceed with its closure.

Board member Peter requested for an update on special education services.

D. Approval of the Agenda

D. Leung made a motion to approve the Agenda.
L. Martinez seconded the motion.
The board **VOTED** to approve the motion.

Roll Call

D. Leung	Aye
J. Lerma	Aye
M. DiGiorgio	Absent
R. Ornelas	Aye
P. Hanley	Aye
L. Martinez	Aye

E. Public Comments on Non-Agenda Items

Elly, a new substitute teacher, gave a shoutout to the outstanding work being done by the RCA teachers and staff.

II. Consent

A. Approval of 08/28/2025 Regular Board Meeting Minutes

M. DiGiorgio made a motion to approve the minutes from Regular Meeting of the AMPS Board of Directors on 08-28-25.
D. Leung seconded the motion.
The board **VOTED** unanimously to approve the motion.

Roll Call

R. Ornelas	Aye
M. DiGiorgio	Aye
L. Martinez	Aye
J. Lerma	Aye
D. Leung	Aye
P. Hanley	Aye

III. Closed Session

A.

CONFERENCE WITH LEGAL COUNSEL— ANTICIPATED LITIGATION

The board returned from closed session at 7:16pm and there were no reportable actions.

IV. Business

A. Review and Consideration of Approval of Revised Family Handbook

Maria, Chief of Staff presented the revised family handbook for board approval, noting that it had previously come before the board on June 30th. She explained that only minimal changes were made, primarily to correct typos. The most significant update appears on page 21, where the dress code policy was revised in response to parent feedback. Previously, students were only permitted to wear black or white shoes, but parents expressed concerns about the difficulty of finding affordable shoes in those colors. As a result, the policy was updated to allow gray and other neutral-colored shoes. Additionally, the revised policy now permits small amounts of color on shoe logos, such as a small red accent, as long as it is purposeful and minimal. Other changes in the handbook include clarification regarding early dismissal times. For example, a standard dismissal time of 1:30pm, while allowing schools the flexibility to adjust that schedule as needed.

Board Chair Rodolfo and Board Member Liz recommended that the staff be more specific about logo size and provide exact measurements to define what constitutes a 'small' logo.

Board member Liz pointed out a discrepancy between the attendance policies on pages 5 and 9 of the handbook. Page 5 outlines strict requirements for students to contact teachers about missed work, which could be misinterpreted as applying to all absences. However, page 9 clarifies, in alignment with the Education Code, that students with excused absences are allowed an equal amount of time to make up work. She suggested either amending page 5 to specify that the stricter guidelines apply only to unexcused absences or moving the clarification from page 9 earlier in the handbook to avoid confusion.

Board member Peter and Board Chair Rodolfo raised a concern about unclear language in the handbook, specifically a sentence stating that staff work traditional school hours but are also expected to support "a different type of public school program." He asked for clarification on what that phrase means, suggesting the wording may be vague or confusing.

Board member Peter noted that the handbook repeatedly emphasizes the role of families in supporting student success, not by doing the work for their children, but by creating conditions that help them succeed, such as ensuring they do their homework, have a quiet space to study, and attend school regularly. He pointed out that this level of family involvement goes beyond what is typically expected or stated in traditional public school handbooks.

L. Martinez made a motion to approve Revised Family Handbook with edits to specifying logo size and edits to the attendance policy.
R. Ornelas seconded the motion.
The board **VOTED** to approve the motion.

Roll Call

J. Lerma	Abstain
L. Martinez	Aye
M. DiGiorgio	Aye
P. Hanley	Aye
R. Ornelas	Aye
D. Leung	Aye

B. Review and Consideration of Approval of Revised Employee Handbook

Shameka, HR Consultant explained that the handbook was initially presented earlier in the year but was awaiting legal review. Since then, attorneys have reviewed it and made updates to reflect new laws and regulatory changes.
D. Leung made a motion to approve Revised Employee Handbook.
M. DiGiorgio seconded the motion.
The board **VOTED** unanimously to approve the motion.

Roll Call

D. Leung	Aye
J. Lerma	Aye
M. DiGiorgio	Aye
L. Martinez	Aye
R. Ornelas	Aye
P. Hanley	Aye

C. Review and Consideration of Approval of Resolution of the Board of Directors of Amethod Public Schools Establishing Board Committees

Board Chair Rodolfo stated that now that the board is fully staffed, it's time to formally establish board committees. He proposed creating an Executive Committee, Financial Oversight Committee, Academic Oversight Committee, and Bylaws Review Committee. This aligns with recommendations from the board retreat and a consultant. He emphasized including “oversight” in committee names to reinforce the board’s role and suggested the Bylaws Committee should conduct a comprehensive review to ensure the bylaws continue to meet the organization’s needs.
D. Leung made a motion to approve the Resolution of the Board of Directors of Amethod Public Schools Establishing Board Committees.
J. Lerma seconded the motion.
The board **VOTED** unanimously to approve the motion.

Roll Call

R. Ornelas	Aye

Roll Call

J. Lerma	Aye
M. DiGiorgio	Aye
L. Martinez	Aye
D. Leung	Aye
P. Hanley	Aye

D. Review and Consideration of Approval of Appointment of Treasurer of the Board

Board member Davis asked for clarification on whether the treasurer role is intended to be filled by a staff member rather than a board member.

Adrienne, CEO explained that the treasurer role was previously held by Kimberly, who has since resigned. The treasurer duties have temporarily defaulted to her, but she cannot take on the role.

Board Chair Rodolfo stated that this will be a temporary solution until a Director of Finance is hired to assume the treasurer role. He also requested clarification on the treasurer's responsibilities under these unique circumstances.
R. Ornelas made a motion to pull this item and reconvene at the next regular board meeting.
D. Leung seconded the motion.
The board **VOTED** unanimously to approve the motion.

Roll Call

P. Hanley	Aye
J. Lerma	Aye
D. Leung	Aye
M. DiGiorgio	Aye
L. Martinez	Aye
R. Ornelas	Aye

E. Review and Consideration of Approval of Appointment of Secretary of the Board

Adrienne, CEO stated that she has been holding the board secretary position and recommended appointing Sally as the new board secretary instead.
R. Ornelas made a motion to appoint Sally as the Secretary of the Board.
L. Martinez seconded the motion.
The board **VOTED** unanimously to approve the motion.

Roll Call

L. Martinez	Aye
P. Hanley	Aye
M. DiGiorgio	Aye
J. Lerma	Aye
R. Ornelas	Aye
D. Leung	Aye

F. Review and Consideration of Approval of Richmond Charter Academy MOU

Adrienne, CEO reported that the MOU was recently approved by the Contra Costa County Board of Education. She noted that it follows the county's standard template with a few adjustments in Schedule B for RCA, and staff is recommending it for board approval.
M. DiGiorgio made a motion to approve Richmond Charter Academy MOU.
P. Hanley seconded the motion.
The board **VOTED** unanimously to approve the motion.

Roll Call	
D. Leung	Aye
M. DiGiorgio	Aye
P. Hanley	Aye
J. Lerma	Aye
R. Ornelas	Aye
L. Martinez	Aye

G. AB 1234 Ethics Training (including Brown Act)- Continued

Kaela Haydu from YMC resumes AB 1234 Ethics Training.

10/16/2025 meeting minutes amendments: All board members and home office staff have completed their Ethics and Brown Act Training and have received certificates of completion from YM&C.

V. Closing Items

A. Adjourn Meeting

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 8:11 PM.

Respectfully Submitted,
R. Ornelas

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Amethod Public Schools Special Meeting of the AMPS Board of Directors - Minutes - Thursday September 4, 2025 at 6:00 PM

Floor. Richmond, CA 94804; telephone, (510) 436-0172 sallyli@amethodschools.org. ***FOR MORE INFORMATION.*** *For more information concerning this agenda, please contact Amethod Public Schools Main Administration, 1450 Marina Way South Second Floor. Richmond, CA 94804; telephone, (510) 436-0172; Email: sallyli@amethodschools.org*

Coversheet

Approval of August Check Registers

Section: II. Consent
Item: B. Approval of August Check Registers
Purpose: Vote
Submitted by:
Related Material: AMPS Check Register - August 2025.pdf

Amethod Public Schools
Check register
10/13/2025

Date	Vendor	Document no.	Amount	Notes
8/28/2025	*ACCR000--Accrediting Commission For Schools, Wasc*	*11582*	*500.00*	
	ACCR000--Accrediting Commission For Schools, Wasc	*11582*	*1,270.00*	
8/28/2025	*AMAZ000--AMAZON CAPITAL SERVICES, INC.*	*11583*	*240.77*	
	AMAZ000--AMAZON CAPITAL SERVICES, INC.	*11583*	*821.00*	
	AMAZ000--AMAZON CAPITAL SERVICES, INC.	*11583*	*721.53*	
	AMAZ000--AMAZON CAPITAL SERVICES, INC.	*11583*	*755.14*	
	AMAZ000--AMAZON CAPITAL SERVICES, INC.	*11583*	*472.89*	
	AMAZ000--AMAZON CAPITAL SERVICES, INC.	*11583*	*536.88*	
	AMAZ000--AMAZON CAPITAL SERVICES, INC.	*11583*	*1,676.44*	
	AMAZ000--AMAZON CAPITAL SERVICES, INC.	*11583*	*322.35*	
8/22/2025	*AMAZ000--AMAZON CAPITAL SERVICES, INC.*	*11562*	*240.43*	
	AMAZ000--AMAZON CAPITAL SERVICES, INC.	*11562*	*11.88*	
8/13/2025	*AMAZ000--AMAZON CAPITAL SERVICES, INC.*	*11559*	*638.29*	
	AMAZ000--AMAZON CAPITAL SERVICES, INC.	*11559*	*348.15*	
	AMAZ000--AMAZON CAPITAL SERVICES, INC.	*11559*	*150.44*	
	AMAZ000--AMAZON CAPITAL SERVICES, INC.	*11559*	*1,299.91*	
	AMAZ000--AMAZON CAPITAL SERVICES, INC.	*11559*	*39.47*	
8/8/2025	*AMAZ000--AMAZON CAPITAL SERVICES, INC.*	*11553*	*354.36*	
	AMAZ000--AMAZON CAPITAL SERVICES, INC.	*11553*	*146.03*	
	AMAZ000--AMAZON CAPITAL SERVICES, INC.	*11553*	*177.90*	
	AMAZ000--AMAZON CAPITAL SERVICES, INC.	*11553*	*698.88*	
	AMAZ000--AMAZON CAPITAL SERVICES, INC.	*11553*	*21.17*	
	AMAZ000--AMAZON CAPITAL SERVICES, INC.	*11553*	*646.91*	
	AMAZ000--AMAZON CAPITAL SERVICES, INC.	*11553*	*50.64*	
	AMAZ000--AMAZON CAPITAL SERVICES, INC.	*11553*	*111.59*	
	AMAZ000--AMAZON CAPITAL SERVICES, INC.	*11553*	*634.87*	
	AMAZ000--AMAZON CAPITAL SERVICES, INC.	*11553*	*3.00*	
	AMAZ000--AMAZON CAPITAL SERVICES, INC.	*11553*	*2,222.90*	
	AMAZ000--AMAZON CAPITAL SERVICES, INC.	*11553*	*219.24*	
	AMAZ000--AMAZON CAPITAL SERVICES, INC.	*11553*	*881.12*	
	AMAZ000--AMAZON CAPITAL SERVICES, INC.	*11553*	*282.25*	
	AMAZ000--AMAZON CAPITAL SERVICES, INC.	*11553*	*597.34*	
	AMAZ000--AMAZON CAPITAL SERVICES, INC.	*11553*	*27.53*	
	AMAZ000--AMAZON CAPITAL SERVICES, INC.	*11553*	*482.06*	
	AMAZ000--AMAZON CAPITAL SERVICES, INC.	*11553*	*758.54*	
	AMAZ000--AMAZON CAPITAL SERVICES, INC.	*11553*	*274.11*	
	AMAZ000--AMAZON CAPITAL SERVICES, INC.	*11553*	*421.76*	
	AMAZ000--AMAZON CAPITAL SERVICES, INC.	*11553*	*29.18*	
	AMAZ000--AMAZON CAPITAL SERVICES, INC.	*11553*	*184.73*	
	AMAZ000--AMAZON CAPITAL SERVICES, INC.	*11553*	*17.89*	
	AMAZ000--AMAZON CAPITAL SERVICES, INC.	*11553*	*35.27*	
	AMAZ000--AMAZON CAPITAL SERVICES, INC.	*11553*	*295.54*	
	AMAZ000--AMAZON CAPITAL SERVICES, INC.	*11553*	*539.59*	
	AMAZ000--AMAZON CAPITAL SERVICES, INC.	*11553*	*97.71*	

	AMAZ000--AMAZON CAPITAL SERVICES, INC.	*11553*	*17.55*
	AMAZ000--AMAZON CAPITAL SERVICES, INC.	*11553*	*258.33*
	AMAZ000--AMAZON CAPITAL SERVICES, INC.	*11553*	*91.68*
	AMAZ000--AMAZON CAPITAL SERVICES, INC.	*11553*	*39.39*
	AMAZ000--AMAZON CAPITAL SERVICES, INC.	*11553*	*86.91*
	AMAZ000--AMAZON CAPITAL SERVICES, INC.	*11553*	*233.23*
	AMAZ000--AMAZON CAPITAL SERVICES, INC.	*11553*	*1,382.43*
8/28/2025	*AQUA000--Aqua Sense Fire Protection*	*11584*	*300.00*
8/29/2025	*ASSE000--Asset Panda*	*11589*	*652.68*
	ASSE000--Asset Panda	*11589*	*1,031.23*
	ASSE000--Asset Panda	*11589*	*933.34*
	ASSE000--Asset Panda	*11589*	*809.33*
	ASSE000--Asset Panda	*11589*	*1,338.00*
	ASSE000--Asset Panda	*11589*	*894.17*
	ASSE000--Asset Panda	*11589*	*868.07*
8/29/2025	*ATTX478--AT&T*	*11591*	*150.57*
	ATTX478--AT&T	*11591*	*150.57*
	ATTX478--AT&T	*11591*	*150.57*
	ATTX478--AT&T	*11591*	*150.57*
	ATTX478--AT&T	*11591*	*150.57*
8/29/2025	*ATTX073--AT&T*	*11590*	*152.55*
8/28/2025	*ATTX8481--AT&T Mobility*	*11585*	*199.81*
	ATTX8481--AT&T Mobility	*11585*	*329.34*
	ATTX8481--AT&T Mobility	*11585*	*159.85*
	ATTX8481--AT&T Mobility	*11585*	*254.93*
	ATTX8481--AT&T Mobility	*11585*	*220.48*
	ATTX8481--AT&T Mobility	*11585*	*213.59*
	ATTX8481--AT&T Mobility	*11585*	*248.14*
	ATTX8481--AT&T Mobility	*11585*	*207.90*
	ATTX8481--AT&T Mobility	*11585*	*320.57*
	ATTX8481--AT&T Mobility	*11585*	*194.49*
	ATTX8481--AT&T Mobility	*11585*	*214.61*
	ATTX8481--AT&T Mobility	*11585*	*155.59*
8/22/2025	*ATTX481--AT&T MOBILITY*	*11563*	*312.38*
	ATTX481--AT&T MOBILITY	*11563*	*299.27*
	ATTX481--AT&T MOBILITY	*11563*	*270.87*
	ATTX481--AT&T MOBILITY	*11563*	*290.53*
	ATTX481--AT&T MOBILITY	*11563*	*447.81*
	ATTX481--AT&T MOBILITY	*11563*	*218.45*
	ATTX481--AT&T MOBILITY	*11563*	*345.14*
	ATTX481--AT&T MOBILITY	*11563*	*293.79*
	ATTX481--AT&T MOBILITY	*11563*	*273.91*
	ATTX481--AT&T MOBILITY	*11563*	*302.63*
	ATTX481--AT&T MOBILITY	*11563*	*452.84*
	ATTX481--AT&T MOBILITY	*11563*	*220.90*
	ATTX481--AT&T MOBILITY	*11563*	*315.88*
	ATTX481--AT&T MOBILITY	*11563*	*349.02*

8/22/2025	*BAYP000--Bay Pro*	*11564*	*477.26*	
	BAYP000--Bay Pro	*11564*	*77.92*	
	BAYP000--Bay Pro	*11564*	*418.82*	
	BAYP000--Bay Pro	*11564*	*489.50*	
8/29/2025	*BOAR000--BoardOn Track, Inc.*	*11592*	*9,995.00*	
8/29/2025	*BRAD000--Brady Industries*	*11593*	*3,298.22*	
8/13/2025	*BRAD000--Brady Industries*	*11560*	*20.43*	
8/8/2025	*BRAD000--Brady Industries*	*11554*	*1,649.45*	
	BRAD000--Brady Industries	*11554*	*245.85*	
8/1/2025	*CHAR002--Charter Impact*	*11539*	*2,790.00*	
	CHAR002--Charter Impact	*11539*	*2,610.00*	
	CHAR002--Charter Impact	*11539*	*2,880.00*	
	CHAR002--Charter Impact	*11539*	*4,302.00*	
	CHAR002--Charter Impact	*11539*	*2,088.00*	
	CHAR002--Charter Impact	*11539*	*3,330.00*	
	CHAR002--Charter Impact	*11539*	*2,790.00*	
	CHAR002--Charter Impact	*11539*	*2,610.00*	
	CHAR002--Charter Impact	*11539*	*2,880.00*	
	CHAR002--Charter Impact	*11539*	*4,302.00*	
	CHAR002--Charter Impact	*11539*	*2,088.00*	
	CHAR002--Charter Impact	*11539*	*3,330.00*	
8/29/2025	*CHAR003--CharterSafe*	*11594*	*1,673.14*	
	CHAR003--CharterSafe	*11594*	*1,559.92*	
	CHAR003--CharterSafe	*11594*	*1,723.46*	
	CHAR003--CharterSafe	*11594*	*2,578.90*	
	CHAR003--CharterSafe	*11594*	*1,258.00*	
	CHAR003--CharterSafe	*11594*	*5,234.94*	
	CHAR003--CharterSafe	*11594*	*4,868.86*	
	CHAR003--CharterSafe	*11594*	*4,539.39*	
	CHAR003--CharterSafe	*11594*	*5,015.30*	
	CHAR003--CharterSafe	*11594*	*7,504.64*	
	CHAR003--CharterSafe	*11594*	*3,660.80*	
	CHAR003--CharterSafe	*11594*	*5,784.07*	
	CHAR003--CharterSafe	*11594*	*1,798.94*	
	CHAR003--CharterSafe	*11594*	*1,987.64*	
8/1/2025	*CHAR003--CharterSafe*	*11540*	*13,618.05*	Board-approved vendor - Insurance
	CHAR003--CharterSafe	*11540*	*15,045.75*	
	CHAR003--CharterSafe	*11540*	*22,513.72*	
	CHAR003--CharterSafe	*11540*	*5,170.65*	
	CHAR003--CharterSafe	*11540*	*7,737.11*	
	CHAR003--CharterSafe	*11540*	*5,397.11*	
	CHAR003--CharterSafe	*11540*	*5,019.69*	
	CHAR003--CharterSafe	*11540*	*4,680.01*	
	CHAR003--CharterSafe	*11540*	*3,774.20*	

	CHAR003--CharterSafe	*11540*	*14,606.46*
	CHAR003--CharterSafe	*11540*	*15,704.69*
	CHAR003--CharterSafe	*11540*	*5,963.23*
	CHAR003--CharterSafe	*11540*	*10,982.30*
	CHAR003--CharterSafe	*11540*	*17,352.03*
	CHAR003--CharterSafe	*11540*	*1,673.14*
	CHAR003--CharterSafe	*11540*	*1,798.94*
	CHAR003--CharterSafe	*11540*	*5,784.07*
	CHAR003--CharterSafe	*11540*	*3,660.80*
	CHAR003--CharterSafe	*11540*	*7,504.64*
	CHAR003--CharterSafe	*11540*	*5,015.30*
	CHAR003--CharterSafe	*11540*	*4,539.39*
	CHAR003--CharterSafe	*11540*	*4,868.86*
	CHAR003--CharterSafe	*11540*	*5,234.94*
	CHAR003--CharterSafe	*11540*	*1,723.46*
	CHAR003--CharterSafe	*11540*	*2,578.90*
	CHAR003--CharterSafe	*11540*	*1,258.00*
	CHAR003--CharterSafe	*11540*	*1,987.64*
	CHAR003--CharterSafe	*11540*	*1,559.92*
8/6/2025	*CHAR001--Charterup LLC*	*11548*	*3,138.80*
8/1/2025	*CHAR001--Charterup LLC*	*11541*	*12,004.30*
8/29/2025	*CADE000--Cherille Cade*	*11595*	*217.88*
8/6/2025	*CHRI001--Christy White, Inc*	*11549*	*2,500.00*
	CHRI001--Christy White, Inc	*11549*	*2,500.00*
	CHRI001--Christy White, Inc	*11549*	*2,500.00*
8/22/2025	*CITY000--City Of Oakland - False Alarm Reduction Program*	*11565*	*1,414.04*
8/29/2025	*COLL000--College Board*	*11596*	*1,420.80*
	COLL000--College Board	*11596*	*17,560.00*
8/22/2025	*DMVR000--DMV Renewal*	*11566*	*109.00*
8/22/2025	*EBMU732--EBMUD PAYMENT CENTER*	*11569*	*1,174.05*
8/22/2025	*EBMU958--EBMUD PAYMENT CENTER*	*11568*	*788.40*
8/22/2025	*EBMU621--EBMUD PAYMENT CENTER*	*11567*	*460.16*
8/29/2025	*EDSP000--Ed Sped Solutions, Inc*	*11597*	*1,864.20*
	EDSP000--Ed Sped Solutions, Inc	*11597*	*1,380.00*
8/8/2025	*DARW000--Elise Darwish*	*11555*	*3,850.00*
8/22/2025	*EMEE000--Eme Enterprise Inc.*	*11570*	*30.00*
8/29/2025	*ENVI000--Environmental Testing Group Inc.*	*11598*	*720.00*
8/28/2025	*SWIF000--Erika Swift*	*11588*	*89.00*

8/28/2025	*SWIF000--Erika Swift*	*Voided - 10759*	*0.00*
8/29/2025	*EVER723--EVERON FKA ADT COMMERCIAL*	*11601*	*386.43*
8/29/2025	*EVER000--EVERON FKA ADT COMMERCIAL*	*11600*	*299.94*
8/29/2025	*EVER046--EVERON FKA ADT COMMERCIAL*	*11599*	*34.30*
	EVER046--EVERON FKA ADT COMMERCIAL	*11599*	*30.10*
	EVER046--EVERON FKA ADT COMMERCIAL	*11599*	*5.60*
	EVER046--EVERON FKA ADT COMMERCIAL	*11599*	*436.31*
	EVER046--EVERON FKA ADT COMMERCIAL	*11599*	*382.89*
	EVER046--EVERON FKA ADT COMMERCIAL	*11599*	*71.24*
	EVER046--EVERON FKA ADT COMMERCIAL	*11599*	*139.75*
	EVER046--EVERON FKA ADT COMMERCIAL	*11599*	*26.00*
	EVER046--EVERON FKA ADT COMMERCIAL	*11599*	*159.25*
	EVER046--EVERON FKA ADT COMMERCIAL	*11599*	*71.24*
	EVER046--EVERON FKA ADT COMMERCIAL	*11599*	*436.31*
	EVER046--EVERON FKA ADT COMMERCIAL	*11599*	*382.89*
	EVER046--EVERON FKA ADT COMMERCIAL	*11599*	*139.75*
	EVER046--EVERON FKA ADT COMMERCIAL	*11599*	*26.00*
	EVER046--EVERON FKA ADT COMMERCIAL	*11599*	*159.25*
	EVER046--EVERON FKA ADT COMMERCIAL	*11599*	*5.60*
	EVER046--EVERON FKA ADT COMMERCIAL	*11599*	*30.10*
	EVER046--EVERON FKA ADT COMMERCIAL	*11599*	*34.30*
8/29/2025	*FLYN000--Flynn Plumbing, Inc*	*11602*	*700.00*
	FLYN000--Flynn Plumbing, Inc	*11602*	*569.00*
	FLYN000--Flynn Plumbing, Inc	*11602*	*367.00*
	FLYN000--Flynn Plumbing, Inc	*11602*	*367.00*
8/22/2025	*FLYN000--Flynn Plumbing, Inc*	*11571*	*101.76*
	FLYN000--Flynn Plumbing, Inc	*11571*	*546.96*
	FLYN000--Flynn Plumbing, Inc	*11571*	*623.28*
8/29/2025	*FOLL000--Follett Software LLC*	*11603*	*1,067.52*
8/6/2025	*THOM002--Hae-Sin Thomas*	*11550*	*14,000.00*
8/8/2025	*HOME000--Home Depot Credit Services*	*11556*	*55.63*
	HOME000--Home Depot Credit Services	*11556*	*110.88*
	HOME000--Home Depot Credit Services	*11556*	*35.00*
	HOME000--Home Depot Credit Services	*11556*	*129.51*
	HOME000--Home Depot Credit Services	*11556*	*261.76*
8/1/2025	*HOME000--Home Depot Credit Services*	*11542*	*224.31*
	HOME000--Home Depot Credit Services	*11542*	*146.39*
	HOME000--Home Depot Credit Services	*11542*	*141.49*
	HOME000--Home Depot Credit Services	*11542*	*224.30*
	HOME000--Home Depot Credit Services	*11542*	*224.31*
	HOME000--Home Depot Credit Services	*11542*	*224.31*
	HOME000--Home Depot Credit Services	*11542*	*24.13*
	HOME000--Home Depot Credit Services	*11542*	*838.74*

8/22/2025	*INDU000--Industry Specific Solutions*	*11572*	*970.00*
8/22/2025	*INTE001--International Fire Equipment*	*11573*	*445.00*
	INTE001--International Fire Equipment	*11573*	*1,280.81*
	INTE001--International Fire Equipment	*11573*	*836.35*
	INTE001--International Fire Equipment	*11573*	*953.04*
	INTE001--International Fire Equipment	*11573*	*155.60*
	INTE001--International Fire Equipment	*11573*	*665.00*
8/28/2025	*HERN001--Javier Hernandez*	*11586*	*233.33*
	HERN001--Javier Hernandez	*11586*	*233.35*
	HERN001--Javier Hernandez	*11586*	*233.33*
	HERN001--Javier Hernandez	*11586*	*233.33*
	HERN001--Javier Hernandez	*11586*	*233.33*
	HERN001--Javier Hernandez	*11586*	*233.33*
8/1/2025	*KIKI000--Kiki's Jumpers & Decorations*	*11543*	*140.04*
	KIKI000--Kiki's Jumpers & Decorations	*11543*	*342.86*
8/1/2025	*KING000--King III of America, LLC*	*11544*	*3.13*
	KING000--King III of America, LLC	*11544*	*19.20*
	KING000--King III of America, LLC	*11544*	*16.84*
8/13/2025	*LANG000--Language Line Services, Inc*	*11561*	*6.59*
	LANG000--Language Line Services, Inc	*11561*	*19.20*
	LANG000--Language Line Services, Inc	*11561*	*6.59*
	LANG000--Language Line Services, Inc	*11561*	*40.11*
8/6/2025	*LANG000--Language Line Services, Inc*	*11551*	*306.27*
	LANG000--Language Line Services, Inc	*11551*	*14.07*
	LANG000--Language Line Services, Inc	*11551*	*191.32*
	LANG000--Language Line Services, Inc	*11551*	*52.60*
	LANG000--Language Line Services, Inc	*11551*	*114.23*
	LANG000--Language Line Services, Inc	*11551*	*92.38*
8/1/2025	*LEAR001--LEARN2CODE.LIVE*	*11545*	*300.00*
8/6/2025	*LEGA000--Legacy Mechanical & Energy Services, Inc.*	*11552*	*1,395.00*
8/1/2025	*LEGA000--Legacy Mechanical & Energy Services, Inc.*	*11546*	*2,241.29*
	LEGA000--Legacy Mechanical & Energy Services, Inc.	*11546*	*1,966.85*
	LEGA000--Legacy Mechanical & Energy Services, Inc.	*11546*	*365.93*
	LEGA000--Legacy Mechanical & Energy Services, Inc.	*11546*	*830.00*
8/22/2025	*NAVI000--Navitas Credit Corp*	*11574*	*54.96*
	NAVI000--Navitas Credit Corp	*11574*	*51.25*
	NAVI000--Navitas Credit Corp	*11574*	*56.62*
	NAVI000--Navitas Credit Corp	*11574*	*84.72*
	NAVI000--Navitas Credit Corp	*11574*	*41.33*
	NAVI000--Navitas Credit Corp	*11574*	*65.29*
	NAVI000--Navitas Credit Corp	*11574*	*443.88*
	NAVI000--Navitas Credit Corp	*11574*	*412.84*

	NAVI000--Navitas Credit Corp	*11574*	*384.90*
	NAVI000--Navitas Credit Corp	*11574*	*425.25*
	NAVI000--Navitas Credit Corp	*11574*	*636.33*
	NAVI000--Navitas Credit Corp	*11574*	*310.40*
	NAVI000--Navitas Credit Corp	*11574*	*490.44*
	NAVI000--Navitas Credit Corp	*11574*	*59.10*
8/22/2025	*OMEG000--Omega Pest Control, Inc.*	*11575*	*150.00*
8/8/2025	*ORKI000--Orkin*	*11557*	*166.00*
8/29/2025	*HANL000--Peter Hanley*	*11604*	*41.79*
8/22/2025	*QUAD000--Quadient Finance Usa, Inc.*	*11576*	*200.00*
	QUAD000--Quadient Finance Usa, Inc.	*11576*	*39.00*
	QUAD000--Quadient Finance Usa, Inc.	*11576*	*6.63*
	QUAD000--Quadient Finance Usa, Inc.	*11576*	*5.70*
	QUAD000--Quadient Finance Usa, Inc.	*11576*	*39.00*
	QUAD000--Quadient Finance Usa, Inc.	*11576*	*39.00*
	QUAD000--Quadient Finance Usa, Inc.	*11576*	*5.23*
	QUAD000--Quadient Finance Usa, Inc.	*11576*	*39.00*
	QUAD000--Quadient Finance Usa, Inc.	*11576*	*4.40*
	QUAD000--Quadient Finance Usa, Inc.	*11576*	*39.00*
	QUAD000--Quadient Finance Usa, Inc.	*11576*	*3.89*
	QUAD000--Quadient Finance Usa, Inc.	*11576*	*5.13*
8/1/2025	*REDW000--Redwood Health Services, Inc*	*11547*	*724.00*
	REDW000--Redwood Health Services, Inc	*11547*	*276.00*
	REDW000--Redwood Health Services, Inc	*11547*	*774.50*
	REDW000--Redwood Health Services, Inc	*11547*	*712.50*
	REDW000--Redwood Health Services, Inc	*11547*	*1,281.50*
	REDW000--Redwood Health Services, Inc	*11547*	*968.00*
	REDW000--Redwood Health Services, Inc	*11547*	*651.50*
8/28/2025	*BAUT000--Rojas Building Solution and Janitorial Services*	*11587*	*4,000.00*
	BAUT000--Rojas Building Solution and Janitorial Services	*11587*	*4,000.00*
	BAUT000--Rojas Building Solution and Janitorial Services	*11587*	*8,000.00*
	BAUT000--Rojas Building Solution and Janitorial Services	*11587*	*6,400.00*
	BAUT000--Rojas Building Solution and Janitorial Services	*11587*	*3,500.00*
	BAUT000--Rojas Building Solution and Janitorial Services	*11587*	*6,400.00*
8/22/2025	*SAFE001--SafeTight Security*	*11577*	*344.91*
	SAFE001--SafeTight Security	*11577*	*97.65*
	SAFE001--SafeTight Security	*11577*	*49.99*
	SAFE001--SafeTight Security	*11577*	*24.99*
	SAFE001--SafeTight Security	*11577*	*25.00*
	SAFE001--SafeTight Security	*11577*	*342.21*
	SAFE001--SafeTight Security	*11577*	*320.13*
	SAFE001--SafeTight Security	*11577*	*353.25*
	SAFE001--SafeTight Security	*11577*	*527.66*
	SAFE001--SafeTight Security	*11577*	*256.10*
	SAFE001--SafeTight Security	*11577*	*408.44*
	SAFE001--SafeTight Security	*11577*	*49.99*

8/22/2025	*SCHO002--School Safe ID, LLC*	*11578*	*2,518.95*
8/22/2025	*STAR000--Star Elevator, Inc.*	*11579*	*194.98*
8/8/2025	*SWIN000--Swing Education*	*11558*	*3,584.00*
8/29/2025	*EDUC002--The Education Team*	*11605*	*889.33*
8/22/2025	*UNIT000--United Coach Tours*	*11580*	*1,330.00*
8/29/2025	*YOUN000--Young & Minney & Corr, LLP*		
8/22/2025	*YOUN000--Young & Minney & Corr, LLP* *YOUN000--Young & Minney & Corr, LLP* *YOUN000--Young & Minney & Corr, LLP* *YOUN000--Young & Minney & Corr, LLP* *YOUN000--Young & Minney & Corr, LLP* *YOUN000--Young & Minney & Corr, LLP* *YOUN000--Young & Minney & Corr, LLP* *YOUN000--Young & Minney & Corr, LLP* *YOUN000--Young & Minney & Corr, LLP* *YOUN000--Young & Minney & Corr, LLP*		

Coversheet

Approval of September Check Registers

Section: II. Consent
Item: C. Approval of September Check Registers
Purpose: Vote
Submitted by:
Related Material: AMPS Check Register - September 2025.pdf

Amethod Public Schools
Check register
10/9/2025

Date	Vendor	Document no.	Amount	Notes
9/3/2025	BRAI000--BrainPOP LLC	11607	5,715.00	
9/3/2025	INDU000--Industry Specific Solutions	11608	3,395.00	
	INDU000--Industry Specific Solutions	11608	4,850.00	
	INDU000--Industry Specific Solutions	11608	4,850.00	
	INDU000--Industry Specific Solutions	11608	4,850.00	
9/3/2025	INFO000--InfoArmor, Inc	11609	37.85	
	INFO000--InfoArmor, Inc	11609	9.95	
	INFO000--InfoArmor, Inc	11609	19.90	
	INFO000--InfoArmor, Inc	11609	19.90	
	INFO000--InfoArmor, Inc	11609	27.90	
	INFO000--InfoArmor, Inc	11609	19.90	
	INFO000--InfoArmor, Inc	11609	29.85	
9/3/2025	IXL 000--IXL Learning	11610	347.50	
	IXL 000--IXL Learning	11610	347.50	
9/3/2025	KING000--King III of America, LLC	11611	16.84	
	KING000--King III of America, LLC	11611	19.20	
	KING000--King III of America, LLC	11611	3.13	
9/3/2025	LEAR001--LEARN2CODE.LIVE	11612	1,440.00	
9/3/2025	LEGA000--Legacy Mechanical & Energy Services, Inc.	11613	504.72	
	LEGA000--Legacy Mechanical & Energy Services, Inc.	11613	82.40	
	LEGA000--Legacy Mechanical & Energy Services, Inc.	11613	1,575.00	
	LEGA000--Legacy Mechanical & Energy Services, Inc.	11613	442.91	
	LEGA000--Legacy Mechanical & Energy Services, Inc.	11613	4,190.00	
	LEGA000--Legacy Mechanical & Energy Services, Inc.	11613	3,457.00	
9/3/2025	MVPS000--MVP Sports	11614	12,866.06	

9/3/2025	NEWS000--Newsela, Inc	11615	6,400.01
9/3/2025	OMEG000--Omega Pest Control, Inc.	11616	150.00
9/3/2025	OOMA000--Ooma Inc	11617	196.87
	OOMA000--Ooma Inc	11617	197.22
	OOMA000--Ooma Inc	11617	716.85
9/3/2025	POLA000--Osirus Polachart	11618	60.00
9/3/2025	PACI002--Pacific Office Automation	11619	17.22
	PACI002--Pacific Office Automation	11619	11.51
	PACI002--Pacific Office Automation	11619	10.42
	PACI002--Pacific Office Automation	11619	11.17
	PACI002--Pacific Office Automation	11619	12.01
	PACI002--Pacific Office Automation	11619	1.29
	PACI002--Pacific Office Automation	11619	0.82
	PACI002--Pacific Office Automation	11619	1.02
	PACI002--Pacific Office Automation	11619	1.12
	PACI002--Pacific Office Automation	11619	1.68
	PACI002--Pacific Office Automation	11619	1.09
	PACI002--Pacific Office Automation	11619	1.17
	PACI002--Pacific Office Automation	11619	13.27
	PACI002--Pacific Office Automation	11619	8.40
	PACI002--Pacific Office Automation	11619	3.81
	PACI002--Pacific Office Automation	11619	4.39
	PACI002--Pacific Office Automation	11619	4.21
	PACI002--Pacific Office Automation	11619	6.30
	PACI002--Pacific Office Automation	11619	3.07
	PACI002--Pacific Office Automation	11619	4.85
	PACI002--Pacific Office Automation	11619	4.08
	PACI002--Pacific Office Automation	11619	41.90
	PACI002--Pacific Office Automation	11619	39.06
	PACI002--Pacific Office Automation	11619	43.16
	PACI002--Pacific Office Automation	11619	64.58
	PACI002--Pacific Office Automation	11619	31.49
	PACI002--Pacific Office Automation	11619	49.76
	PACI002--Pacific Office Automation	11619	45.05

9/3/2025	PURE000--Pure Electric, LLC	11620	675.27	
9/3/2025	SAFE001--SafeTight Security	11621	620.09	
9/3/2025	SCOO000--Scoot Education	11622	8,370.00	Board-approved vendor - substitute services
	SCOO000--Scoot Education	11622	205.00	
	SCOO000--Scoot Education	11622	1,890.00	
	SCOO000--Scoot Education	11622	8,217.00	
	SCOO000--Scoot Education	11622	3,177.00	
	SCOO000--Scoot Education	11622	1,416.00	
	SCOO000--Scoot Education	11622	20,424.00	
	SCOO000--Scoot Education	11622	13,320.00	
	SCOO000--Scoot Education	11622	10,860.00	
	SCOO000--Scoot Education	11622	12,456.00	
	SCOO000--Scoot Education	11622	2,325.00	
9/3/2025	SONI000--Sonitrol	11623	118.00	
	SONI000--Sonitrol	11623	327.13	
9/3/2025	SPEC000--SpectrumVoIP	11624	20.52	
	SPEC000--SpectrumVoIP	11624	32.72	
	SPEC000--SpectrumVoIP	11624	28.30	
	SPEC000--SpectrumVoIP	11624	25.65	
	SPEC000--SpectrumVoIP	11624	27.42	
	SPEC000--SpectrumVoIP	11624	42.27	
9/3/2025	STAR000--Star Elevator, Inc.	11625	194.98	
9/3/2025	SWIN000--Swing Education	11626	2,422.00	
	SWIN000--Swing Education	11626	546.00	
	SWIN000--Swing Education	11626	651.00	
	SWIN000--Swing Education	11626	5,089.00	
9/5/2025	AMAZ000--AMAZON CAPITAL SERVICES, INC.	11627	179.23	
	AMAZ000--AMAZON CAPITAL SERVICES, INC.	11627	56.19	
	AMAZ000--AMAZON CAPITAL SERVICES, INC.	11627	2,895.82	
9/5/2025	CHRI001--Christy White, Inc	11628	2,393.26	

	CHRI001--Christy White, Inc	11628	1,161.58
	CHRI001--Christy White, Inc	11628	1,852.52
	CHRI001--Christy White, Inc	11628	1,602.18
	CHRI001--Christy White, Inc	11628	1,451.98
	CHRI001--Christy White, Inc	11628	1,552.11
9/5/2025	COLL000--College Board	11629	7,864.93
9/5/2025	SWIN001--David Swingler	11630	247.35
9/5/2025	EBMU296--EBMUD PAYMENT CENTER	11631	854.63
	EBMU296--EBMUD PAYMENT CENTER	11631	139.13
9/5/2025	INDU000--Industry Specific Solutions	11632	4,850.00
	INDU000--Industry Specific Solutions	11632	4,850.00
9/5/2025	MONT000--Joyce Montgomery	11633	1,200.00
9/5/2025	KIMB000--Kimberlin Company, PLLC	11634	410.00
	KIMB000--Kimberlin Company, PLLC	11634	274.00
	KIMB000--Kimberlin Company, PLLC	11634	316.00
	KIMB000--Kimberlin Company, PLLC	11634	286.00
	KIMB000--Kimberlin Company, PLLC	11634	266.00
	KIMB000--Kimberlin Company, PLLC	11634	248.00
	KIMB000--Kimberlin Company, PLLC	11634	200.00
9/5/2025	KRAM000--Kramer Workplace Investigations	11635	2,449.00
9/5/2025	LEAR001--LEARN2CODE.LIVE	11636	1,320.00
9/5/2025	MVPS000--MVP Sports	11637	10,888.30
	MVPS000--MVP Sports	11637	14,473.83
9/5/2025	NATI001--National School Forms	11638	161.03
9/5/2025	OTIS000--Otis Elevator Company	11639	309.44
	OTIS000--Otis Elevator Company	11639	1,895.30
	OTIS000--Otis Elevator Company	11639	1,663.22

9/5/2025	SAFE001--SafeTight Security	11640	43.90
	SAFE001--SafeTight Security	11640	150.00
9/5/2025	SCHO001--Schoolmint,Inc	11641	4,000.00
9/5/2025	SCOO000--Scoot Education	11642	3,602.00
9/5/2025	MILL000--The Miller Institute For Learning With Technology	11643	1,284.64
	MILL000--The Miller Institute For Learning With Technology	11643	1,419.32
	MILL000--The Miller Institute For Learning With Technology	11643	1,481.48
	MILL000--The Miller Institute For Learning With Technology	11643	1,036.00
	MILL000--The Miller Institute For Learning With Technology	11643	2,123.80
	MILL000--The Miller Institute For Learning With Technology	11643	1,377.88
	MILL000--The Miller Institute For Learning With Technology	11643	1,636.88
9/5/2025	VIST000--VISTA HIGHER LEARNING, INC	11644	116.55
9/15/2025	SAFE001--SafeTight Security	11645	408.44
	SAFE001--SafeTight Security	11645	344.91
	SAFE001--SafeTight Security	11645	97.65
	SAFE001--SafeTight Security	11645	49.99
	SAFE001--SafeTight Security	11645	49.99
	SAFE001--SafeTight Security	11645	24.99
	SAFE001--SafeTight Security	11645	25.00
	SAFE001--SafeTight Security	11645	342.21
	SAFE001--SafeTight Security	11645	320.13
	SAFE001--SafeTight Security	11645	353.25
	SAFE001--SafeTight Security	11645	527.66
	SAFE001--SafeTight Security	11645	256.10
9/17/2025	CALI001--California Department of Education	11646	49,671.83
9/17/2025	CHAR002--Charter Impact	11647	2,610.00
	CHAR002--Charter Impact	11647	2,880.00
	CHAR002--Charter Impact	11647	4,302.00
	CHAR002--Charter Impact	11647	2,088.00
	CHAR002--Charter Impact	11647	3,330.00
	CHAR002--Charter Impact	11647	2,790.00

9/17/2025	CHRI001--Christy White, Inc	11648	487.03
	CHRI001--Christy White, Inc	11648	776.72
	CHRI001--Christy White, Inc	11648	650.77
	CHRI001--Christy White, Inc	11648	608.78
	CHRI001--Christy White, Inc	11648	671.76
	CHRI001--Christy White, Inc	11648	1,003.44
9/17/2025	CTIX000--CTI	11649	4,584.54
	CTIX000--CTI	11649	9,398.30
	CTIX000--CTI	11649	6,555.89
	CTIX000--CTI	11649	6,097.44
	CTIX000--CTI	11649	5,684.83
	CTIX000--CTI	11649	7,243.56
	CTIX000--CTI	11649	6,280.82
9/17/2025	DARW000--Elise Darwish	11650	2,950.00
9/17/2025	INDU000--Industry Specific Solutions	11651	5,820.00
	INDU000--Industry Specific Solutions	11651	4,850.00
9/17/2025	HANL000--Peter Hanley	11652	65.12
9/17/2025	REDW000--Redwood Health Services, Inc	11653	919.50
	REDW000--Redwood Health Services, Inc	11653	516.50
	REDW000--Redwood Health Services, Inc	11653	745.50
	REDW000--Redwood Health Services, Inc	11653	651.50
	REDW000--Redwood Health Services, Inc	11653	5.00
	REDW000--Redwood Health Services, Inc	11653	1,235.50
	REDW000--Redwood Health Services, Inc	11653	935.00
9/17/2025	EDUC002--The Education Team	11654	521.33
	EDUC002--The Education Team	11654	437.00
	EDUC002--The Education Team	11654	184.00
9/19/2025	EBMU226--EBMUD PAYMENT CENTER	11655	571.13
	EBMU226--EBMUD PAYMENT CENTER	11655	571.13
9/19/2025	LANG000--Language Line Services, Inc	11656	107.65

9/19/2025	METL000--Met Life	11657	1,411.31	
	METL000--Met Life	11657	2,159.25	
	METL000--Met Life	11657	1,941.97	
	METL000--Met Life	11657	1,941.20	
	METL000--Met Life	11657	2,388.19	
	METL000--Met Life	11657	1,002.11	
	METL000--Met Life	11657	1,093.73	
	METL000--Met Life	11657	1,411.31	
	METL000--Met Life	11657	1,012.95	
	METL000--Met Life	11657	957.76	
	METL000--Met Life	11657	2,388.19	
	METL000--Met Life	11657	1,887.92	
	METL000--Met Life	11657	2,062.27	
	METL000--Met Life	11657	1,941.97	
9/19/2025	MVPS000--MVP Sports	11658	20,039.25	
9/19/2025	NAVI001--Navigate360, LLC	11659	7,869.83	
9/19/2025	SCHO001--Schoolmint,Inc	11660	4,000.00	
9/19/2025	SCOO000--Scoot Education	11661	18,732.00	Board-approved vendor - substitute services
	SCOO000--Scoot Education	11661	14,436.00	
	SCOO000--Scoot Education	11661	16,572.00	
	SCOO000--Scoot Education	11661	12,720.00	
	SCOO000--Scoot Education	11661	15,432.00	
	SCOO000--Scoot Education	11661	4,440.00	
	SCOO000--Scoot Education	11661	476.00	
	SCOO000--Scoot Education	11661	12,561.00	
	SCOO000--Scoot Education	11661	12,684.00	
9/19/2025	STAP000--Staples	11662	120.36	
	STAP000--Staples	11662	1,242.33	
	STAP000--Staples	11662	37.73	
	STAP000--Staples	11662	262.40	
	STAP000--Staples	11662	43.31	
9/19/2025	SWIN000--Swing Education	11663	308.00	

	SWIN000--Swing Education	11663	4,298.00	
	SWIN000--Swing Education	11663	3,360.00	
	SWIN000--Swing Education	11663	224.00	
9/19/2025	THEB000--The Berkeley Chess School	11664	630.00	
	THEB000--The Berkeley Chess School	11664	840.00	
9/19/2025	WADF000--Wadford Martial Arts	11665	1,000.00	
9/24/2025	CODE000--Code With Us, Inc	11666	5,760.00	
9/24/2025	GET 000--Get Empowered	11667	700.00	
	GET 000--Get Empowered	11667	1,750.00	
	GET 000--Get Empowered	11667	500.00	
	GET 000--Get Empowered	11667	700.00	
	GET 000--Get Empowered	11667	350.00	
	GET 000--Get Empowered	11667	350.00	
	GET 000--Get Empowered	11667	350.00	
	GET 000--Get Empowered	11667	350.00	
	GET 000--Get Empowered	11667	350.00	
	GET 000--Get Empowered	11667	1,400.00	
	GET 000--Get Empowered	11667	700.00	
9/24/2025	PROC000--Procopio			
9/24/2025	REVO000--Revolution Foods, PBC	11669	13,658.80	Board-approved vendor - nutrition services
	REVO000--Revolution Foods, PBC	11669	9,687.48	
	REVO000--Revolution Foods, PBC	11669	19,756.30	
	REVO000--Revolution Foods, PBC	11669	12,018.90	
	REVO000--Revolution Foods, PBC	11669	9,917.37	
9/24/2025	BAUT000--Rojas Building Solution and Janitorial Services	11670	8,000.00	
	BAUT000--Rojas Building Solution and Janitorial Services	11670	6,400.00	
	BAUT000--Rojas Building Solution and Janitorial Services	11670	6,400.00	
	BAUT000--Rojas Building Solution and Janitorial Services	11670	3,500.00	
9/26/2025	4IMP000--4imprint, Inc	11671	71.84	
	4IMP000--4imprint, Inc	11671	215.53	

	4IMP000--4imprint, Inc	11671	215.53
	4IMP000--4imprint, Inc	11671	1,293.20
	4IMP000--4imprint, Inc	11671	215.53
	4IMP000--4imprint, Inc	11671	143.70
	4IMP000--4imprint, Inc	11671	215.53
9/26/2025	BAYP000--Bay Pro	11672	418.82
	BAYP000--Bay Pro	11672	477.26
	BAYP000--Bay Pro	11672	77.92
	BAYP000--Bay Pro	11672	489.50
	BAYP000--Bay Pro	11672	493.92
	BAYP000--Bay Pro	11672	433.44
	BAYP000--Bay Pro	11672	80.64
9/26/2025	BRAD000--Brady Industries	11673	512.21
	BRAD000--Brady Industries	11673	289.87
	BRAD000--Brady Industries	11673	346.81
	BRAD000--Brady Industries	11673	293.64
	BRAD000--Brady Industries	11673	38.82
	BRAD000--Brady Industries	11673	149.67
9/26/2025	CITY000--City Of Oakland - False Alarm Reduction Program	11674	1,445.54
9/26/2025	COLL000--College Board	11675	7,136.43
	COLL000--College Board	11675	4,606.26
9/26/2025	CURR000--Curriculum Associates, LLC	11676	3,550.00
9/26/2025	EBMU974--EBMUD PAYMENT CENTER	11677	1,596.69
9/26/2025	EBMU023--EBMUD PAYMENT CENTER	11678	314.34
9/26/2025	EBMU861--EBMUD PAYMENT CENTER	11679	234.44
9/26/2025	EBMU046--EBMUD PAYMENT CENTER	11680	342.18
9/26/2025	EBMU941--EBMUD PAYMENT CENTER	11681	408.49
9/26/2025	EDSP000--Ed Sped Solutions, Inc	11682	3,840.00

9/26/2025	EMEE000--Eme Enterprise Inc.	11683	30.00
9/26/2025	EVER645--EVERON FKA ADT COMMERCIAL	11684	202.54
	EVER645--EVERON FKA ADT COMMERCIAL	11684	206.36
9/26/2025	EVER046--EVERON FKA ADT COMMERCIAL	11685	436.31
	EVER046--EVERON FKA ADT COMMERCIAL	11685	382.89
	EVER046--EVERON FKA ADT COMMERCIAL	11685	71.24
	EVER046--EVERON FKA ADT COMMERCIAL	11685	34.30
	EVER046--EVERON FKA ADT COMMERCIAL	11685	30.10
	EVER046--EVERON FKA ADT COMMERCIAL	11685	5.60
9/26/2025	FAMI000--Families in Action for Quality Education	11686	13,000.00
	FAMI000--Families in Action for Quality Education	11686	13,000.00
9/26/2025	FLYN000--Flynn Plumbing, Inc	11687	798.00
	FLYN000--Flynn Plumbing, Inc	11687	361.00
9/26/2025	INDU000--Industry Specific Solutions	11688	2,690.00
9/26/2025	LANG000--Language Line Services, Inc	11689	23.43
9/26/2025	LEGA000--Legacy Mechanical & Energy Services, Inc.	11690	725.00
	LEGA000--Legacy Mechanical & Energy Services, Inc.	11690	515.00
	LEGA000--Legacy Mechanical & Energy Services, Inc.	11690	2,955.68
	LEGA000--Legacy Mechanical & Energy Services, Inc.	11690	1,966.85
	LEGA000--Legacy Mechanical & Energy Services, Inc.	11690	365.93
	LEGA000--Legacy Mechanical & Energy Services, Inc.	11690	2,241.29
	LEGA000--Legacy Mechanical & Energy Services, Inc.	11690	2,450.00
	LEGA000--Legacy Mechanical & Energy Services, Inc.	11690	1,045.00
9/26/2025	METL000--Met Life	11691	2,290.11
	METL000--Met Life	11691	873.79
	METL000--Met Life	11691	1,052.58
	METL000--Met Life	11691	1,403.80
	METL000--Met Life	11691	1,887.92
	METL000--Met Life	11691	2,106.61
	METL000--Met Life	11691	1,941.97

9/26/2025	MVPS000--MVP Sports	11692	306.37	
9/26/2025	OMEG000--Omega Pest Control, Inc.	11693	75.25	
	OMEG000--Omega Pest Control, Inc.	11693	14.00	
	OMEG000--Omega Pest Control, Inc.	11693	85.75	
	OMEG000--Omega Pest Control, Inc.	11693	23.60	
	OMEG000--Omega Pest Control, Inc.	11693	126.85	
	OMEG000--Omega Pest Control, Inc.	11693	144.55	
9/26/2025	OOMA000--Ooma Inc	11694	197.22	
9/26/2025	ORKI000--Orkin	11695	166.00	
9/26/2025	REED000--Reed Brothers Security	11696	631.09	
9/26/2025	SAFE001--SafeTight Security	11697	527.66	
	SAFE001--SafeTight Security	11697	97.65	
	SAFE001--SafeTight Security	11697	344.91	
	SAFE001--SafeTight Security	11697	353.25	
	SAFE001--SafeTight Security	11697	408.44	
	SAFE001--SafeTight Security	11697	256.10	
	SAFE001--SafeTight Security	11697	320.13	
	SAFE001--SafeTight Security	11697	342.21	
	SAFE001--SafeTight Security	11697	25.00	
	SAFE001--SafeTight Security	11697	49.99	
	SAFE001--SafeTight Security	11697	49.99	
	SAFE001--SafeTight Security	11697	24.99	
9/26/2025	SCHO002--School Safe ID, LLC	11698	499.00	
	SCHO002--School Safe ID, LLC	11698	499.00	
	SCHO002--School Safe ID, LLC	11698	499.00	
	SCHO002--School Safe ID, LLC	11698	499.00	
	SCHO002--School Safe ID, LLC	11698	499.00	
9/26/2025	SCOO000--Scoot Education	11699	737.00	Board-approved vendor - substitute services
	SCOO000--Scoot Education	11699	3,807.00	
	SCOO000--Scoot Education	11699	1,068.00	

	SCOO000--Scoot Education	11699	2,325.00
	SCOO000--Scoot Education	11699	12,852.00
	SCOO000--Scoot Education	11699	17,127.00
	SCOO000--Scoot Education	11699	14,121.00
	SCOO000--Scoot Education	11699	17,154.00
9/26/2025	SPEC000--SpectrumVoIP	11700	21.95
	SPEC000--SpectrumVoIP	11700	36.29
	SPEC000--SpectrumVoIP	11700	17.70
	SPEC000--SpectrumVoIP	11700	27.98
	SPEC000--SpectrumVoIP	11700	23.55
	SPEC000--SpectrumVoIP	11700	25.32
	SPEC000--SpectrumVoIP	11700	24.25
9/26/2025	STAP000--Staples	11701	274.83
	STAP000--Staples	11701	507.87
	STAP000--Staples	11701	2,019.40
9/26/2025	SWIN000--Swing Education	11702	1,232.00
	SWIN000--Swing Education	11702	4,256.00
9/26/2025	TCI000--TCI	11703	2,963.52
9/26/2025	EDUC002--The Education Team	11704	1,514.16
9/26/2025	UNIT000--United Coach Tours	11705	1,330.00

Coversheet

Benito Juarez Elementary Hispanic Heritage Wax Museum Presentation

Section:	III. Business I
Item:	A. Benito Juarez Elementary Hispanic Heritage Wax Museum Presentation
Purpose:	FYI
Submitted by:	
Related Material:	Hispanic Heritage Wax museum .mp4

Notice

The following file is attached to this PDF. You will need to open this packet in an application that supports attachments to pdf files, e.g. Adobe Reader:

Hispanic Heritage Wax museum .mp4

Coversheet

Review and Consideration of Approval of Revised Independent Study Policy

Section: V. Business ll
Item: A. Review and Consideration of Approval of Revised Independent Study Policy
Purpose: Vote
Submitted by: Mary Busby
Related Material: Independent Study Policy.pdf

BACKGROUND:

Revised Independent Study Policy, reviewed by legal.

RECOMMENDATION:

Staff recommends approval.

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Board Policy Number: 5014
Adopted: August 2, 2021
Revised: October 16, 2025

INDEPENDENT STUDY POLICY

Amethod Public Schools ("Charter School") may offer independent study to meet the short or long-term educational needs of pupils enrolled in the Charter School. Independent study is an optional educational alternative in which no pupil may be required to participate and is designed to teach the knowledge and skills of the core curriculum. The purpose of short-term independent study is to accommodate non-vacation travel plans, extended illness, or other extenuating circumstances that prohibit the student from accessing on-campus instruction. The Charter School shall provide appropriate existing services and resources to enable pupils to complete their independent study successfully.

The following written policies have been adopted by the Board for implementation at the Charter School:

1. For pupils in all grade levels and programs offered by the Charter School, the maximum length of time that may elapse between the time an assignment is made and the date by which the pupil must complete the assigned work shall be five (5) school days.

2. The Principal or designee shall conduct an evaluation to determine whether it is in the best interests of the pupil to remain in independent study upon the following triggers:

    a. When any pupil fails to complete three (3) assignments during any period of five (5) school days.

    b. In the event a student's educational progress falls below satisfactory levels as determined by the Charter School's SST processes, which considers ALL of the following indicators:
        i. The pupil's achievement and engagement in the independent study program, as indicated by the pupil's performance on applicable pupil-level measures of pupil achievement and pupil engagement set forth in Education Code Section 52060(d) paragraphs (4) and (5).
        ii. The completion of assignments, assessments, or other indicators that evidence that the pupil is working on assignments.
        iii. Learning required concepts, as determined by the supervising teacher.
        iv. Progressing toward successful completion of the course of study or individual course, as determined by the supervising teacher.

A written record of the findings of any evaluation conducted pursuant to this policy shall be treated as a mandatory interim pupil record. The record shall be maintained for a period of three years from the date of the evaluation and, if the pupil transfers to another California public school, the record shall be forwarded to that school.

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3. The Charter School shall provide content aligned to grade level standards that is substantially equivalent to in-person instruction. For high school grade levels this shall include access to all courses offered by the Charter School for graduation and approved by the UC or CSU as creditable under the A-G admissions criteria.

4. The Charter School has adopted tiered reengagement strategies* for the following pupils:

    a. All pupils who are not generating attendance for more than 10 percent of required minimum instructional time over four continuous weeks of the Charter School's approved instructional calendar;
    b. Pupils found not participatory in synchronous instructional offerings pursuant to Education Code Section 51747.5 for more than 50 percent of the scheduled times of synchronous instruction in a school month as applicable by grade span; or
    c. Pupils who are in violation of the written agreement pursuant to Education Code Section 51747(g).

    These procedures shall include local programs intended to address chronic absenteeism, as applicable, with at least all of the following:

    a. Verification of current contact information for each enrolled pupil.
    b. Notification to parents or guardians of lack of participation within one (1) school day of the recording of a nonattendance day or lack of participation.
    c. A plan for outreach from the school to determine pupil needs, including connection with health and social services as necessary.
    d. A clear standard for requiring a pupil-parent-educator conference to review a pupil's written agreement, and reconsider the independent study program's impact on the pupil's achievement and well-being, consistent with the policies adopted pursuant to paragraph (4) of subdivision (g) of Education Code Section 51747.

5. The following plan shall be in place in accordance with Education Code Section 51747(e) for synchronous instruction and live interaction*:

    a. For pupils in transitional kindergarten through grade 3, inclusive, the Charter School shall provide opportunities for daily synchronous instruction[1] for all pupils throughout the school year by each pupil's teacher or teachers of record.

[1] "Synchronous instruction" means classroom-style instruction or designated small group or one-on-one instruction delivered in person, or in the form of internet or telephonic communications, and involving live two-way communication between the teacher and pupil. Synchronous instruction shall be provided by the teacher of record for that pupil pursuant to Section 51747.5. Instruction will be delivered as one-on-one instruction, in the form of zoom meetings or other form of live communication between the pupil and the teacher(s) of record.

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b. For pupils in grades 4-8, inclusive, the Charter School shall provide opportunities for daily live interaction[2] between the pupil and a certificated or non-certificated employee of the Charter School and at least weekly synchronous instruction for all pupils throughout the school year by each pupil's teacher or teachers of record.
c. For pupils in grades 9-12, inclusive, the Charter School shall provide opportunities for at least weekly synchronous instruction for all pupils throughout the school year by each pupil's teacher or teachers of record.

6. The Charter School shall transition pupils whose families wish to return to in-person instruction from independent study expeditiously, and, in no case, later than five instructional days.*
    a. The Charter School will alert front office staff and the pupil's teachers that the pupil will be returning to in-person instruction;
    b. The Charter School will provide the pupil with their weekly schedule and any other necessary material;
    c. The Charter School will check-in with the student, the morning of return, to ensure the pupil is ready for classes;
    d. The Charter School will monitor the pupil's progress for two weeks and check-in with the pupil at least twice over the two-week period.

* The tiered reengagement strategies, plan for synchronous instruction and live interaction, and plan to transition pupils whose families wish to return to in-person instruction (paragraphs 4, 5, and 6 above) shall not apply to:
a. pupils who participate in an independent study program for fewer than 16 schooldays in a school year;
b. pupils enrolled in a comprehensive school for classroom-based instruction who, under the care of appropriately licensed professionals, participate in independent study due to necessary medical treatments or inpatient treatment for mental health care or substance abuse. Local educational agencies shall obtain evidence from appropriately licensed professionals of the need for pupils to participate in independent study pursuant to this subdivision; or
c. independent study offered due to school closure or material decrease in attendance for 15 school days or less for affected pupils under one or more of the circumstances described in Education Code Sections 41422 and/or 46392, and 46393 for which the Charter School files an affidavit seeking an allowance of attendance due to emergency conditions.

7. The Charter School may offer independent study to meet the short- or long-term educational needs of pupils enrolled in the Charter School as needed in the case of emergency conditions as described in Education Code Sections 46392 and 46393 (e.g., fire, flood, impassable roads, epidemic, earthquake, epidemic, war, imminent safety hazard determined by local law enforcement). Independent study shall be offered to any

[2] "Live interaction" means interaction between the pupil and local educational agency classified or certificated staff, and may include peers, provided for the purpose of maintaining school connectedness, including, but not limited to, wellness checks, progress monitoring, provision of services, and instruction. This interaction may take place in person, or in the form of internet or telephonic communication. A staff member at the Charter School will provide daily live interaction with the pupil. Interactions will occur through zoom meetings, phone calls, or another type of two-way communication between the pupil and the staff member.

pupil impacted by any of the emergency conditions set forth in Education Code Sections 46392 and 46393 within ten (10) days of the first day of a school closure or material decrease in attendance. In the event of emergency conditions set forth in Education Code Sections 46392 and 46393, in which instruction or services, or both, cannot be provided to the pupil either at the school or in person for more than ten (10) school days, pupils who are individuals with exceptional needs shall receive the services identified in their IEP for emergency conditions and may participate in an independent study program pursuant to this policy.

8. A current written agreement shall be maintained on file for each independent study pupil, including but not limited to, all of the following:

    a. The manner, time, frequency, and place for submitting a pupil's assignments, for reporting the pupil's academic progress, and for communicating with a pupil's parent or guardian regarding a pupil's academic progress.
    b. The objectives and methods of study for the pupil's work, and the methods used to evaluate that work.
    c. The specific resources, including materials and personnel, that will be made available to the pupil. These resources shall include confirming or providing access to all pupils to the connectivity and devices adequate to participate in the educational program and complete assigned work.
    d. A statement of the policies adopted pursuant to subdivisions (a) and (b) of Education Code Section 51747 regarding the maximum length of time allowed between the assignment and the completion of a pupil's assigned work, the level of satisfactory educational progress, and the number of missed assignments allowed before an evaluation of whether or not the pupil should be allowed to continue in independent study.
    e. The duration of the independent study agreement, including the beginning and ending dates for the pupil's participation in independent study under the agreement. No independent study agreement shall be valid for any period longer than one school year.
    f. A statement of the number of course credits or, for the elementary grades, other measures of academic accomplishment appropriate to the agreement, to be earned by the pupil upon completion.
    g. A statement detailing the academic and other supports that will be provided to address the needs of pupils who are not performing at grade level, or need support in other areas, such as English learners, individuals with exceptional needs in order to be consistent with the pupil's individualized education program or plan pursuant to Section 504 of the federal Rehabilitation Act of 1973 (29 U.S.C. Sec. 794), pupils in foster care or experiencing homelessness, and pupils requiring mental health supports.
    h. The inclusion of a statement in each independent study agreement that independent study is an optional educational alternative in which no pupil may be required to participate. In the case of a pupil who is referred or assigned to any school, class, or program pursuant to Section 48915 or 48917, the agreement also

shall include the statement that instruction may be provided to the pupil through independent study only if the pupil is offered the alternative of classroom instruction.

i. Independent study agreements shall be fully executed as follows:

a. Signatures on the independent study agreement shall include the pupil, the pupil's parent, legal guardian, or caregiver, if the pupil is less than 18 years of age, the certificated employee who has been designated as having responsibility for the general supervision of independent study, and the certificated employee designated as having responsibility for the special education programming of the pupil, as applicable. For purposes of this paragraph "caregiver" means a person who has met the requirements of Part 1.5 (commencing with Section 6550) of Division 11 of the Family Code.

b. Written agreements may be signed using an electronic signature that complies with state and federal standards, as determined by the California Department of Education, that may be a marking that is either computer generated or produced by electronic means and is intended by the signatory to have the same effect as a handwritten signature. The use of an electronic signature shall have the same force and effect as the use of a manual signature if the requirements for digital signatures and their acceptable technology, as provided in Section 16.5 of the Government Code and in Chapter 10 (commencing with Section 22000) of Division 7 of Title 2 of the California Code of Regulations, are satisfied.

c. For a pupil participating in an independent study program that is scheduled for more than 15 school days, each written agreement shall be signed, before the commencement of independent study.

d. For a pupil participating in an independent study program that is scheduled for 15 schooldays or fewer, each written agreement shall be signed, during the school year in which the independent study program takes place. The written agreement may be signed at any time during the school year, but it is the intent of the Legislature that parents or guardians of pupils be provided the agreement at or before the beginning of the school year.

e. For a pupil participating in an independent study program due to the emergency conditions specified in this policy, each written agreement shall be established within a reasonable amount of time as follows:

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- Where reasonable, given the emergency conditions, the independent study agreement for independent study scheduled for more than fifteen schooldays shall be signed prior to the commencement of independent study. If the emergency conditions make obtaining signatures prior to the commencement of independent study unreasonable, the signature for independent study scheduled for more than fifteen days will be obtained as soon as reasonably possible. For independent study scheduled for fifteen (15) schooldays or fewer under emergency conditions, each written agreement shall be signed during the school year in which the independent study program takes place.

9. The Charter School shall comply with the Education Code sections 51744 through 51749.3 and the provisions of the Charter Schools Act of 1992 and the State Board of Education regulations adopted there under.

10. The CEO may establish regulations to implement these policies in accordance with the law.

Coversheet

Review and Consideration of Approval of Downtown Charter Material Revision

Section:	V. Business II
Item:	B. Review and Consideration of Approval of Downtown Charter Material Revision
Purpose:	Vote
Submitted by:	Adrienne Barnes
Related Material:	MR Board Briefing Sheet.pdf DCA CHARTER PETITION Material Revision_updated.pdf

BACKGROUND:

See briefing sheet

RECOMMENDATION:

Staff recommends approval, subject to legal review and recommended updates.

AMPS
HONOR HARD WORK

Amethod Public Schools
Board Item Overview

Date: 10/16/2025

Subject:	Review and Consideration of Approval of Downtown Charter Material Revision
Action: ■	
Information: ☐	
Committee: ☐	

RECOMMENDATION:	Staff recommends approval, subject to legal review and recommended updates.
SUMMARY:	Submission of Material Revision for DCA to increase enrollment, enrollment priorities, and staffing as follows:

Projected Student Enrollment for Each Year by Grade Level and Total Enrollment										
[NB1] Grade Level	Year 1 2019-20	Year 2 2020-21	Year 3 2021-22	Year 4 2022-23	Year 5 2023-24	Year 6 2024-25	Year 7 2025-26	Year 8 2026-27	2027-28	2028-29
6	110	110	110	110	110	110	110	112	140	140
7	110	110	110	110	110	110	110	168	112	140
8	110	110	110	110	110	110	110	168	168	112
Total	330	330	330	330	330	330	330	448	420	392

DCA Enrollment Projections					
	19-20	20-21	21-22	22-23	23-24
6	110	110	110	110	110
7	110	110	110	110	110
8	110	110	110	110	110
TOTAL	330	330	330	330	330

1. Year 1 (2026-27) only: Students displaced from Oakland Charter Academy due to the school's closure
2. Siblings of existing students of the Charter School
~~1.~~3. Students experiencing homelessness, as defined under the McKinney-Vento Homeless Assistance Act
~~2.~~4. Students who are enrolled in the immediate prior grade level of another Amethod Public Schools charter school
~~3.~~5. Children of the Charter School's teachers and staff (not to exceed 10% of the Charter School's enrollment)
~~4.~~6. Residents of the District
~~5.~~7. All other students

Position	2019/20	2020/21	2021/22	2022/23	2023/24	2024/25	2025/26	2026/27
1100 - Teacher	16	16	16	16	16	16	16	20
1148 - Education Specialist	1	1	1	1	1	1	1	2
1300 - Site Leadership (Site Directors)	1	1	1	1	1	1	1	1
1300 - Site Leadership (Deans)	2	2	2	2	2	2	2	3
1311 - SPED Support	-	-	-	-	-	-	-	
2100 - Classified Tutors and Instructional Aides	3	3	3	3	3	3	3	6
2103 - SPED Tutor	1	1	1	1	1	1	1	1
2400 - Classified Clerical (site admin assistants and other staff)	4	4	4	4	4	4	4	4
2905 - After school staff	4	4	4	4	4	4	4	4
-	32	32	32	32	32	32	32	39

~~Position~~	~~2019/20~~	~~2020/21~~	~~2021/22~~	~~2022/23~~	~~2023/24~~
~~1100 - Teacher~~	~~16~~	~~16~~	~~16~~	~~16~~	~~16~~
~~1148 - Education Specialist~~	~~1~~	~~1~~	~~1~~	~~1~~	~~1~~
~~1300 - Site Leadership (Site Directors)~~	~~1~~	~~1~~	~~1~~	~~1~~	~~1~~
~~1300 - Site Leadership (Deans)~~	~~2~~	~~2~~	~~2~~	~~2~~	~~2~~
~~1311 - SPED Support~~					
~~2100 - Classified Tutors and Instructional Aides~~	~~3~~	~~3~~	~~3~~	~~3~~	~~3~~
~~2103 - SPED Tutor~~	~~1~~	~~1~~	~~1~~	~~1~~	~~1~~
~~2400 - Classified Clerical (site admin assistants and other staff)~~	~~4~~	~~4~~	~~4~~	~~4~~	~~4~~
~~2905 - After school staff~~	4	4	4	4	4
	~~32~~	~~32~~	~~32~~	~~32~~	~~32~~



DOWNTOWN CHARTER ACADEMY (DCA)

A Charter Renewal Petition- Submitted to Oakland Unified School District (OUSD)

By Amethod Public Schools (AMPS)

Material Revision Submitted on October 16, 2025

Required Signatures [Education Code Section 47605(a)]:

The attached charter petition merits consideration. We are hereby petitioning the Governing Board of the Oakland Unified School District (OUSD) to grant renewal of this charter pursuant to Education Code 4605 to extend the function of Downtown Charter Academy (DCA) for a second term of five-years.

Amethod Public Schools (AMPS) agrees to continue to operate the school, Downtown Charter Academy, pursuant to the terms of the Charter School Act and the provisions of the school's charter. The organization's Executive Director is authorized to negotiate any amendments to the attached charter in order to secure approval by the Oakland Unified School District's Governing Board.

Required Affirmations [Education Code Section 47605(d) (1)]:

Downtown Charter Academy will be nonsectarian in its programs, admission policy, employment practices and all other operations. It will not charge tuition, nor will it discriminate against any pupil based on ethnicity, national origin, race, gender, gender identity, sexual orientation, or disability.

Admission to DCA will not be determined according to the place of residence of the pupil, or of his or her parent or legal guardian, within California. DCA will admit all pupils who wish to attend the charter school. If the number of pupils who wish to attend DCA exceeds DCA's capacity, attendance, except for existing pupils of DCA, will be determined by a public random drawing. Preference will be extended to pupils currently attending DCA and pupils who reside in the school district except as provided for in California Education Code Section 47614.5. Preferences, including, but not limited to, siblings of pupils admitted or attending DCA and children of DCA's teachers, staff, and founders identified in the initial charter, may also be permitted by the chartering authority on an individual charter school basis. Priority order for any preference will be determined in this charter petition in accordance with all of the following:

(i) Each type of preference will be approved by the chartering authority at a public hearing.
(ii) Preferences will be consistent with federal law, the California Constitution, and Section 200.
(iii) Preferences will not result in limiting enrollment access for pupils with disabilities, academically low-achieving pupils, English learners, neglected or delinquent pupils, homeless pupils, or pupils who are economically disadvantaged, as determined by eligibility for any free or reduced-price meal program, foster youth, or pupils based on nationality, race, ethnicity, or sexual orientation.
(iv) In accordance with California Education Section 49011, preferences will not require mandatory parental volunteer hours as a criterion for admission or continued enrollment.

In the event of a drawing, the chartering authority will make reasonable efforts to accommodate the growth of DCA and shall not take any action to impede DCA from expanding enrollment to meet pupil demand.

If a pupil is expelled or leaves DCA without graduating or completing the school year for any reason, DCA will notify the superintendent of the school district of the pupil's last known address within 30 days, and will, upon request, provide that school district with a copy of the cumulative record of the pupil, including report cards or a transcript of grades, and health information. If the pupil is subsequently expelled or leaves the school district without graduating or completing the school year for any reason, California Education Code Section 47605(d)(C)(3) requires the school district to provide this information to a charter school within 30 days if the charter school demonstrates that the pupil had been enrolled in the charter school.

Please direct any questions regarding this charter to me at (510) 436-0172.

Respectfully,



Adrienne Barnes, Amethod Public Schools
Chief Executive Officer
1450 Marina Way
Oakland, CA 94606

DCA
Oakland, California

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AFFIRMATIONS/ASSURANCES

Affirmation of Conditions Described in Education Code Section 47605(e)

Downtown Charter Academy (also referred to herein as "Charter School"):

1. Shall be nonsectarian in its programs, admission policies, employment practices, and all other operations. (California Education Code ("Ed. Code") § 47605(e)(1))

2. Shall not charge tuition (including fees or other mandatory payments for attendance at Charter School or for participation in programs that are required for students except as authorized by those Education Code provisions that explicitly apply to charter schools). (Ed. Code § 47605(e)(1))

3. Shall not discriminate on the basis of the characteristics included in Education Code section 220, including but not limited to disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, immigration status. (Ed. Code § 47605(e)(1))

4. Except for legally permissible admission preferences [as provided in Education Code section 47605(e)(2)], admission to Charter School shall not be determined according to the place of residence of the pupil, or of the pupil's parent or legal guardian, within this state, except that an existing public school converting partially or entirely to a charter school shall adopt and maintain a policy giving admission preference to pupils who reside within the former attendance area of that public school. (Ed. Code § 47605(e)(1))

5. Shall admit all pupils who wish to attend Charter School. However, if the number of pupils who wish to attend Charter School exceeds its capacity, attendance, except for existing pupils of the charter school, shall be determined by a public random drawing. Preference shall be extended to pupils currently attending the charter school and pupils who reside in the Oakland Unified School District ("OUSD" or "District") except as provided for in Education Code section 47614.5. Priority order for any preference shall be determined in the charter petition in accordance with all of the following: (Ed. Code § 47605(e)(2)(A)-(B))

a. Each type of preference shall be approved by OUSD at a public hearing. (Ed. Code § 47605(e)(2)(B)(i))

b. Preferences shall be consistent with federal law, the California Constitution, and Education Code section 200. (Ed. Code § 47605(e)(2)(B)(ii))

c. Preferences shall not result in limiting enrollment access for pupils with disabilities, academically low-achieving pupils, English learners, neglected or delinquent pupils, homeless pupils, or pupils who are economically disadvantaged, as determined by eligibility for any free or reduced-price meal program, foster youth, or pupils based on nationality, race, ethnicity, or sexual orientation. (Ed. Code § 47605(e)(2)(B)(iii))

d. Preferences shall not require mandatory parental volunteer hours as a criterion for admission or continued enrollment. (Ed. Code § 47605(e)(2)(B)(iv))

6. If a pupil is expelled or leaves Charter School without graduating or completing the school year for any reason, Charter School shall notify the superintendent of the school district of the pupil's last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including report cards or a transcript of grades, and health information. (Ed. Code § 47605(e)(3))

7. Shall not discourage a pupil from enrolling or seeking to enroll in the charter school for any reason, including, but not limited to, academic performance of the pupil or because the pupil exhibits any of the characteristics described in Education Code section 47605(e)(2)(B)(iii). (Ed. Code § 47605(e)(4)(A))

8. Shall not request a pupil's records or require a parent, guardian, or pupil to submit the pupil's records to Charter School before enrollment. (Ed. Code § 47605(e)(4)(B))

9. Shall not encourage a pupil currently attending the charter school to disenroll from the charter school or transfer to another school for any reason, including, but not limited to, academic performance of the pupil or because the pupil exhibits any of the characteristics described in Education Code section 47605(e)(2)(B)(iii). (Ed. Code § 47605(e)(4)(C))

10. Shall post the California Department of Education's Charter School Complaint Notice on Charter School's website and Charter School shall provide a parent or guardian, or a pupil if the pupil is 18 years old, a copy of this notice at all of the following times: When a parent, guardian, or pupil inquires about enrollment; before conducting an enrollment lottery; and before disenrollment of a pupil. (Ed. Code § 47605(e)(4)(D))

Declaration Required by Education Code Sections 47611.5(b) and 47605(c)(6)

Charter School is and shall be deemed the exclusive public employer of the employees of Charter School for purposes of Chapter 10.7 (commencing with Section 3540) of Division 4 of Title 1 of the Government Code, and shall meet the requirements of Government Code sections 3540-3549.3 related to collective bargaining in public education employment (Ed. Code § 47611.5)

Other Assurances

Charter School:

1. Shall meet all statewide standards and conduct the pupil assessments required pursuant to Education Code sections 60605 and 60851 and any other statewide standards authorized in statute or pupil assessments applicable to pupils in noncharter public schools. (Ed. Code § 47605(d)(1))

2. Shall operate in compliance with generally accepted government accounting principles. (Ed. Code § 47605(c)(5)(I))

3. Shall at all times maintain all necessary and appropriate insurance coverage.

4. Shall be subject to conflict of interest and other laws pertaining to public officials, including Government Code section 1090 *et seq*. and the Political Reform Act. (Ed. Code § 47604.1(b)(3) and (4))

5. Shall require its teachers to hold a certificate, permit, or other document issued by the Commission on Teacher Credentialing (CTC) equivalent to that which a teacher in other public schools would be required to hold. (Ed. Code § 47605(l))

6. Shall not hire any person who has been convicted of a violent or serious felony except as otherwise provided by law, and, if the school contracts with an entity for specified services, verify that any employee of that entity who will have contact with students has had a criminal background check. (Ed. Code §§ 44830.1, 45122.1, and 45125.1)

7. Shall not discriminate against any employee or candidate for employment on the basis of the fact or perception of a person's race, religious creed, color, national origin, ancestry, physical disability, mental disability, medical condition, genetic information, martial status, sex, gender, gender identity, gender expression, age, sexual orientation, military and veteran status or any other protected classification, in accordance with applicable law, and shall meet all requirements for employment set forth in applicable provisions of law, including, but not limited to credentials, as necessary. (Government Code § 12940; Title 5 CCR §11967.5.1(f)(5))

8. Shall adhere to all applicable provisions of federal law relating to students with disabilities, including the Individuals with Disabilities Education Act; Section 504 of the Rehabilitation Act of 1974; and Title II of the Americans with Disabilities Act of 1990, and serve students with disabilities in the same manner as such students are served in other public schools. (Ed. Code §§ 47646, 56145)

9. Shall adhere to all applicable provisions of federal law relating to students who are English language learners, including Title VI of the Civil Rights Act of 1964; the Equal Educational Opportunities Act of 1974; MGL c. 76, section 5; and MGL c. 89, 71 sections (f) and (I).

10. Shall follow the provisions of the McKinney–Vento Homeless Assistance Act of 1987 (42 U.S.C. ch. 119 § 11431 *et seq*.) and Education Code sections 48850-48859 to ensure that homeless students and foster youth have access to the same free, appropriate public education, including public preschools, as provided to other children and youths.

11. Shall provide reasonable accommodations on campus to a lactating student to express breast milk, breastfeed an infant child, or address other needs related to breastfeeding. (Ed. Code § 222)

12. Shall provide students the right to exercise freedom of speech and of the press including, but not limited to, the use of bulletin boards; the distribution of printed materials or petitions; the wearing of buttons, badges, and other insignia; and the right of expression in official publications. (Ed. Code §§ 48907 and 48950)

13. Shall comply with all other applicable federal, state and local laws and regulations that pertain to the applicant or operation of the charter school, including, but not limited to, the following:

    a. The California Code of Regulations

b. The Family Educational Rights and Privacy Act (20 U.S.C. § 1232g; 34 CFR Part 99)

c. Title IX of the Education Amendments of 1972 (20 U.S.C. Sec. 1681 *et seq*.)

d. Displaying all required postings at school site and online

e. Following the minimum and maximum age requirements for enrollment

f. Providing the minimum number of instructional minutes

NOTE: Throughout this Charter there is specific "District Required Language" (DRL), including but not limited to the above *Affirmations, Declarations, and Assurances* section. All DRL should be highlighted in gray. To the extent that any inconsistency may exist between any provision contained within the body of the Charter and the DRL, the provisions of the DRL shall control.

INTENT OF CHARTER SCHOOLS ACT
In accordance with the California Charter Schools Act of 1992, as amended (the Charter Schools Act), Downtown Charter Academy petitions the Oakland Unified School District to grant renewal of the charter petition for the continued operation of a middle school campus.

The Charter Schools Act states:

It is the intent of the Legislature…to provide opportunities for teachers, parents, pupils, and community members to establish and maintain schools that operate independently from the existing school district structure, as a method to accomplish all of the following:

(a) Improve pupil learning.

(b) Increase learning opportunities for all pupils, with special emphasis on expanded learning experiences for pupils who are identified as academically low achieving.

(c) Encourage the use of different and innovative teaching methods.

(d) Create new professional opportunities for teachers, including the opportunity to be responsible for the learning program at the school site.

(e) Provide parents and pupils with expanded choices in the types of educational opportunities that are available within the public school system.

(f) Hold the schools established under this part accountable for meeting measurable pupil outcomes, and provide the schools with a method to change from rule-based to performance-based accountability systems.

(g) Provide vigorous competition within the public school system to stimulate continual improvements in all public schools.

California Education Code Section 47601(a)-(g).

The Charter Schools Act provides that a petition must contain reasonably comprehensive

descriptions of the elements described in California Education Code Sections 47605(b) (5) (A)-(O). These sections of the law and the required descriptions are provided below.

EXECUTIVE SUMMARY
Amethod Public Schools, a 501(c)(3) nonprofit public benefit corporation, was founded in Oakland, CA in 1993 with the intent to create charter schools that produce academic results and reduce the achievement disparity that exists among the different student subgroups. The organization's flagship school, Oakland Charter Academy (OCA), is the oldest charter school in the City of Oakland, and the 14th school chartered in the state. For nearly twenty five years, we have been serving hundreds of Bay Area families with effective programs that produce results.

It is the objective of DCA and organization to continue fostering a positive school environment and culture where being diligent and taking personal responsibility are the norm. DCA demonstrates that public schools can produce successful students if they are operated in small and organized settings. It is the organizational belief that any child has the opportunity to be successful if they receive the proper education they need to be triumphant in college, family, and life.

***DCA Meets the Renewal Standard* CHARTER RENEWAL CRITERIA**
Evidence of Meeting Charter Renewal Standards Pursuant to Education Code Section 47607(b)

Education Code Section 47607(b) requires that a charter school must meet at least one of the following renewal criteria prior to receiving a charter renewal:

(1) Attained its Academic Performance Index (API) growth target in the prior year or in two of the last three years, both school wide and for all groups of pupils served by the charter school.

(2) Ranked in deciles 4 to 10, inclusive, on the API in the prior year or in two of the last three years.

(3) Ranked in deciles 4 to 10 inclusive, in the API for a demographically comparable school in the prior year or in two of the last three years.

(4) The entity that granted the charter determines that the academic performance of the charter school is at least equal to the academic performance of the public schools that the charter school pupils would otherwise have been required to attend, as well as the academic performance of the schools in the school district in which the charter school is located, taking into account the composition of the pupil population that is served at the charter school.

(5) Has qualified for an alternative accountability system pursuant to subdivision (h) of Education Code Section 52052.

As indicated below with the most recent CAASPP comparison data, the Charter School meets the criteria of Education Code Section 47607(b)(4).

See Also CAASPP Comparison Table in Appendix B

School / Entity	ELA % of all students meeting standard	Math % of all students meeting standard
DCA	73.3%	84.61%
Bret Harte Middle School	25.55%	17.53%
Urban Promise Academy	24.51%	11.38%
Roosevelt Middle School	24.12%	20.63%
OUSD	30.81%	20.74%
State of California	47.93%	36.56%

Overview of AMPS' Schools

Downtown Charter Academy (DCA) opened in 2013 and serves a student population that is 97% minority and 80% socio-economically disadvantaged. In 2013, DCA was the third highest performing middle school in California and in 2016, DCA received the Gold Ribbon Award from the California Department of Education for its academic achievement. According to CAASPP 2017 Results, 73.3% DCA students exceeded or met the achievement standard and demonstrated advanced progress towards mastery in English Language Arts, and 84.61% exceeded or met the achievement standard in Math. DCA is ranked 10/10 on greatschools.org. DCA is located at 2000 Dennison Street, Oakland, CA 94606, and can be reached at (510) 535-1580. DCA is currently petitioning OUSD for renewal of its charter.

Oakland Charter Academy (OCA), the flagship of the AMPS organization, opened Oakland's first charter school in the fall 1994; then the fourteenth charter school authorized in the State of California. OCA has not only survived, but progressed, becoming a nationally recognized *No Child Left Behind* - Blue Ribbon School in 2008; the second public middle school serving under the authority of Oakland Unified School District to receive the distinguished award. OCA is located at 4215 Foothill Blvd in Oakland, CA 94601, and can be reached at (510) 532-6751. OUSD renewed OCA's charter in 2018.

Oakland Charter High School (OCHS), established in 2007, is ranked one of the top 20 schools in California, outperforming many schools in more affluent areas of the state. Awarded the Gold Medal by US News Best High Schools two years running, OCHS has sent over 96% of its graduates over the last three years to colleges and universities such as Harvard, Princeton, Stanford, and various UC and CSU campuses. OCHS has received the Innovate Public Schools Award for low income student achievement every year since 2015. The majority of OCHS' students come from either OCA or DCA, and the successes enjoyed at the middle schools and the high school are inextricably linked. OCHS is located at 2433 Coolidge Avenue in Oakland, CA 94601, and can be reached at (510) 436-0101. OUSD renewed OCHS' charter in 2017.

Richmond Charter Academy (RCA), the first Amethod School in the city of Richmond, has proven to be an academic success. In its first year, RCA reached an API score of 817, making it the highest performing public middle school in Richmond since the inception of the 1998 California Public Accountability Act.

RCA was the recipient of the 2016 and 2017 Gold Ribbon Award from the California Department of Education for its academic performance. Innovate Public Schools also named RCA among the most highly coveted in the Top Bay Area Schools List. RCA is located at 1450 Marina Way South in Richmond, CA 94804, and can be reached at (510) 235-2465. West Contra Costa Unified School District (WCCUSD) renewed RCA's charter in 2017.

Benito Juarez Elementary (BJE) opened in 2014, is the first elementary school established in the AMPS network. In its first few years, BJE has seen steady growth in test scores as it continues to serve some of Richmond's most challenged families. In 2015, BJE received the Innovate Public Schools Award for Top Performing Bay Area Schools for Low-Income students in math. BJE currently serves 489 students. BJE is located at 1450 Marina Way South in Richmond, CA 94804, and can be reached at (510) 215-7009. WCCUSD authorized BJE's initial charter petition. BJE is currently in the process of renewing its charter.

John Henry High School (JHHS) opened its doors in 2015 and is the second high school in the AMPS network. JHHS was established at the request of stakeholders to continue the success of Richmond Charter Academy and to mirror its sister school, Oakland Charter High School, by providing a rigorous, college preparatory high school for the West Contra Costa Unified School District. In its first years, JHHS has seen steady growth in test scores as it continues to serve a student population of 350 that is 99% minority and over 80% socio-economically disadvantaged. JHHS is accredited by the Western Association of School and Colleges (WASC) and is on its way to becoming one of the highest performing high schools in California. JHHS' first ever graduating class sent over 90% of its graduates to colleges and universities across the nation. JHHS is located at 1402 Marina Way South in Richmond, CA 94806 and can be reached at (510) 235-2439. JHHS is authorized by WCCUSD and will be seeking renewal in the 2018-19 school year.

Key Leaders

Claudia Lee (Site Director) – Claudia Lee is a Fulbright scholar who began her career in education as a founder of a school for 57 homeless children for Children of the Andes Foundation, in Bogota, Colombia. She then worked as a first grade teacher for the Philadelphia School District. At Independence Charter Ms. Lee was a teacher, Spanish immersion coordinator, and curriculum specialist. At Children Literacy Initiative, she was a professional developer and teacher coach for the north-eastern states. At Pan-American Charter School, she worked as Assistant Principal; she then worked as principal at Colegio Bilingue Santa Marta, and as a content specialist at Kipp Excelecia. Ms. Lee holds a master's degree in writing from the City College of New York, a M. Ed. in Education, Curriculum, Instruction and Technology from Temple University, and a master in school leadership from Arcadia University. As a published writer and translator, she received the Honorary Mention of the Book of the

Americas Award for the book *Messengers of the Rain and Other Poems from Latin America*. Ms. Lee also worked as the CEO of ASI, SAS, an environmental consulting company, where she learned about environmental laws and practices. Outside school, Ms. Lee enjoys hiking and cooking with her husband, reading, writing, gardening, and listening to music; but what she loves most, is traveling and chilling with her now grown up kids.

Ainye Long (Regional Superintendent) – Ms. Long has over 17 years of experience in the educational field and most recently served as an 8th grade Mathematics and algebra teacher in Los Angeles. Prior to serving as Regional Superintendent, she was the Director of Parent and Community Engagement for the California Charter Schools Association, and a high school mathematics teacher in Oakland, CA. She served as an AMPS' middle school teacher for Oakland Charter Academy from 2007-2009, was a founding teacher at Oakland Charter High School, and was the AMPS Board President in 2013 when Downtown Charter Academy was first chartered.

Since returning to AMPS this past spring as Regional Superintendent - Oakland, Ms. Long is responsible for overseeing our instructional and operational programs as well as coaching, supporting, and developing our school leader teams. Ms. Long holds a Bachelor of Arts in Economics and American Studies from the University of California, Santa Cruz as well as an Administrative Service Credential from Fortune School of Education and a Single-Subject Mathematics Credential from California State University, Dominguez Hills.

Jorge Lopez (CEO) - CEO's primary functions are to set the strategic vision for the organization, ensure progress toward goals, make executive level decisions regarding organizational growth and strategy, and oversee external relations.

AMPS' current CEO, Jorge Lopez, has been with the organization for 14 years and has over 20 years of experience working with school reform organizations, charter schools, and at risk youth. Mr. Lopez is a former member of the California State Board of Education, as appointed by former governor Arnold Schwarzenegger, where he served as a liaison to the Advisory Commission on Charter Schools (ACCS). Mr. Lopez is a current Harvard Business School Fellow and Aspen – Pahara Fellow (Cohort XVI – 2016).

With AMPS, Mr. Lopez began by transforming Oakland Charter Academy Middle School, a once struggling campus, into a National Blue Ribbon school. He has since overseen the growth of AMPS into a nationally recognized system serving over 2,000 students. In recognition of this strong growth, Mr. Lopez is representing AMPS at the National Charter School Accelerator (Cohort 4 – 2018).

Notable achievements over the last 14 years under Jorge Lopez:

- OCA transitions to AMPS model in Fall 2004
- OCA: 2007 National Blue Ribbon
- OCHS: 2012 - 956 API and 2017 Gold Medal School in the Top 100 Nationally and Top 5 in Bay Area
- OCHS: 2013 California Distinguished School

- Downtown Charter Academy and Richmond Charter Academy: 2017 California Gold Ribbon Schools
- Over 90% of AMPS graduating seniors are accepted to a four-year university, including JHHS inaugural class where 25 of 27 were accepted to 4 year university (93%)
- AMPS is one of fifteen charters nationwide to receive the Federal DOE Expansion Grant for over $4,000,000

Prior to working with AMPS, Mr. Lopez worked for the Federal Migrant Education Program Region 2 in Butte County, and Region 23 in San Joaquin County as a Program Director where he oversaw K-12 education site based services for identified migrant agricultural families and students. Mr. Lopez holds a BA and a graduate degree in Education from Sacramento State University.

Pete Cordero - The AMPS Chief Operating Officer is responsible for the strategic growth and build out of support systems for AMPS, including Talent/HR, Operations, Finance and Accounting, Technology, and Marketing and Data Management.

Pete Cordero is the current COO of Amethod Public Schools. Prior to his role at AMPS, he was the Director of Resident Development for The Broad Residency in Urban Education. In this role, he focused on leadership development, role progression, supervisor relationships and all aspects of the resident experience that related directly to their work with partner organizations.

Mr. Cordero was a member and graduate of The Broad Residency's Class of 2007-2009 during which time he served as director of school support services at Partnership to Uplift Communities (PUC) Schools in Los Angeles. Prior to his career in education, he spent twelve years in the private sector serving as director of sales and marketing for DKN Hotels Inc., as national sales director for Kaplan Inc., and as regional sales director for Automatic Data Processing (ADP). Cordero holds a bachelor's degree in Psychology from the University of Southern California and an M.B.A. from the Graziadio School of Business at Pepperdine University.

INTRODUCTION

Mission Statement
DCA seeks to prepare students to become innovative individuals who take risks for the good of their academic progress and their community and persevere as they seek knowledge through college and beyond. DCA will strengthen the character and academic skills needed for underserved students in Oakland to excel in competitive middle schools, high schools and colleges and assume positions of responsibility and distinction. Central to the school's mission is the belief that all students can succeed in rigorous college-prep environments when provided with high expectations, a disciplined commitment to academics, extended time for learning, including summer school and daily supplemental instruction, and access to a wide range of enriching learning experiences. It is now a truism that an excellent college education is necessary for expanded opportunities in an increasingly competitive and global 21st century job

market and DCA will seek to meet the challenge through a collaborative effort with all of the school's stakeholders.

Vision Statement
AMPS fosters students' motivation and belief in perseverance and academic achievement. 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 encourage every family to expect more from their schools, themselves, and their children for a prospective future for the next generation.

Amethod Public Schools (AMPS) - Core Values
The Core Values of the organization represent what all people who work for the organization stand by, defend, trust in, and go forward with. One cannot "set" organizational values; these are attributes that we have discovered to be impactful through our nearly twenty years of service in public education. Over those years, we have learned that the task is to *find* people who are predisposed to sharing the Core Values, and work at attracting and then retaining these people.

Organization's Core Values:

1. Students First
2. Adaptability
3. Goal Oriented Mindset
4. Lead People
5. Commitment to Distinction

Successful and Innovative Programs
Downtown Charter Academy pursues lofty academic goals while infusing methods for instilling a sense of intellectual and studious culture and high expectations among our student body. The Amethod Public Schools culture and procedures are rooted in traditional values such as respect, responsibility, work ethic, academic rigor, and community service. These ideals are explicitly taught to every teacher, and subsequently to every student. AMPS campuses have become known for upholding these values, and this is a large component of what makes our system effective. Our task is to empower underserved students to be different and stand out from their community peers, many of whom are assigned to underperforming schools.

Highlights of College Acceptances (OCHS and JHHS)
DCA students populate OCHS, and AMPS is committed to continue to prepare students to compete and attend the top four year colleges and universities throughout the nation. Accordingly, our graduates have been accepted and have gone on to attend prestigious universities such as, but not limited to the following:

Boston College	*The University of Arizona*
Harvard	*Grinnel College*
University of the Pacific	*University of California, Berkeley*
Bryn Mawr College	*University of Wisconsin, Madison*
California State Polytechnic University,	*Ohio State University*

Pomona College *Pitzer College* *California State University, Hayward* *California State University, Long Beach* *San Diego State University* *Claremont McKenna* *Syracuse University* *Dartmouth College* *Fordham University* *George Washington University* *St. Mary's College* *St. Johns University* *New York University* *Sacramento State University* *Chico State University* *Princeton University* *Massachusetts Institute of Technology (MIT)* *University of Southern California*	*Hampton University* *University of California, Davis* *Spelman College* *San Jose State University* *University of California, Los Angeles* *University of California, Riverside* *Johns Hopkins University* *University of California, San Diego* *University of California, Santa Barbara* *University of California, Santa Cruz* *Cal Lutheran University* *University of California, Santa Cruz* *Loyola Marymount University* *University of Southern California* *Florida State University* *Notre Dame University* *Cal Poly San Luis Obispo* *University of San Francisco* *San Francisco State University* *Tulane University* *Wake Forest*

ELEMENT I: EDUCATIONAL PHILOSOPHY AND PROGRAM

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

The annual goals for the charter school for all pupils and for each subgroup of pupils identified pursuant to Section 52052, to be achieved in the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, or the nature of the program operated, by the charter school, and specific annual actions to achieve those goals. A charter petition may identify additional school priorities, the goals for the school priorities, and the specific annual actions to achieve those goals.

California Education Code Section 47605(b) (5) (A)(i-ii)

DRL: "In accordance with SB 1290, [CHARTER SCHOOL] pupil outcomes related to annual academic achievement goals will be set and disaggregated by all numerically significant subgroups as defined in Education Code section 52052; including race/ethnicity, socio-economic status (SES), English Learner status, and Special Education designations, in the state priorities that apply for the grade levels served or the nature of the program operated, as well as the specific annual actions to achieve those goals, any additional school priorities, the goals for the school priorities, and the specific annual actions to achieve those additional goals.

Charter School acknowledges and agrees that it must comply with all applicable laws and regulations related to AB 97 (Local Control Funding Formula), as they may be amended from time to time, which include the requirement that Charter School shall annually submit a Local Control and Accountability Plan (LCAP)/annual update to the Office of Charter Schools on or before July 1. In accordance with Education Code sections 47604.33 and 47606.5, Charter School shall annually update its goals and annual actions to achieve those goals identified in the charter pursuant to Education Code section 47605(b)(5)(A)(ii), using the Local Control and Accountability Plan template adopted by the State Board of Education, as it may be changed from time to time. Charter School shall comply with all requirements of Education Code section 47606.5, including but not limited to the requirement that Charter School "shall consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the annual update." (Ed. Code § 47606.5(e).)

DCA's pupil outcomes, disaggregated by numerically significant subgroups in compliance with Education Code section 47607(b)(5)(A)(ii), are as follows:"

Attached as Appendix B.

DRL: "If Charter School serves students in grades 9-12, Charter School shall obtain Western Association of Schools and Colleges (WASC) accreditation before Charter School graduates its first class of students."

N/A

Add the following text and remove any text to the contrary:

Charter School shall comply with the requirements of Education Code section 51224.7 with respect to implementing a fair, objective and transparent mathematics placement policy for pupils entering the ninth grade.

Our philosophy was developed to reflect our vision of how to best remedy the deficiencies in academic performance of poor and/or minority children in California public schools. This major achievement gap in performance between the different subgroups, divided among racial and economic lines has exposed an issue that should be considered a national crisis. A first-rate free and public education is at the cornerstone of this America's success; however the current disparity among poor and minority children's academic performance should now be considered a crisis and a major concern to the country's future.

Amethod Public Schools, parent organization for Downtown Charter Academy (DCA), believes that higher education is the surest path to future success for poor families, and having high expectations of all students is an absolute necessity. Drawing the best from every student takes immense effort from the teachers, families, administrators, and students; but the results are well worth it. We reason that some of the keys to drawing the best from every student requires schools to have high expectations, highly effective teachers, academic rigor, professional development, stakeholder commitments, and the will to support a demanding academic program.

The AMPS organizational framework encourages students and families to realize that commitment to an intense academic program and establishing a strong work ethic is pivotal to future personal success. It is our intent to teach students to go past their academic level of comfort and pursue challenging coursework eagerly and to see rigorous courses as the key for success.

Moreover, we believe that students and families need to be conscious of the messages that reinforce low expectations and excuses which are pervasive in many institutions, including schools, and the messages they convey to inner city students.

Parents sending their children to DCA can expect:

1) ***Small Campus-*** Schools with large populations of students are built on the premise that theoretically, due to the economies of scale, a large school is more efficient at delivering a comprehensive educational product. The problem is that these large schools are too big and students become numbers, not individuals. Many students can fall through the gaps and end up with their academic needs failing to be addressed in large schools. Moreover, problems such as discipline and violence can escalate, and campus security becomes a serious issue. Teachers can end up becoming nothing more than traffic cops, and as expected, the quality of instruction deteriorates. Our smaller campuses expose students to more information, time, and individual attention therefore making it much easier to figure out how a student learns and what makes them tick academically, and socially. It is far easier to close the gaps in a school system in a small campus setting.

2) ***Departmentalized Classrooms-*** A core part of the AMPS middle school curricular model is the implementation of departmentalized classrooms. By offering the departmentalized classrooms, DCA students are offered highly qualified instructors, best practices for specific content disciplines, more in depth focus on each discipline, and increased opportunities for inquiry based learning. This curricular approach has been proven extremely effective at AMPS middle school sites.

3) ***Structure-*** AMPS considers effective teaching practice, structured classrooms, and orderly schools to be the key measures to prevent negative student behaviors. Teachers must give students a clear understanding of how tasks proceed. For example, if students are to enter the class, teachers will begin by describing how students are to enter the facility and classroom properly. This must be explicitly taught and re-taught early to avoid confusion. We expect every teacher to make lists of student roles and group responsibilities, and explain, and teach these thoroughly to students. In this way, students will know what is expected of them throughout the course of the year. Explicit information detailing what is expected of students is provided, taught, and reinforced through clearly structured daily patterns, rituals, and class activities. We do not ascribe to the spiral of continual suspensions and the constant flow of students to the office as

is seen in many schools and view a focus on a structured school as the best remedy to this issue.

4) ***Attendance Matters-*** As basic as the concept may be, many students, particularly those at the middle and high school levels, become careless about regular school attendance. Missing a few classes seems inconsequential to them and at times it may seem insignificant to parents and families as well. School administrators are sometimes faced with parents who are unaware of their child's absence from school or, worse, which are aware but quite willing to make excuses for the absence. Each lesson presented to students is based upon or related to those that preceded it. Just as we can never regain a moment of time wasted, the child who misses a day of school also misses a day of education which cannot be retrieved. DCA uses an incentive-based program for students and parents to encourage maximum attendance rates.

   There are several reasons why regular attendance at school is important for every student.

   - ***Absenteeism hurts the student***. Students who are frequently absent fall behind in academics and miss important concepts that enhance their ability to understand and follow directions or, ultimately, plan for the future.
   - ***Absenteeism hurts other students***. Students who are frequently absent require more individual attention and catch up time from the teacher.
   - ***Absenteeism hurts the school and organization.*** State financial support for schools is directly linked to student attendance. When students are absent the school loses funding.

5) **Positive Behavior Interventions and Supports and Social Emotional Learning** – Part of the AMPS mission statement includes a character development aspect to instill in our scholars the importance of committing to distinction. One of the methods our schools employ is a Positive Behavior Interventions and Support system which reinforces positive behaviors and values rather than punitively punishing bad behaviors. This ensures that students are being focused on the positive qualities that we want them to cultivate at our sites. We also utilize a social emotional learning curriculum to help students learn to manage their stress, time, and relationships with others in a positive and productive way. This is an important aspect of our character development program that supports students' social and emotional growth by offering them the space and language to create a supportive learning community, develop self-awareness and self-management, build positive relationships, and resolve their own conflicts.

6) ***High Expectations for All Students:*** At DCA, there are high expectations for all students. We assure that every student takes rigorous courses, such as Algebra I in the 8th grade, so that every student is on track to have a better choice for advanced and/or honors college preparatory high school courses. Considering that we are an

academically focused school system, we require extensive individual and group work outside of the classroom. As such, our schools offer academic support programs to meet the needs of the entire student population, and to empower students to reach their full potential. The staff is committed to, and required to, ensure that all students are either performing on grade level or working their way through, regardless of their skill level upon enrolling in the school. We also have high standards for student behavior and expect all staff, parents, student, and administrators to understand and reinforce the adherence to proper student conduct and school policies.

Character Development

In addition to focusing on academic skills, teachers at DCA place a strong emphasis on character building. Students learn how to behave in large group settings, track all speakers and presenters, participate in student competitions (e.g., spelling or geography bees), and greet school visitors. Students also have the opportunity to help their community though volunteer programs and activities.

Teachers are expected to use an appropriate mix of instructional techniques such as direct instruction, feedback through engagement, and individual student practice in their lessons that reinforce the character education expectations and keep the character goals active and present through the lessons. DCA students acquire life skills that provide a meaningful connection to society.

The goal for all of our students is to develop an understanding that education is imperative for their future, and absolutely necessary for their success in adulthood. It is our intent to establish a school culture where diligence, perseverance, and creativity are respected, and where students feel responsible for their own education is the ultimate goal.

WHOM THE SCHOOL IS TRYING TO EDUCATE

Downtown Charter Academy Middle School shall be nonsectarian in its programs, curriculum, admission policies, employment practices, and all other operations; shall not charge tuition, and shall not discriminate against any pupil on the basis of ethnicity, national origin, gender, gender identity or disability. Amethod Schools has demonstrated tremendous success over the past 25 years in providing effective programs to different subgroups and school sites, and will continue to make a difference in the neighborhoods it serves.

As previously stated, DCA is open to any student or family who wishes to attend; however, the school will concentrate outreach efforts to OUSD students who fit the following criteria:

- *Students who live in low-income households and neighborhoods;*
- *Students whose primary home language is not English;*
- *Students who would be the first in their families to attend college.*
- *Students from immigrant head of households;*

WHAT IT MEANS TO BE AN EDUCATED PERSON IN THE 21ST CENTURY

An individual must be able to thrive in a demanding, fast paced and extremely competitive global environment with a very demanding and fluid economic and technological market. The reality is that America is losing many of the manufacturing and industry driven jobs that once were at the core of the American workforce and middle class. Combined with the demands of an extremely competitive global citizenry, Americans will be compelled to be persistent, industrious, innovative, adaptable, trained, and self-motivated individuals who are committed to continuous learning. The ability to think and analyze with an open mind and make informed decisions based on acumen and understanding of a wide range of perspectives and possibilities will also be essential. This is what education should provide; an academic foundation that will offer the opportunity to enter the world of academia and higher learning in preparation for the challenges of the future global market. DCA students are taught to think, not what to think.

Contemporary success and prosperous career paths, more often than not, demand a college education. Especially for poor minority students residing in urban inner cities; a college education presents the surest path out of poverty and generational disparity. Data from the US Census Bureau indicates that college graduates will earn far more money over their lifetime than non-college graduates.

Tony Wagner in his book, *The Global Achievement Gap,* discusses the new millennium that was ushered in by a dramatic technological revolution and states that we now live in an increasingly diverse, globalized, and complex media-saturated society. According to his research, there are seven skills a well-educated person in the 21st Century must possess (Wagner, 2008). The seven skills highlighted by Wagner are the following:

1. Critical thinking and problem solving
2. Collaboration and leading by influence
3. Agility and adaptability
4. Initiative and entrepreneurialism
5. Effective oral and written communication
6. Accessing and analyzing information
7. Curiosity and imagination

Therefore, DCA believes that a strong academic foundation in the middle school content is imperative. Students need to first receive and master the essential fundamentals such as analytical reading, math fundamentals, and reading comprehension that are the building blocks for academic and brain development. Also, equally important is the development of a steadfast work ethic that will compel the individual to persevere and persist through academic and personal challenges they will encounter in their lives.

Our schools exist to ensure the pipeline to college is filled with students who possess the knowledge and aptitude necessary to succeed in college and the increasingly competitive society. Regardless of their backgrounds, economic standing or any other demographic, it is our task to instill and cultivate these habits with our students and see to it that they possess the tools and confidence necessary to succeed in school and beyond, as contributing citizens of the 21st century.

HOW LEARNING BEST OCCURS

Our schools use data and data analysis as the guiding standards to our methodology. We collect and evaluate achievement, grade performance, and non-academic data such as attendance, and suspensions to measure the effectiveness of the school's overall performance. One of the core concepts for our methodology is to focus our instructional minutes in core content subjects Math and English, Science and History. For example, students in our model receive up to 72 minutes of English daily, with tutoring options available during and after school hours.

Another pillar is our belief that a school must first and foremost provide a safe, orderly, and disciplined classroom culture otherwise the resulting chaos will have a detrimental effect on the learning, and success of all students. Too many excuses are being made and negative attitudes tolerated in local schools and this has resulted in chaotic campuses, school safety issues, burned out faculty, and meager student performance. Learning best occurs when the teacher is organized, engaging, constantly assessing and capturing student attention all the while commanding the curriculum and management of the class. We assert that proper classroom procedures, practice and a sound discipline policy are essential to effective teaching and learning. Inexperienced or laissez-faire teachers tend to be fearful of allowing students to share responsibility for the class. Indeed, many students will behave irresponsibly when given too much latitude while some students, when given a choice in the matter, will choose to not work at all.

Instructional Domains

The Instructional Domains are a compilation of desired best teaching practices summarized with common measures of student success. AMPS' own practice throughout 25+ years of existence have also influenced the standards for every school site. Each standard is designed to create clear, rigorous and effective site pattern for success.

The selected instructional domains are used to gauge teacher effectiveness and instructional practice in Amethod Public Schools classrooms. The framework provides an expectation of common practice to facilitate peer and administrative observations. Through in-house instructional development, coaching and reinforced teaching practices expected within our schools – we develop highly effective teachers. At the student level, the standards in the framework serve to create a common instructional experience across classes and schools by instituting valuable organization wide procedures, rituals and strategies.

There are five (5) areas identified as *Domains* aligned to our teacher evaluation. The described standards and strands demonstrate what is expected to be observed in all of the Amethod Public School classrooms.

Below is an overview synopsis of what teachers in the AMPS system are expected to exhibit.

Domain 1: Purposeful Planning
- *Lesson Design*
- *Lesson Materials*
- *Objective Driven- Plans and Assessments*
- *Focus on All Learners (Modifications, Differentiation)*

Domain 2: Effective Instruction
- *Establishing Learning Expectations and Student Engagement*
- *Use of Instructional Strategies*
- *Pace of Instruction*
- *Assuring All Students Interact with New Knowledge*
- *Addressing the Range of Learners*
- *Urgency*
- *Classroom Setting*
- *Academic Content Mastery and Delivery*

Domain 3: Data Evaluations & Assessments
- *Classroom Assessments*
- *Checking for Understanding and Responsiveness to Daily Student Learning*
- *Ability to Analyze Assessment Results*
- *Appropriateness of Response to Assessment Results*
- *Growth on Interim Assessments*

Domain 4: Classroom Management
- *Classroom Tone: Strong Voice and Positive Framing*
- *Alignment with School Culture*
- *Classroom Procedures and What to Do*
- *Ability to Refocus a Class and Do It Again*
- *Level of On Task Behavior and 100%*
- *Dealing with Challenging Situations and Students*
- *Relationships with Students*

Domain 5: Professionalism (Expectations)
- *Timeliness (School Day, Classes, Meetings)*
- *Ability to Meet Deadlines*
- *Professional Dress and Attitude*

- *Additional Contributions and Responsibilities*
- *Professional Development Participation and Implementation*
- *Relationships with Colleagues/ School*

See Appendix C - AMPS – Instructional Effectiveness Domains & Competencies

Instructional Program Tools

DCA will give students opportunities to learn academic and life skills from teachers, parents, classmates, and community members. The instructional strategies employed at the school are described below.

- ***Differentiated Instruction & Standards-based Instruction***

All too often, teachers "teach to the middle", meaning instruction is geared toward the mid-range of academic levels in the classroom. This severely hampers students who are struggling and those who are excelling. In order to maximize the learning opportunities and attainment of content standards in all core subjects for students, Downtown Charter Academy utilizes a variety of differentiated instructional strategies. Instruction is delivered through a variety of different lesson types including an engaging lecture style format, inquiry-based learning, and differing modalities of instruction such as auditory, visual, and multi-media and other technology-based strategies in an attempt to leverage advances in the blended style of academic models for individual student needs. In addition, all teachers collect, analyze and reflect upon student achievement data on a weekly basis to guide the instruction and ensure that all students' needs are being met. Traditional small group tutoring and reinforcement will continue to be offered to students.

- ***Low Student-Teacher Ratios***

By design, DCA is a small school campus. There are many positive attributes to small campus that include: more attention to students and families more focused academic programs, and a tighter sense of school community. We will seek to limit class sizes to 33 students and will leverage the size through the ongoing use of the Learning Lab and technology components. For students needing intense intervention in math and reading, resource tutors will be provided who will work with small groups in the schools Learning Lab after school programs with an ideal ratio of 10:1.

- ***Individual Learning Plans***

Individual Learning Plans are used as a tool for teachers throughout the year. Students are unique individuals with specific needs, and in order for instruction to be most effective, the particular levels, struggles, and learning needs of students must be taken into account. Therefore, the school creates Individual Learning Plans (ILP) for student's based on assessed needs. The ILP's map out each student's assessed entry point into their respective grade level, academic needs, goals, linguistic needs, and social attributes for the specific student. Parents are an active partner in the ILP process.

See Appendix D – ILP Form

- ***Added Time***

DCA offers more than the required amount of instructional minutes recommended by the state for Math and English / Language Arts. This allows for a more in depth and comprehensive study of the subject matter.

This abundance of instructional time in core subjects affords more time for students for content mastery, and leveraged learning through the usage of technologies. More time means more opportunity for differentiated instruction.

- ***Summer Program***

Our Summer Program has two main goals: 1) Support students who need to be better prepare for the next grade in Math and Language Arts. Students come to school for a 3-week intensive small group instruction and skill practice that target their performance gaps. 2) serve as a bridge to incoming students so that by the beginning of the academic year, students know expectations of behavior, homework and academic routines. It is also a time for community building. This methodology has proven to be efficient in helping students adapt to the academic rigor of the school and form relationships with teachers and peers.

ANNUAL GOALS

1. College and Career Readiness for All Students
2. Positive School Culture and Student Engagement
3. Parent Support and Engagement
4. Student Access to Technology

The following program description reveals how these annual goals are being addressed at DCA. Also, the annual LCAP is attached in the appendix and available at amethodschools.org in both English and Spanish. The LCAP further describes actions taken to reach these goals and the financial implication of these actions.

See Appendix E for DCA LCAP in English

CURRICULUM AND PROGRAM

Amethod Public Schools-Scope and Sequence

K-8 Common Core State Standards

The California State Board of Education has established “rigorous world-class” content and performance standards through the adoption of the ***Common Core State Standards***. DCA will ensure that students demonstrate mastery of these standards in the core disciplines (English/Language Arts, Mathematics, Social Studies/History, and Science).

Every DCA student, teacher, and parent associated with the school will be familiar with the standards for his/her grade level. To achieve this, grade-level appropriate standards shall be clearly articulated and integrated into all lesson plans and classroom activities, and shall be referenced in the homework assigned to students.

Actions taken to implement the CCSS with fidelity

1. *Unpack the Standards:* Ensure teachers, and instructional staff know and understand the CCSS for mathematics and ELA / literacy.
2. *Supporting aligned instructional practice:* Ensure tools and programs used to guide instructional practice reflect and prioritize the expectations of the CCSS.
3. *Focused professional development:* Ensure PD and resources spent on learning deepen educators' knowledge of and facility with the CCSS.
4. *Aligned materials:* Review existing state aligned materials and ensur instructional resources met the goals and expectations of the CCSS.
5. *Aligned assessments:* Ensure school interim assessments accurately reflect the expectation of the CCSS. Teachers are encouraged to use previously released test questions to help them align their own in class assessments. AMPS also uses IlluminateEd, allowing teachers to build standards based assessments to regularly track student achievement.
6. *Involved the community:* Engage staff, parents and community members with the intent and plan for the school to incorporate the CCSS.

English/Language Arts - Common Core State Standards (CCSS)

The CCSS require that students read more challenging texts during instruction than has been general practice in the past. The reason is that this shift could help students reach more advanced literacy achievement levels. But, research also shows this to be a complex instructional issue and one that will not likely be accomplished successfully without a nuanced and thoughtful approach. Merely adding more challenging texts to the curriculum is not a sufficient or effective response to this requirement.

Common Core - Necessities for English Language Arts/Literacy

1. Building knowledge through content rich nonfiction.

Building knowledge through content rich nonfiction plays an essential role in literacy and in the standards within the CCSS framework. In 6-12, ELA classes place much greater attention to a specific category of informational text literary nonfiction than has been traditional in the previous state standards. Informational reading primarily includes content rich non-fiction in history/social studies, science and the art.

The standards for literacy in the cross curricular CCSS format aim to ensure that students will be able to independently build knowledge in these disciplines through reading and writing. DCA actively infuses nonfiction texts to the existing literature program established for the AMPS middle school sites.

2. **Reading, writing and speaking grounded in evidence from text, both literary and informational**

AMPS adheres to the CCSS standards and places a premium on students writing to sources, using evidence from texts to present careful analyses, well defended claims, and clear information. Rather than simply asking DCA students questions they can answer solely from their prior knowledge, deducing, or experience, students are expected to answer questions that depend on their approach of having read the text or texts with care and purpose. Thus, considering that reading standards focus on students' ability to read carefully and grasp information, arguments, ideas and details based on text evidence, AMPS incorporates different interpretation strategies for core and analytic reading as a supplement to the core content program.

The standards also require the cultivation of narrative writing throughout the grades, and in later grades a command of sequence and detail is essential for effective argumentative and informational writing.

3. **Regular practice with Complex text and its academic language**

Rather than focusing solely on the skills of reading and writing, the CCSS standards highlight the growing complexity of the text's students must read to be ready for the demands of college and careers. While this has always been an embedded part of the AMPS middle and high school curriculum, we have incorporated many more scientific and nonfiction spiraled reads for all grade levels. The CCSS standards aim to build a staircase of text complexity so that all students are ready for the demands of college and career level reading no later than the end of high school, therefore reading comprehension and a focus on academic vocabulary is addressed as well.

It is the objective of DCA is to prepare students to be ready for the advanced and honors leveled courses in high school and beyond; that is the intent of the Common Core curriculum. Why are the middle grades such a critical time in terms of academic preparation? In many ways the middle grades represent a fork in the road on the path to college. It is the time when students are choosing who they want to be in the world and are solidifying their academic path. Well-developed programs and school programs, because they support students at such a critical time in their lives, have a unique opportunity to shape students' futures, as long as they are intentional and comprehensive in meeting the academic, developmental and social needs of their students.

There is a common agreement about the rigorous high school courses students should take in order to prepare for college *(e.g., 4 years of English; 4 years of math, culminating in pre-calculus or calculus; 2-4 years of science; etc.)*, and additionally, there are the Honors and

Advanced Placement courses that are coveted courses by many universities. AMPS Staff have learned from our experiences that the rigorous college-prep classes are heavily dependent on middle school.

A students' chance of enrolling and excelling in advanced high school courses which adequately prepare them for college, are severely jeopardized if training and coursework are not up to par in middle school. Therefore, middle school students need to be prepared to take a college-prep high school curriculum to have a shot at higher learning.

Recent research from ACT found that the level of academic achievement students attain *by eighth grade* has a significant impact on college and career-readiness and that, "…improving high school course rigor may not succeed unless we first increase the number of entering high school students who are prepared to benefit from such rigorous courses."[1]

Data backed effective practices combined together with standard aligned textbooks, added time; support, professional development, and the instructional delivery of well-crafted lessons are the hallmarks of AMPS middle school design components. Included in the AMPS designs are pacing guides, sample lesson plans, instructional standards, teaching strategies and assessments that have been successful at other AMPS campuses.

[1](ACT, 2008- *The Forgotten Middle*-Iowa City, IA)

Middle School Curricular Model

	6th Grade	**7th Grade**	**8th Grade**
Core Classes	*-Social Studies: Ancient -Civilizations* *-English 6 /Language Arts (Literature/ Writing)* *-Math (6th Grade Math/ Pre-Algebra)* *-6th Grade Integrated Science* *- Physical Education*	*-Social Studies: Medieval and Early Modern Times* *-English 7/ Language Arts (Literature/ Writing)* *-Math (Pre-Algebra/ Algebra 1)* *-7th Grade Integrated Science* *- Physical Education*	*-History: United States History and Geography* *-English 8/ Language Arts (Literature/ Writing)* *Math (Algebra 1 / Geometry)* *-8th Grade Integrated Science* *-Physical Education*
Learning Lab *Intervention*	*-ELD, Language Live* *-Math Foundations* *-Resource Assistance* *-CTY* *-ILP*	*-ELD, Language Live* *-Math Foundations* *-Resource Assistance* *-CTY* *-ILP*	*-ELD, Language Live* *-Math Foundations* *-Resource Assistance* *-CTY* *-ILP*
Health Education	• Healthy Relations • Human reproduction • Youth rights • Gender and sexuality • STI/HIV • Body Image	• Healthy Relations • Human reproduction • Youth rights • Gender and sexuality • STI/HIV • Body Image	• Healthy Relations • Human reproduction • Youth rights • Gender and sexuality • STI/HIV • Body Image

AMPS Middle School Literacy Program

The National Reading Panel Report (2000)[2] and other research summaries emphasized the five essential components of reading—phonemic awareness, phonics, fluency, vocabulary, and comprehension.

In 1995 the California Reading Task Force[3] identified four components that a balanced, comprehensive approach to reading must contain. It states that students need to read varied, challenging grade leveled novels and selections; that every school and district must organize and implement a comprehensive and a balanced reading program that is research-based and combines skills development with literature and language-rich activities. Vocabulary development, exposure to different literary genres, and opportunities to examine interesting and complex issues and challenges embedded in literature are hallmarks of the AMPS's Middle School program.

At DCA, we use the SpringBoard English Language Arts 6-8 Curriculum written by College Board. Over the course of the SpringBoard program, students read and analyze a wide range of texts in genres including poetry, novels, plays, biographies, nonfiction narratives, speeches, and films. Students also learn to write in forms including essays, personal narratives, argumentative texts such as editorials, and research papers.

Downtown Charter Academy offers a standards-aligned, rigorous English Language Arts program. Students read varied and challenging grade leveled literature, including novels, short stories, essays, plays, and poems, as well as informational texts covering a wide range of forms and content areas; they learn to unpack and identify the major elements of texts through text dependent questions, collaboration, discussion, and close reading. DCA students see themselves as writers, continually engaging in the writing process of pre-writing, brainstorming, drafting, revising, and publishing. The ELA curriculum develops speaking and listening skills through rigorous academic discussion, literature circles, student presentations, gallery walks, and other means of student discourse. Students feel empowered to express ideas in a supportive environment where the reading and writing process is respected and repeated often, and where they connect the texts they read to their own culture, background, and experience. To support students in these rigorous goals, they have access to on-staff paraprofessional tutors, as well as their teachers.

Reading

DCA places an emphasis on reading, both in ELA class and independently. Students are expected to read grade level appropriate novels independently throughout the year, in consultation with their teacher. They learn to read actively, journaling or otherwise responding to their novel each time they read. In class, students read a diverse, engaging, challenging set of grade level appropriate texts, including personal narratives, short stories, myths and fables, expository essays and informational texts, argumentative writing, poems, and plays. These texts are chosen with an eye toward diversity of author, time period, country of origin, and

[2] (The National Reading Panel, 2000)

[3] (*The Report of the California Reading Task Force*, 1995- Sacramento, CA)

content or subject matter. Students read with active support, and unpack these texts through discussions, graphic organizers, close reading and annotating, and other collaborative and independent approaches. By reading closely and widely, students develop an understanding of literary devices, structures, forms, and meanings. At DCA, students are explicitly encouraged to connect the texts they read to their own culture, background, and experience, as well as to explore essential questions that interrogate whose stories are heard, and why it is important to be empowered to tell one's own story. Reading is experienced as a process of engagement, questioning, and discussing, not simply as a way to acquire facts or knowledge for a test. Student understanding and reading are assessed through active reading artifacts (journals, annotations), structured literature circle discussions, debates, character mixers, and both formative and summative writing tasks.

Writing

Downtown Charter Academy emphasizes writing skills across the academic curriculum. In ELA, this means that students produce a diverse set of written work during middle school. Students see themselves as writers, and are given the opportunity to experience writing in as authentic a framework as possible. Students write both fiction and nonfiction works, including personal narratives, short stories, poems, plays, expository essays, informational articles, argumentative and persuasive letters, research papers, and reflections. Students have the opportunity to read, unpack, and familiarize themselves with both published and student exemplars of their writing task before engaging in the writing process. Students explicitly complete all parts of the writing process - prewriting and planning, brainstorming, drafting, revision, and publication - with an emphasis on the need to repeat parts of the process frequently. All summative writing assignments are written in a workshop environment; students create drafts which receive feedback from both peers and a teacher or paraprofessional tutor. They are then given the opportunity to revise. When possible, students publish authentically - creating a journal of class poems, submitting a persuasive letter to a local paper, or reading a short story to an audience of younger students, for example. Finally, students track their writing throughout the year in order to reflect on their growth as writers and revisit pieces they'd like to revise.

Student writing is assessed according to the CCSS, and each assignment includes a standards-aligned rubric. Teachers design both formative assessments and summative written performance tasks that allow both the teacher and the student to track their progress in different standards-aligned skill areas. Because writing is a process, students are given multiple opportunities to revise and improve their work.

Speaking and Listening

Because ELA is essentially the study of how we communicate, speaking and listening standards are included in the CCSS. At DCA, students have the opportunity to participate in rigorous and structured academic discussion regularly, as well as complete summative performance tasks. This allows students to develop and demonstrate important speaking and listening skills. The summative performance tasks (such as debates, presentations, and panel discussions) are assessed according to CCSS aligned rubrics.

Language
At DCA, students are not taught to see grammar and language skills as discrete from the reading, writing, and speaking and listening skills they are developing. Instead, they have the opportunity to learn and demonstrate these skills in authentic contexts. Grammar principals, conventions of English language, and academic, literary, and other vocabulary are taught in context, and students are assessed in authentic practice. Formative and summative assessment rubrics may include language domains in line with CCSS.

English Language Development for English Learners
At Downtown Charter Academy students come with a range of cultural and linguistic backgrounds, experiences with formal and informal schooling, levels of native language and English literacy, immigrant experiences, and socioeconomic levels, as well as other experiences in the home, school, and community. We support ELs to achieve school success through the CA ELD Standards in conjunction with Common Core Standards and the academic content standards depending on ELs' cognitive development. Students in middle school are engaging in challenging content learning and are "reading to learn" in Purposes, Development, and Structure various content areas. We have seen that ELs benefit from participation in the same instructional activities in content areas like math, history and science. However, we want to be intentional in our support to their language development, so during English, ELs take English in small group instruction that is differentiated based on student need. All students draw upon knowledge of oral vocabulary and structures (e.g., recognition of cognates) to inform their English language learning to some extent, depending on their oral proficiency in the native language and how closely their native language is related to English. Students with established literacy in their native language and content knowledge can transfer these skills and knowledge to English with appropriate instructional support.

We have purchased a curriculum called Language Live, aligned to ELD Standards and CCS which includes a teacher direct instruction and a virtual learning component. For a detailed description of this program, see the following section - *Plan for English Learners.*

AMPS Middle School Mathematics Program
Every student will receive a focused, coherent progression of mathematics learning, with an emphasis on sense-making, connecting representations and proficiency with middle school mathematics curricular standards. All Amethod math classes will ensure that all students have access to an authentic algebra course and preparation for the rigors and goal that all students enroll in the Algebra course by Grade 8. Thus, it is critical that our students be prepared with the mathematical prerequisites for this course.

We currently use Pearson Digits curriculum for 6th and 7th grade students and Pearson Algebra 1 and Pearson Geometry for students in 8th grade. Both programs offer Digital math tools which allow students to interact with the same types of digital tools they will use on next-generation assessments. This helps students get comfortable using those very same tools well before the high-stakes assessments. A variety of assessment types offers plenty of opportunities for formative assessment practice throughout the year and Question types mirror

those found on next-generation assessments and give students ample practice with the higher cognitive demands of the new assessments.

6 General Overall AMPS Principles of Math:

1. ***Equity*** – Math is for all students, regardless of personal characteristics, demographics, gender, background, or physical challenges.

2. ***Curriculum*** – Math is viewed as an integrated whole, as opposed to isolated facts to be learned or memorized. Teachers are directed to spend equal time on procedural skills, conceptual understanding, and problem solving. Math students should be expected to explain their reasoning and answer in full sentences.

3. ***Effective Teaching*** – Amethod Teachers should display 4 attributes: deep understanding of math, understanding of individual student development within the scope of the curriculum, effective routines and procedures for teaching mathematics, and a desire to make math engaging and accessible for all students.

4. ***Problem Solving*** – DCA students will gain an understanding of math through classes that promote problem-solving, thinking, and reasoning. We will view math as the foundational approach to logic and critical thinking.

5. ***Continual Assessment*** – Constant and ongoing assessment of student performance, growth and understanding via varied techniques (interim assessments, data points, exit tickets, white boards, etc.)

6. ***Meaningful Practice*** – Students receive daily opportunities for accessing math learning in a variety of ways. This can include guided explanations through direct instruction, individual practice, group work, and inquiry-based tasks. Students receive homework nightly.

DCA teachers have identified the key strands that are essential to the students' ability to gain strong foundations and solid conceptual understanding. AMPS believes that these strands are taught best through a combination of direct instruction of basic skills, hands-on activities to provide a deeper understanding of math concepts by relating them to real world situations and experiences, and differentiated instruction based on the needs of the students as implemented in the AMPS model. With a target population of students from both economically and educationally underserved backgrounds, DCA will implement a program to ensure a solid math foundation is developed for each child and work to take students to an even higher level of mathematical knowledge and skills plateau to put them on the path to advanced high school courses and through college.

The math program is designed to allow all students access to the material from the start of the lesson. We begin classes with intellectually stimulating warm-up exercises that build interest for students. Our veteran teachers have selected, created and refined task-based lessons that require deep mathematical thinking from students. We emphasize rich mathematical tasks that have real world applications. These tasks are "Low-floor/High-ceiling" so that all students can

access the concepts and there are various ways students can extend their learning. We use textbooks as supplemental material to these carefully crafted lessons.

DCA teachers focus deeply on implementing task-based lessons to encourage students to share and explore different solution pathways. When students see that there are multiple ways to think about problems or ideas they move past routine and algorithmic mathematics. This promotes mathematical discourse among the students. Students critique the reasoning of their peers by offering supporting arguments or counterpoints. Students are also explicitly taught how to engage in a respectful and fruitful debate as described in the Common Core State Standards for Mathematics which include standards for mathematical practices in addition to standards in content.

Common Core - Necessities for Mathematics

- **Focus:** The new standards call for a greater focus in mathematics. They focus deeply on the major work of each grade so that students can gain strong foundations: solid conceptual understanding, a high degree of procedural skill and fluency, and the ability to apply the math they know to solve problems inside and outside the math classroom. In essence, DCA teachers will take advantage of focus to actually pay attention to sense-making in math that is critical for younger students.

- **Coherence**: CCSS intends for students to think across grades, and link to major topics within grades. In other words, standards speak to the idea that math does not consist of a list of isolated topics. The Standards themselves, and therefore any instruction, should build on major concepts within a given school year as well as major concepts from previous school years. Each standard is not a new event, but an extension of previous learning.

- **Linking to major topics:** Instead of allowing additional or supporting topics to detract from the focus of the grade, these topics can serve the grade level focus. For example, instead of data displays as an end in themselves, they support grade-level word problems.

- **Rigor**: In major topics pursue conceptual understanding, procedural skill and fluency, and application with equal intensity. Rigor is about the depth of what is expected in the standards, and also about what one should expect to see happening in the classroom, in curricular materials, learning, and so on.

- **Conceptual understanding:** The CCSS standards call for conceptual understanding of key concepts. DCA teachers support students' ability to access concepts from a number of perspectives so that students are able to see math as more than a set of mnemonics, discrete, and disconnected procedures.

- **Procedural skill and fluency:** The standards call for speed and accuracy in calculation. Teachers structure homework time for students to practice core functions so that

students have access to more complex concepts and procedures in the classroom. The AMPS middle school curricular design will prove pivotal for this concept.

- **Application:** The standards call for students to use math flexibly for applications. Teachers provide opportunities for students to apply math in context. Teachers in content areas outside of math, particularly science, ensure that students are using math to make meaning of and access content.

In order to address the individual needs of students, accelerating those who are ahead and meeting the needs of those who are behind, DCA will supplement math instruction with critical thinking and problem-solving activities, which assist in developing a greater understanding of math concepts and higher order thinking skills.

We offered an Advanced Math path for students who respond positively to challenging material. The selection for these classes is based on numerous data points including, but not limited to: computer-based benchmark assessments, written assessments in which students describe their mathematical reasoning, and work samples from in-class activities and homework. The math department then reviews the data for each student to make an informed decision about the Advanced Math rosters.

As part of our summer training seminar; we address the following points and samples for effective math teaching in preparation for Algebra I at 8th grade.

- ***Before lesson***
  - *Review Predictable problem areas*
  - *Prepare questions for deeper analysis of student responses.*
  - *Color code differentiated questions.*
  - *Prepare all necessary materials for efficient time usage during lesson*

- ***During Lesson***
  - *Explanation of objectives or informed teaching: precise statements of the goal, rationale for learning the strategy, and information on when the strategy should be implemented.*
  - *Modeling the task*
  - *Prompting - engage students in dialogue that promotes the development of student-generated problem-solving strategies and reflective thinking (students self-evaluate while they are solving problems).*
  - *Students use peers to evaluate student-generated problem-solving strategies as well*
  - *Guided and independent practice – wide range of examples*
  - *Corrective and positive feedbacks*
  - *Direct/Explicit instruction - modeling*
  - *Instructional Variables*

- ***Strategy Instruction***
  - *Metacognitive Strategy*
  - *Structured Worksheets; Diagramming*

- *Mnemonics (i.e. PEMDAS)*
- *Graphic organizers*

- ***After Lesson***
  - *Reviews*
  - *Exit tickets*
  - *Assessments*
  - *Re-teach*
  - *Individual practice*
  - *Assessments*

AMPS Middle School History/Social Science Program
The discipline of History/Social Studies (HSS) is crucial for the development of a range of skills and schema, with which our students will question and understand the country, cultures, and world they encounter and inhabit. DCA's HSS program is a rigorous, standards-aligned exploration of the past where students learn history primarily through inquiry, argument, and application. History is taught as an investigative and living discipline, with an emphasis on social justice and culturally responsive curriculum to encourage the full development of our students as agents of positive change in their communities. Throughout their study of history, students learn how to read, write, and think like a historian.
The curriculum used for the Social Science program at Downtown Charter Academy is a comprehensive, standards-aligned, core curricular resource that uses an inquiry-based approach to enhance literacy and critical thinking skills. Courses in this digital social studies textbook include U.S. History, World History, Civics and Government, and World Geography and Cultures. The Tech-book brings historical events, concepts, and phenomena to life for today's students with engaging multimedia resources including interactive text, maps, and timelines, plus videos, photos, audio, and hundreds of primary sources. The streamlined, responsive design provides students with an easy-to-follow, consistent experience, accessible from any device, in any instructional setting. Teachers also have access to exclusive videos, multimedia activities, digital text, more than 3,000 primary sources, model lessons, and assessments. With Social Studies Tech-book, students learn the content and skills needed to question the past, understand the present, and shape the future.

Reading and Writing in History
Students are exposed to a variety of text in DCA history classes, from primary sources to current event news articles. Using active and close reading strategies such as annotation and bucketing, students are taught to digest complex texts, evaluate bias, and find evidence or information depending on their task. At DCA, students are taught writing explicitly in the History classroom. Focusing on the construction of argument especially, DCA students write weekly if not daily in the classroom. They are taught to use evidence collected from sources to form and defend historical claims, and their writing is assessed according to CCSS for History/Social Sciences-aligned rubrics.

Historical Thinking
DCA history classrooms place an emphasis on the development of historical thinking skills (as guided by work such as the development of the Big 6 Historical Thinking Skills), through forms such as media analysis, sourcing, and close reading. Students are taught to question texts

they are given, and learn to trust only what they can corroborate with evidence. They are guided to take the perspectives of historical figures in order to understand the contexts of their words and actions, track continuity and change, examine cause and effect, and evaluate the ethics of past actions and words. These are especially put into practice and assessed through inquiry and investigation activities.

Inquiry/investigation
The DCA history classroom revolves around activities that allow students to delve into focus or essential historical questions through reading or viewing primary and secondary sources and formulating arguments. While not every class will be an investigation, these will serve as the core of each topic and unit. Students will learn how to evaluate sources, look for corroboration, and contextualize their evidence. They will then use this evidence to build historical arguments for prompts such has what really happened, why it happened, or what were the effects of an event.

Social Studies Standards/Guidelines from the HSS Framework:

6th Grade

Students in sixth-grade world history and geography classrooms learn about the earliest humans, the development of tools, the foraging way of life, agriculture, and the emergence of civilizations in Mesopotamia, Egypt, ancient Israel, the Indus River valley, China, Mesoamerica, and the Mediterranean basin. Although the focus is primarily on ancient events and problems, this course gives students the opportunity to grapple with geography, environmental issues, political systems and power structures, and civic engagement with fundamental ideas about citizenship, freedom, morality, and law, which also exist in the modern world. Students practice history as an interpretive discipline. They read written primary sources and secondary sources, investigate visual primary sources, and learn how to analyze multiple points of view, cite evidence from sources, and make claims in writing and speaking based on that evidence.

Patterns that will be explored are:

- The movement of early humans across continents and their adaptations to the geography and climate of new regions
- The rise of diverse civilizations, characterized by economies of surplus, centralized states, social hierarchies, cities, networks of trade, art and architecture, and systems of writing
- The growth of urban societies and changes in societies (due to social class divisions, slavery, divisions of labor between men and women)
- The development of new political institutions (monarchy, empire, democracy) and new ideas (citizenship, freedom, morality, law)
- The birth and spread of religious and philosophical systems (Judaism, Greek thought, Hinduism, Buddhism, Confucianism), which responded to human needs and supported social norms and power structures
- The development and growth of links between societies through trade, diplomacy, migration, conquest, and the diffusion of goods and ideas

7th Grade

The medieval and early modern periods provide students with opportunities to study the rise and fall of empires, the diffusion of religions and languages, and significant movements of people, ideas, and products. During these periods, the regions of the world became more and more interconnected. Although societies were quite distinct from each other, there were more exchanges of people, products, and ideas in each century. For this reason, world history during the medieval and early modern periods can be a bewildering catalog of names, places, and events that impacted individual societies, while the larger patterns that affected the world are lost.

To avoid this, as well as the classically Eurocentric model of medieval study, teachers focus on questions that get at the larger geographic, historical, economic, and civic patterns of the world. To answer these questions, students study content-rich examples and case studies, rather than superficially survey all places, names, and events. Students approach history not only as a body of content (such as events, people, ideas, or historical accounts) to be encountered or mastered, but also as an investigative discipline. Students may analyze concrete objects, such as a porcelain vase or the image of a saint, exchanged or made at sites of exchange. As students investigate the exchanges that took place and the interactions of merchants, bureaucrats, soldiers, and artisans at the site, they learn to consider not only what was happening in one culture but also how cultures influenced each other. They analyze evidence from written and visual primary sources, supplemented by secondary sources, to form historical interpretations. Both in writing and speaking, they cite evidence from textual sources to support their arguments. Students also gain fluency in world geography through maps.

Changes and patterns to follow in 7th grade:

- Long-term growth, despite some temporary dips, in the world's population beyond any level reached in ancient times. A great increase in agricultural and city-dwelling populations in the world compared with hunters and gatherers, whose numbers steadily declined.
- Technological advances that gave humans power to produce greater amounts of food and manufactured items, allowing the global population to keep rising.
- An increase in the interconnection and encounters between distant regions of the world. Expansion of long-distance seagoing trade, as well as commercial, technological, and cultural exchanges. By the first millennium BCE (Before Common Era), these networks spanned most of Afro Eurasia (the huge interconnected landmass that includes Africa, Europe, and Asia). In the Americas, the largest networks were in Mesoamerica and the Andes region of South America. After 1500 CE (Common Era), a global network of intercommunication emerged.
- The rise of more numerous and powerful kingdoms and empires, especially after 1450 CE, when gunpowder weapons became available to rulers.
- Increasing human impact on the natural and physical environment, including the diffusion of plants, animals, and microorganisms to parts of the world where they had previously been unknown.

8th Grade

The eighth-grade course of study begins with an intensive review of the major ideas, issues, and events that shaped the founding of the nation. In their study of this era, students will view American history through the lens of people who were trying—and are still trying—to

fulfill the promise of the Declaration of Independence and the Constitution. Throughout their eighth-grade United States history and geography course, students will confront the themes of freedom, equality, and liberty and their changing definitions over time. This course will explore the geography of place, movement, and region, starting with the Atlantic seaboard and then American westward expansion and economic development, the Civil War and Reconstruction, and finally, industrialization.

As students learn American history from the late 1700s through the end of the nineteenth century, they will develop reading, writing, speaking, and listening skills that will enhance their understanding of the content. As in earlier grades, students will be taught that history is an investigative discipline, one that is continually reshaped based on primary-source research and on new perspectives that can be uncovered. Students will be encouraged to read multiple primary and secondary sources; to understand multiple perspectives; and to learn about how some things change over time and others tend not to. They should appreciate that each historical era has its own context, and it is up to the student of history to make sense of the past on these terms by asking questions about it.

Source: California Department of Education: History/Social Studies Framework

Assessment

These standards are assessed in a variety of forms. Site-wide, each grade takes History Writing Task (HWTs) assessments (content tailored to be grade-specific) after each semester to assess students' ability to make historical arguments based off of a range of provided primary and secondary sources. These DBQ (Document Based Question)-style assessments are scored on a common rubric so student progress can be tracked across the grades and instruction either that year or in the following grade can be informed.

At DCA, students are not subjected to rote memorization and regurgitation as the way they are assessed in class. Within each class, students' historical thinking and content knowledge is evaluated in a formative and summative methods. Through means such as the Stanford History Education Group's (SHEG) Historical Assessments of Thinking (HATs), teachers formatively assess student thinking and ability to source, corroborate and contextualize sources throughout the year. Units culminate in performance tasks, where students demonstrate both content knowledge and historical thinking through authentic application, whether in the form of a project, essay, presentation or other output. Performance tasks allow students to grapple with essential questions, inhabit the authentic roles of those they study, as well as perform the jobs of historians, politicians, or other occupations that directly correlate with content.

DCA students emerge from their study of History at this school with the tools to be critical thinkers and active, informed citizens. They are prepared for 21st century information and news, armed with a deep understanding of the past and the skills to be successful and positive forces for change in high school, college, and beyond.

AMPS Middle School Science Program

We believe that effective standards-based Science programs are lacking among many inner-city elementary schools. It has been our experience that students entering the 6th grade lack the specific science-based vocabulary and understandings that are necessary to address middle school standards as defined by the State Board of Education. Many students leaving the

elementary schools do not have the understanding of the scientific process that is at the core of scientific thought.

The DCA science program fosters students' sense of curiosity about the natural world and gives them a strong understanding of content knowledge and scientific vocabulary, as well as the tools needed to carry out the scientific method. Students are taught that science is an iterative process that requires them to ask critical questions about the world around them. They are given opportunities to design and execute investigative procedures that lead them to logical, reasoned, and empirically supported conclusions. Additionally, we recognize the interdependence of science, engineering, and technology. The inclusion of practical engineering and technology skills in the NGSS are reflected in that students are routinely given tasks where they are asked to develop, test, and optimize design solutions.

DCA offers an NGSS-aligned integrated science curriculum called KnowAtom that focuses on building content knowledge across scientific disciplines in addition to performance expectations. In 6th through 8th grade, students learn physical, earth, and life science. We teach the content through a combination of reading, writing and inquiry-based tasks based on the CCSS Reading Standards for Informational Text and the Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects. The KnowAtom curriculum has NGSS-designed, grade-specific, K-8 learning progressions. It includes Integrated formative and summative assessments, and Nonfiction reading certified at grade level by The Lexile® Framework for Reading, as well as Online access and digital visuals, tools, and videos that support teachers in their instruction.

We promote inquiry-based learning and create hands-on opportunities for students to engage in the process of scientific investigation and exploration in the classroom. Students learn the process of scientific inquiry through performing labs that require them to demonstrate their investigative skills. As part of the lab procedure, students will engage with their reasoning skills by recording and analyzing data and will be able to draw conclusions that are supported by evidence. Additionally, students have the opportunity to engage with the engineering design process by designing, testing, and refining prototypes to solve real world problems. With a rigorous, interactive, and comprehensive science program, students will learn to be measured and logical in their thinking as well as innovative. The DCA middle school science program will include continual assessment of students' knowledge and understanding as is done with all other content areas.

Physical Education
PE Content Standards

The five (5) overarching model content standards for middle school students are as follows:

- ***Standard 1:*** Students demonstrate the motor skills and movement patterns needed to perform a variety of physical activities.

- ***Standard 2:*** Students demonstrate knowledge of movement concepts, principles, and strategies that apply to the learning and performance of physical activities.

- ***Standard 3:*** Students assess and maintain a level of physical fitness to improve health and performance.

- ***Standard 4:*** Students demonstrate knowledge of physical fitness concepts, principles, and strategies to improve health and performance.

- ***Standard 5:*** Students demonstrate and utilize knowledge of psychological and sociological concepts, principles, and strategies that apply to the learning and performance of physical activity.

Middle school physical education programs will concentrate on all areas of physical activity and mental development. In a period of increasing obesity among American youth, where approximately, less than 20% of adolescents participated in physical activity for at least 60 minutes daily coupled with approximately 17% (or 12.5 million) of children and adolescents aged 2-19 years are obese, a rigorous program that emphasizes a healthy lifestyle will be the focus of the program.

Due to these alarming statistics, physical education classes will stress the importance of student participation, through regular Moderate to Vigorous Physical Activity (MVPA).

- *Moderate physical activity refers to activities equivalent in intensity to bicycling*
- *Vigorous physical activity produces large increases in breathing or heart rate, such as jogging, aerobics or bicycling uphill;*

Benefits of regular MVPA for a minimum of 70 % of class time:

- Increasing MVPA in PE has the greatest potential for increasing health benefits for most students as it generates more energy expenditure; diabetes; contributes to obesity prevention and muscular and bone development; reduces anxiety and stress; improves self-esteem, mood and concentration; and reduces the risk of chronic disease.
- Active and focused PE can contribute to academic performance, improved attendance and positive classroom behavior.
- Reducing risk of childhood disease that afflicts minority children at much higher rates.

Heath Education

We will be compliant with the AB 2601, the bill that includes charter schools in the California Healthy Youth Act (CHYA) requiring middle school students in CA to receive comprehensive sexual health education. We are partnering with Planned Parenthood to make sure that they have access to this important education.

At DCA, we will also offer parent education workshops and professional development training for teachers regarding all the topics related in the Curriculum Model Chart.

Sample Middle School Daily Schedule

To address and close the achievement gaps, schools need to think outside the box and use time with maximum efficiency. We have no time to waste! The increase in instructional time in core subjects coupled with the short rotations, allow our students to receive a daily program that provides increased instructional time than that mandated by the state of California.

Times	Schedule	Instructional Minutes
8:30 - 8:50	Social Emotional Learning	20
8:50 - 10:02	Math	72
10:02 - 10:05	Transition	
10:05 - 11:17	Science	72
11:17 - 11:20	Transition	
11:20 - 12:32	English/Language Arts	72
12:32-1:02	Lunch	
1:02-1:05	Transition	
1:05 - 2:17	History	72
2:17 - 2:20	Transition	
2:20 – 2:32	Literacy Initiative	12
2:20 - 3:32	PE	60
3:32 – 6 pm	Learning Labs and Enrichment Programs	

Direct Instruction
AMPS values a direct instruction model. Teachers use a variety of lesson types as they deliver new content and material. While lecture-based lessons are a staple of the instructional methods, inquiry-based lessons and facilitation of student-centered activities are used to support student learning.

The following table highlights the presentation of a new lesson using Direct Instruction.

Technique	Implementation
Daily review, checking previous day's work, and re-teaching *(if necessary)*	-Checking homework -Re-teaching areas where there were student errors -Student cross checks and Questions
Presenting new content/skills	-Objective of lesson or Essential Question clearly written on front board -Provide Preview and overview of new material -Activate prior knowledge established -Proceed in small steps (if necessary), but at a rapid pace -Give-detailed or redundant instructions and explanations -New skills are phased in while old skills are being mastered
Initial student practice	-High frequency of questions and overt student practice (from teacher and materials) -Prompts are provided during initial learning (when appropriate)

	-All students have a chance to respond and receive feedback -Teacher *checks for understanding* by evaluating student responses -Continue practice until students are firm -Success rate of 75-80% or higher during initial learning
Feedback and correctives (and recycling of instruction, if necessary).	-Feedback to students, particularly when they are correct but hesitant -Student errors provide feedback to the teacher that corrections and/or re-teaching is necessary -Corrections by simplifying question, giving clues, explaining or reviewing steps, or re-teaching last steps -When necessary, re-teach using smaller steps
Independent practices so that students are firm and automatic.	-Seat work -Unitization and automaticity (*practice to perfect*) -Seatwork & Grouping (*procedure for monitoring*) -95% correct or higher
Weekly and monthly reviews vital.	-re-teaching, if necessary - Quizzes -Exit Tickets -Do Now -White board assessments

AMPS Middle School State Aligned Curriculum
All of the AMPS middle school textbooks and curriculum correlate to the state standards and frameworks for a specific grade level and/or subject as mentioned in the department program sections above.

In addition, the Literature program that is based on a combination between the California Department of Education, CCSS, National Reading Panel and Johns Hopkins University – Center for Talented Youth program suggestions. Every suggested novel has correlated objectives, lessons, tests, leveled questions, writing prompts, assessments, and projects that accompany the specific text. Some adjustments may be made in certain courses as the administrators and teachers make adjustments to adapt to the specific needs of their students as assessments results are analyzed.

PLAN FOR STUDENTS WHO ARE ACADEMICALLY LOW-ACHIEVING

Student Study Team, SST
The Student Study Team (SST) process was designed to provide support to the student and teacher through collaborative approach. It is based on the premise that "Two heads are better than one" when developing plans for students who are having difficulty in school.

The process is based on the 1997 –re-authorization of IDEA and Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act. SST documentation can meet most Section 504 requirements.

Student Study Team, is an interdisciplinary group that uses a systematic process to address learning and/or behavior problems of students
Process:

- Referral
- Gathering Information
- Assessment or evaluations data (if necessary)
- Developing and educational plan
- Implementation of the educational plan
- Evaluation of progress
- Ongoing monitoring and evaluation

Generally speaking, all referrals should go to the SST referral process. The SST intervention can be bypass for students for whom it would be detrimental or for students whose difficulty is so severe or so unusual as to render the SST as no help. This is a decision made with parent input. English Learners can be referred for an appropriate program but the El teacher at DCA participates in as a team member. Students who are served through the Individual Learning program (ILP) may be considered for difficulties that would normally warrant an SST study, but the placement in ILP is not considered the basis for an automatic request for SST.

Students that are referred for evaluation for special education consideration should meet the following criteria:

- That reasonable classroom interventions of sufficient duration have been carefully attempted, without success, and,
- That the cause of the problem is suspected to be a disability that cannot be resolved without education services.

Our goal and expectation are the same for every student in our campuses. We assure that students of every subgroup and demographic be enrolled in a rigorous program with challenging curriculum and be provided an instructional program that holds high expectations for all. Struggling students' who perform below less than site specific average grade for levels in the initial interim assessment score will be provided with the necessary supplemental instructional support to strengthen their academic growth. An ILP may be initiated as needed for struggling students.

Downtown Charter Academy will establish a series of interventions that will offer a myriad of support services driven by proportional increases in direct instructional time.
In addition to daily instruction, programs such as before school, after school, noncore tutoring (small & individual) programs will be offered according to student needs. Students who continue to struggle through specific subjects receive extra assistance will enter intervention programs such as but not limited too; summer sessions, intercession tutoring, and increased noncore one to one sessions.
See Appendix F – Multi-Tiered Systems of Support (MTSS) Overview

Individual Learning Plan (ILP)
The Amethod Schools Individual Learning Plan (ILP) is a valuable tool for our schools, teachers, and families to use in differentiating and individualizing instruction to help Amethod School sites attain the goal of eliminating difficulties, frustrations, and even excuses and raising student achievement for every individual student. An ILP is intended to offer a simple to understand tool for individualizing instruction, promoting a team approach, and effort in raising the academic achievement of at-risk students.

An ILP is a student specific program or strategy that takes into consideration the student's strengths, weaknesses, needs, and most commonly- excuses. It is a tool that allows the school staff to plan, monitor, manage, and evaluate student achievement by identifying student needs and applying interventions based on student needs and a surround style of services and resources.

Teachers and leaders consider an Individual Learning Plan for all students whose achievement in more than two core classes falls below passing levels. ILP's include assessment information, measurable goals that are realistic yet ambitious for an 8 week period, classroom modifications, curriculum focus, and explicit goals and their corresponding practices for tutors to accomplish with each student in the series or after school interventions.

This tool is used in our attempt to support student needs in essential skills, and abilities. The ILP is also a necessity in demanding school systems such as ours that requires students to work in a demanding academic program. An ILP typically looks at student strengths and weaknesses based on summative and past formative assessment data and sets individual goals, needs, and outlines. The interventions are implemented to attain goals, set a timeline, responsibilities, and finally, evaluate progress attained at a predetermined assessment date.

First Phase

Teachers attempt small in class modifications such as preferred seating, cloze notes, etc., before implementing the ILP in the general education classroom. Teachers assess student progress with formative assessments and formative based assessments (end of chapter quizzes, etc.) and establish a *Data Point*. Students, who continue to struggle in the classroom through the initial instructional programs, receive additional support in the classroom.

As DCA moves towards the addition of technology components to the Learning Lab, students will be offered online tutoring programs in class as the leveraged class style. Adjustments that

may be established after this initial phase include adjustments in duration, and frequency of direct instruction. Teachers may meet with smaller groups more often for longer periods of time and may adjust instructional strategies and materials as needed for modifications.

Second Phase

Students goals laid out in the initial ILP for the general education classroom are set. If a student is identified as significantly below grade level in the first round of assessments, they are given a revised ILP directing their work in an additional period each day during Learning Lab time that offers small group tutoring time as an intervention through the usage of an intern, or highly qualified tutor. During this time, they work directly on the specific skills they are lacking or teachers cross refer students to different classes for grade level remediation. As DCA moves towards the addition of technology components to the Learning Lab, students will be offered online tutoring programs in class as the leveraged class style or within the Learning Lab time.

Intervention is provided with a very specific 6-8 week plan combining suggestions from the classroom teacher used to get a student to meet their target at the end of 8 weeks. Interim assessments are given every 8-9 weeks and will capture the progress towards set goals of every individual student as measured against the work assigned. If the student still is not making adequate progress, the Site Director may form a Student Study Team Process and revise the Individualized Learning Plan.

Third Phase

If the student fails to make progress in both Phase 1 and Phase 2 interventions after 2 interim cycles (12 weeks), they enter into a more comprehensive assessment process for further diagnostics and recommendations. A Student Study Team (SST) must be established by the Site Director to seek a team response to needed interventions. At this phase, a home visit may be implemented by the SST members as needed.

Intervention Overview (Learning Lab)

DCA has expanded on the concept of tutoring and supplemental assistance and developed and implemented the usage of the Learning Lab as a place where students can receive small group tutoring, supplemental and preparatory instruction, computer adaptive assistance, technology and homework help. The lab will be ongoing throughout the day, including before and after school and will be led provided by the onsite Lab Coordinator, instructional assistants, and peer tutors. The following describes a few of the programs that will be a part of the Learning Lab.

Program	Description

Math Tutorial	Students struggling in Math receive intervention through small group and personalized attention from an identified teacher and or volunteer tutor assistant. Utilizing a group tutorial structure, students receive a more individualized instructional setting.
Special Needs/ Academic Success	Designated Special Education students will be provided extra support to reflect the needs outlined in the IEP and in all of their academic courses through one-on-one instruction, group support and guided instruction. The sessions will last 30-55 minutes 4 days a week or as recommended in their IEP.
Computer Tutoring (Individualized Online Programs)	Amethod Schools will continue to implement a blended model of education, where technology is effectively integrated in every classroom and program, where students rotate on and off workstations throughout the day. Students who are not utilizing online content receive the kind of small-group and individualized instruction that will meet their diverse learning needs. Students will learn in groups of up to 17 in the core subject areas of reading, writing, math, science, and history. The students positioned at the computers will engage in personalized, adaptive programs, which tailor instruction to the appropriate level for each participant.
Homework Club	Students who are struggling with a particular class or simply want more support in a subject can attend homework club, which is offered for an hour every day after school and run by a credentialed teacher, paraprofessionals, and/or college interns.
One to Ones	If a student continues to struggle after the second phase assessments (see below), they are assigned a one to one time to work with an identified tutor during noncore instructional time. Concept mastery is the target goal for these students.
Intersession Groups	Some students will require much more ongoing support; as such our schools provide an extended school year in the form of interim time off intercessions for students. Teachers and administrators meet with families to discuss the program as needed.

PLAN FOR ACADEMICALLY HIGH-ACHIEVING STUDENTS

Center for talented youth program - CTY

Downtown Charter Academy expects all students to reach high standards of success. For those students who excel academically, DCA will offer supplemental programs and opportunities for students through partnerships with colleges and programs.

Amethod Public Schools has partnered with Johns Hopkins University Center for Talented Youth Program (CTY) for over a decade and has sent many high achieving students to attend and study at university campuses in a three-week residential program- most of whom receive scholarships.

Pre-advanced placement math
Moreover, DCA will also offer in house programs such as a Pre-Advanced Placement Math and Honors English Program that will prepare students who are academically ready to enter high leveled high school programs such Advanced Placement and Honors courses. These students will be challenged to work through advanced coursework that is more commonly presented to high school students. High performing students will also have an opportunity to enroll in an accepted online course offered on site through academic partners such as Johns Hopkins University. We will also have established a partnership San Francisco State University to offer college leveled courses to high achieving upper grade students at DCA. The courses will include a critical thinking, and college readiness courses.

After school program for all
The DCA after-school program seeks to expand learning by providing students with resources to explore potential areas of interest in three categories during critical non-school hours: athletics, arts, and academics. Serving close to eighty percent (80%) of our student body, the program is funded primarily by ASES (After School Education and Safety) and Oakland Measure G1 grants, allowing us to provide a safe and nurturing environment to our students after school.

At present, the program offers courses in eighteen subjects, which students are free to enroll in and change between three times every year: basketball, soccer, rugby, volleyball, cross country, art, dance, drama, music production, choir, publishing, gardening, Mandarin, computer science, robotics, gaming, baking and science. Students who enroll in the program are required to select at least one club from each category and stay for a minimum of two hours every day. Nutritious snacks are available as well, at no charge to families.

The program also provides tutoring services to students in need. The school aims to tightly align after-school resources with normal-day programs and serve as an extension of what we provide students based on individual needs. Based on the belief that all children are capable of reaching high standards, the program will continue to look forward and think of ways to seek out funding and opportunities that benefit our students.

Tutoring program
DCA has a staff of five tutors for both English Language Arts (ELA) and mathematics. The tutoring program at DCA is works to support students performing below grade level, making sure students get on track to meet grade standards. Teachers and tutors work closely to provide students with the additional needed instruction.

Students are chosen based on performance needs, or if they would benefit from extra practice. Testing scores, quality of participation, assignments, and grades are all taken into consideration. We are working with growth mindset, and we consider DCA Tutoring program a tremendous resource and opportunity for our students and we maintain a continuous communication with parents on progress and commitment.

PLAN FOR SERVING STUDENTS WITH DISABILITIES

The Charter School shall comply with all applicable state and federal laws in serving students with disabilities, including, but not limited to, Section 504 of the Rehabilitation Act (Section 504), the Americans with Disabilities Act (ADA) and the Individuals with Disabilities in Education Improvement Act (IDEA), and any other applicable civil rights enforced by the U.S. Department of Education Office of Civil Rights (OCR). Furthermore, the Charter School will comply with AB 602, El Dorado County Charter SELPA (SELPA) guidelines, and all California laws pertaining to special education students.

Special Education Students
The Charter School recognizes its responsibility to enroll and support students with disabilities who can benefit from its programs and who otherwise qualify for enrollment. The Charter School will operate as its own local educational agency (LEA) and is a member of the El Dorado County Charter SELPA in conformity with Education Code Section 47641(a). The Charter School pledges to work in cooperation with the SELPA to ensure that a free and appropriate education is provided to all students with exceptional needs.

In the event the Charter School seeks membership in a different state-approved SELPA, the Charter School will provide notice to the District, the SELPA, and the California Department of Education before June 30th of the year before services are to commence.

Services for Students under the IDEA.
The following description regarding how special education and related services will be provided and funded is being proposed by the Charter School for the sole purpose of providing a reasonably comprehensive description of the special education program in the Charter Petition, and is not binding on the District. The specific manner in which special education and related services will be provided and funded shall be set forth in a Memorandum of Understanding (MOU), delineating the respective responsibilities of the Charter School and the SELPA.

The Charter School shall provide special education instruction and related services for special education students enrolled in the Charter School in accordance with the IDEA, Education Code requirements, and applicable policies and practices of the SELPA. The Charter School will follow SELPA policies and procedures, and shall utilize SELPA forms in seeking out and identifying and serving students who may qualify for special education programs and services and for responding to record requests and parent complaints, and maintaining the confidentiality of pupil records.

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

Search and Serve
The Charter School will follow SELPA child-find procedures to identify all students who may require assessment to consider special education eligibility and special education and related

services in the case that general education interventions do not provide a free appropriate public education to the student in question.

Students possibly in need of special education can be screened from already available data (i.e. school tests, teacher observations, grades, etc.) regarding the student's progress or lack of progress within the general program.

For students who are identified as needing interventions, a Student Study Team (SST) composed of the student, the student's parent or guardian, the Site Director, and a Charter School faculty member will be responsible for identifying the student's needs and developing a plan to enable that student to be successful, including, but not limited to, the appropriate individual tutoring schedule, classroom modifications, strategies and techniques to enhance that student's ability to be successful. If the Student Study Team finds that the pre-intervention plan is not sufficient to meet the student's needs, they will recommend that student for a formal special education assessment. The Charter School may also choose to refer a student for services through the provisions of a Section 504 Plan, if appropriate. Parents will be informed that special education and related services are provided at no cost to them.

Interim and Initial Placements of New Charter School Students

If a student enrolls at the Charter School with an existing IEP, the Charter School will notify the SELPA consistent with SELPA policies.

The Charter School shall comply with Education Code Section 56325 with regard to students transferring into the Charter School within the academic school year. In accordance with Education Code Section 56325(a)(1), for students who enroll in the Charter School from another school district within the State, but outside of the SELPA with a current IEP within the same academic year, the Charter School shall provide the pupil with a free appropriate public education, including services comparable to those described in the previously approved IEP, in consultation with the parent, for a period not to exceed thirty (30) days, by which time Charter School shall adopt the previously approved IEP or shall develop, adopt, and implement a new IEP that is consistent with federal and state law.

In accordance with Education Code Section 56325(a)(2), in the case of an individual with exceptional needs who has an IEP and transfers into the Charter School from a district operated program under the same special education local plan area of the Charter School within the same academic year, the Charter School shall continue, without delay, to provide services comparable to those described in the existing approved IEP, unless the parent and the Charter School agree to develop, adopt, and implement a new IEP that is consistent with federal and state law.

For students transferring to the Charter School with an IEP from outside of California during the same academic year, the Charter School shall provide the pupil with a free appropriate public education, including services comparable to those described in the previously approved IEP in consultation with the parents, until the Charter School conducts an assessment pursuant to paragraph (1) of subsection (a) of Section 1414 of Title 20 of the United States Code, if determined to be necessary by the Charter School, and develops a new IEP, if appropriate, that is consistent with federal and state law.

Referral and Assessment
The term "assessments" shall have the same meaning as the term "evaluation" in the IDEA, as provided in Section 1414, Title 20 of the United States Code. The Charter School will determine what assessments, if any, are necessary and arrange for such assessments for referred or eligible students in accordance with applicable law. The Charter School shall obtain parent/guardian consent to assess Charter School students.

The referral process is a formal, ongoing review of information related to students who are suspected of having disabilities and show potential signs of needing of support or special education related services. The referral for assessment process will include examining student screening information and making a decision about whether or not to conduct a formal assessment. The parent of any student suspected of needing or qualifying for special education services may also make a referral for evaluation. Any such referrals will be responded to in writing by the Charter School within 15 days. Parents will be informed that special education and related services are provided at no cost to them.

If the Charter School concludes that an assessment is appropriate, the parent will receive a written Assessment Plan within 15 days. The parent will be given at least 15 days to provide written consent to the Assessment Plan. Assessments will be done only upon receipt of written parent permission. The assessment will be completed and an Individualized Education Program (IEP) meeting held within 60 days of receipt of the parent's written consent for assessment, consistent with applicable law.

Upon completion of the assessment, an IEP team will be assembled to review the results of the assessment and determine the student's need for special education. The Charter School will be responsible for scheduling, coordinating and facilitating the IEP meeting. Educators qualified to interpret test results will present the assessment data at the IEP meeting. Parents will be provided with written notice of the IEP meeting, and the meeting will be held at a mutually agreeable time and place.

Every student who is assessed by the school will have an IEP that documents assessment results and eligibility determination for special education services.

IEP Meetings
The Charter School shall arrange and notice the necessary IEP meetings. IEP team membership shall be in compliance with state and federal law. The Charter School shall be responsible for having the following individuals in attendance at the IEP meetings: the Site Director and/or the Charter School designated representative with appropriate administrative authority as required by the IDEA; the student's special education teacher; the student's general education teacher if the student is or may be in a regular education classroom; the student, if appropriate; and other Charter School representatives who are knowledgeable about the regular education program at the Charter School and/or about the student. The Charter School shall arrange for the attendance or participation of all other necessary staff that may include, but are not limited to, an appropriate administrator to comply with the requirements of the IDEA, a speech therapist,

psychologist, resource specialist, and behavior specialist; and shall document the IEP meeting and provide notice of parental rights.

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

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

Non-Public Placements/Non-Public Agencies
The Charter School shall be solely responsible for selecting, contracting with, and overseeing all non-public schools and non-public agencies used to serve special education students.

Special Education Strategies for Instruction and Services
The Charter School shall comply with the federal mandate of the "least restrictive environment", meaning that the school will make every attempt to educate special education students along with their non-disabled peers.

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

Staffing
The Charter School is committed to assuring all IEPs are properly implemented and all students requiring services are adequately taken care of. All special education services at the Charter School will be delivered by individuals or agencies qualified to provide special education services as required by the California Education Code and the IDEA. The Charter School will be responsible for the hiring, training, and employment of site staff necessary to provide special education services to its students, including, without limitation, special education teachers, paraprofessionals, and resource specialists. The Charter School shall ensure that all special education staff hired or contracted by the Charter School are qualified pursuant to SELPA policies, as well as meet all legal requirements. The Charter School shall further be responsible for the hiring, training, and employment of itinerant staff necessary to provide

special education services to Charter School students, including, without limitation, speech therapists, occupational therapists, behavioral therapists, and psychologists.

The goal of the Charter School is to employ at least one full time teacher who possesses a Special Education Credential. This teacher, along with the Site Director of the Charter School, will be the primary Charter School representative tasked with assuring that all aspects of the IEP and any possible 504 plans are properly implemented. All teaching staff at Downtown Charter Academy, DCA, will also be involved in assuring that all IEPs and 504 plans are properly implemented.

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

Notification and Coordination
The Charter School shall follow SELPA policies as they apply to all SELPA schools for responding to implementation of special education services. The Charter School will adopt and implement polices relating to all special education issues and referrals.

Due Process Hearings
The Charter School may initiate a due process hearing or request for mediation with respect to a student enrolled in the Charter School if it determines such action is legally necessary or advisable. In the event that a parent/guardian files a request for a due process hearing or request for mediation, the Charter School shall defend the case.

Complaint Procedures
The Charter School shall adopt policies for responding to parental concerns or complaints related to special education services. The Charter School shall receive any concerns raised by parents/guardians regarding related services and rights, and the Charter School's designated representative shall investigate as necessary, respond to, and address the parent/guardian concern or complaint. Parents or guardians also have the right to file a complaint with the District and/or California State Department of Education if they believe that the school has violated federal or state laws or regulations governing special education.

Section 504 of the Rehabilitation Act
The Charter School shall be solely responsible for its compliance with Section 504 and the ADA. The facilities to be utilized by the Charter School shall be accessible for all students with disabilities. The Charter School recognizes its legal responsibility to ensure that no qualified person with a disability shall, on the basis of disability, be excluded from participation, be denied the benefits of, or otherwise be subjected to discrimination under any program of the Charter School. Any student, who has an objectively identified disability which substantially limits a major life activity including but not limited to learning, is eligible for accommodation by the Charter School.

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

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

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

If the student is found by the 504 team to have a disability under Section 504, the 504 team shall be responsible for determining what, if any, accommodations or services are needed to ensure that the student receives a free and appropriate public education (FAPE). In developing the 504 Plan, the 504 team shall consider all relevant information utilized during the evaluation

of the student, drawing upon a variety of sources, including, but not limited to, assessments conducted by the Charter School's professional staff.

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

reviewed at least once per year to determine the appropriateness of the Plan, needed modifications to the plan, and continued eligibility.

See Appendix G - AMPS 504 Plan Overview

Special Education Strategies for Instruction
DCA will comply with the federal mandate of the "least restrictive environment," meaning that the school will make every attempt to educate special education students along with their non-disabled peers. DCA will mainstream all of its students as much as is appropriate according to each individual IEP, offering a comprehensive inclusion program that includes specialized tutoring through DCA's extended day and year. Each student's IEP requires different kinds of modifications for instruction and services, therefore the educational strategies of the IEP will be built around the student's needs and how these fit within the general educational program of the school. The instruction outlined in each student's IEP will be delivered by personnel qualified to do so.

Professional Development for DCA Staff
The School Director, regular and special education teaching staff, as well as other appropriate organizational faculty and staff members will attend professional development and/or training meetings necessary to comply with state and federal special education laws, including those sponsored by the District or SELPA.

The school also intends to seek professional development opportunities for its' staff through potential trainings facilitated by the Sacramento State University Office of Education, OUSD, Alameda County Office of Education, Aliant University (Hofstetdler School of Education), El Dorado Office of Education- Charter SELPA and recommended private companies.
Student discipline and procedures for suspension and expulsion will be in compliance with discipline procedures set forth in the IDEA and consistent with federal and state law. Discipline procedures will include positive behavioral interventions. DCA is responsible for keeping daily attendance for each student by reporting and certifying attendance monthly on district forms, and filing them with the District.

PLAN FOR ENGLISH LEARNERS

The English language learner (EL) student population continues to grow more rapidly than the student population as a whole, especially in California. Therefore, it is vital that schools address the needs of this growing demographic and provide a program that is responsive to the culture and needs of the English Language Learner population. DCA will meet all legal requirements for English Learners as they pertain to annual notification of parents, student identification, EL and core content instruction, teacher qualifications, reclassification, and monitoring, training, and standardized test requirements. DCA will exercise the autonomies afforded by Education Code 47600 (Charter Schools Act of 1992), as it establishes methodologies and practices, all within the law, that may be different than those of the school district in which it operates.

Downtown Charter Academy implements policies to assure proper placement, evaluation, and communication regarding EL student programs and family home language translations. Most

assuredly, DCA will hold high expectations for English Language Learners (EL) population, and will assure that a rigorous and supportive academic program is offered to all students. Structurally, Amethod School campuses run a full-inclusion program for our EL students. EL students will not be in bilingual instruction classes at DCA. From the first day of school, English Learner students will be immersed in English, with the support they need to learn the language and develop the grammatical framework and vocabulary needed to begin developing as readers and writers.

Although it is difficult to categorize a student into a single English Language Development (ELD) stage, they are helpful for thinking about the different scaffolding necessary to provide for students according to their proficiency descriptors:

- Emerging: Students at this level typically progress very quickly, learning to use English for immediate needs as well as beginning to understand and use academic vocabulary and other features of academic language.
- Expanding: Students at this level are challenged to increase their English skills in more contexts and learn a greater variety of vocabulary and linguistic structures, applying their growing language skills in more sophisticated ways that are appropriate to their age and grade level.
- Bridging: Students at this level continue to learn and apply a range of high-level English language skills in a wide variety of contexts, including comprehension and production of highly technical texts. The “bridge” alluded to is the transition to full engagement in grade-level academic tasks and activities in a variety of content areas without the need for specialized ELD instruction.

However, as explained below in *Language Live* curriculum, ELs at all levels of English language proficiency fully participate in grade-level tasks in all content areas with varying degree. Teachers target distinct skills and strategies that include oral language comprehension and production. Thus, some of the Language Live blocks focus on oral language development and comprehension activities. This is made possible through the over 72 daily minutes in the classroom that can be segmented into individualized or small group instruction. Through this small group, a student is able to receive specific language instruction and they are able to further develop their language proficiency through re-tells, explicit vocabulary lessons, and a small group focus on letters, word patterns, spelling, blends, sounds, etc.

Home Language Survey
For all students, DCA will administer the home language survey upon a student’s initial enrollment to the school.

At Downtown Charter Academy, we will administer ELPAC to: (1) newly enrolled students whose primary language is not English, as an initial assessment; and (2) students who are English learners (ELs) who have not been reclassified as fluent English proficient (RFEP), as a summative assessment. We will do it to inform our instructional support to English Learners and to satisfy the federal law which requires all LEAs a statewide English Language Proficiency (ELP) test.

Language Live Curriculum for English Learners

English Learners at DCA students receive their English class in a small group setting according to their English level of proficiency. We have purchased a curriculum program called Language Live which provides students with a foundation in the English language as well as equips them with the necessary skills and strategies needed to succeed in math, history, and science, which are all taught in English. Using a combination of digital and teacher-led intervention, the Language Live curriculum meets students where they are in their academic learning and takes them where they n need to be to excel in 6th, 7th, and 8th grades. The blended online and teacher-led instruction gives students many opportunities to improve both their reading comprehension and writing skills.

The content of the program is culturally inclusive and relevant and students show interest in the themes and Units. This instructional support is done on daily basis in another classroom during the regular English lessons for the rest of the students. In this way, students feel successful and receive the instruction at their level.

DCA English Language students will work towards being reclassified as Fluent English Proficient speakers and be prepared with the skills in English Language Arts and mathematics to meet California State Standards for their appropriate grade level through the usage of strategies such as Specially-Designed Academic-Instruction in English (SDAIE), an instructional approach designed to increase the level of comprehensibility of the English language in the content area of the class and through the Learning Labs or Intervention Period.

Certifications
DCA will provide teachers who have received the CLAD (Cross Cultural Language and Academic Development), BCLAD, CTEL (California Teachers of English Learners) or any other California Commission on Teaching Credentialing (CCTC) recognized alternative certification.

PROFESSIONAL DEVELOPMENT

Finding the time and resources for ongoing professional development is an ongoing problem for public schools, especially considering the budgetary climate of California public schools. One innovative solution is to offer teacher training and professional development from within. This approach is especially critical for smaller organization with even smaller budgets. A key aspect of the Amethod Public School system has been the implementation of an in-house professional and Instructional Leadership Team that has enabled Amethod schools to mentor new teachers who may be enrolled in state approved credential program concurrently to also receiving in house assistance and information from seasoned or veteran Amethod Public School faculty and administration. By capitalizing on the expertise of members from within the Amethod School teaching teams, we offer a professional development tailored to a specific school's culture and needs.

With the implementation of features such as grade level meetings, department meetings, Film Sessions, Math Huddles, webinars etc.; teachers are encouraged to be more self-reflective in their content delivery and continue to practice and develop their craft.

The Instructional Leadership Team composed of teachers and administrators meet ongoing through the regular year to discuss the topics and resources that will be focused on during the initial summer training sessions. Instructional leaders also discuss other school wide policies that need revisiting prior to the trainings.

Professional Growth Plan
Professional Growth Plans (PGP*)* are critical to growing, training, and keeping the right people within the organization. Through the PGP process individual team members are invited to identify strengths and areas for development through self-evaluation and feedback. This process highlights the key competencies associated with various roles. Once team members have discussed where they are in relationship to the teaching competencies, they commit to action steps that will increase effectiveness and guide our push towards greater student achievement. PGP's maximize the impact through a reflective process and provide a setting for consistent, on-going feedback.

Weekly plans are kept by teachers. The plans are submitted to Site Directors for review and reflection. Through this reflective process, teachers can plan their anticipated plans of action for the subsequent week. Such discourse will also assist in the guide of teacher and grade level meetings.
Measurable targets are the driver of the PGP that it ensures that the teacher, site director, and central staff are able to remain focused on the annual goal and current progress towards these academic goals, thus, making professional development decisions that will have the greatest positive impact on ensuring that the AMPS Core Value of *Students First* is realized.

The first component of the plan is to set immediate personal, class, school and organizational goals to accomplish first within a priority.

At Amethod Public Schools, we believe that deep engagement in the Professional Growth Plan process will increase each school leaders' efficacy and their impact on scholar achievement. By completing their own process, they will reflect an identify strengths, growth areas, and concrete, actionable goals with your coach or director. Through the reflective Film Session series; it is our intention to have teachers gain a real time perspective of their teaching style and classes through self-reflected and leader guided analysis of video. The film will offer a clearer sense of where they are and what they must change, work on, or keep continuing to grow and develop. This process is an opportunity for to formally connect with teachers, directors, and coaches.

Consequently, planning established checkpoint meetings to assure urgent goals are on track, is the first section of the PGP. Within the first weeks of school operations, trends and needs begin to emerge, and longer-term plans are set at every level of the organization. Each of these tasks has a stated completion date, measurable points, and a person responsible to oversee the tasks. For an experienced teacher who has mastered planning, classroom management, and delivery, they are then more able to focus on the leadership skills such as creating in house workshops and seminars for less experienced staff.

See Appendix H for Initial Goal Setting and PGP Overview

Summer Sessions
Professional development begins after the end of the school year and prior to the start of school, typically in August. The summer session sets the firm foundation for the staff, especially new teachers, with an understanding of the cultural expectations of the school, classroom management techniques, how to properly assess their student achievement and progress. By granting them additional time to familiarize themselves with the curricula and scope and sequence of instructional objectives and standards for the year, teachers will enter the regular school year much more prepared and comfortable with the curriculums.

Yearlong Planning
Within our curricular model, each Friday is a minimum day, set aside from 1 to 4pm reserved for professional development as needed. The professional development sessions are primarily organized by the Site Directors through collaboration with staff and the organizational Instructional Leadership Team.

Lesson Planning
Lesson planning is a vital instructional practice within Amethod school sites. AMPS system focuses on instructional practices combined together with objective driven goals in mind to design and deliver well-crafted lessons that explicitly arrange content to meet the needs of all students.

Traditional approaches of organizing learning activities and then developing assessments does not support learning for understanding. The Common Core State Standards are based on anchor standards that indicate college and career readiness at the end of 12th grade, and are backward mapped through the grade levels.

Therefore, AMPS faculty focuses on the big ideas of each topic. They ask what is essential for students to learn, and once these big ideas are established, the next step is to design assessments that will provide evidence of student learning and mastery of those objectives. After that, and only then, will they be in a position to design and sequence learning activities that will lead students to an understanding of the concepts.

This three-stage approach to planning curriculum is referred to as *backward design,* and it follows the process described below.

- Stage 1: Identify Desired Results
  - What should students know, understand, and be able to do?
  - In Stage 1, consider the goals, examine content standards, and review curriculum expectations.

- Stage 2: Determine Acceptable Evidence
  - What assessment evidence will we accept as evidence of student understanding?
  - In Stage 2, consider a variety of evidence, including both formative and summative assessments. Teaching for understanding means assessing for understanding.

- Stage 3: Plan Learning Activities
  - What sequence of learning activities will lead students to an understanding of the big ideas?
  - In Stage 3, consider the knowledge and skills that students will need to know to perform effectively. Identify the materials and resources that will best meet the goals set out in Stage 1.

Effective Weekly Lesson Plans:

I. Establish goals that are based on the Common Core Standards.
II. Establish objectives that lead to mastery of CA Common Core Standards.
III. Describe the knowledge a student must acquire to master CA Common Core Standards.
IV. Describe the skills a student must develop to master CA Common Core Standards.
V. Describe the performance tasks a student must complete to master CA Common Core Standards.
VI. Describe learning activities that will lead to success on performance tasks that show mastery of CA Common Core Standards.

See Appendix I for Lesson Plan Template

BTSA – Beginning Teacher Support
BTSA Induction is a necessary step in fulfilling the requirements for the California Clear Multiple Subjects, Single Subject, and Education Specialist credentials. Most credential programs can cost 10-20k and the BTSA programs can cost upwards of $3,000 - $5,000 per year ($6,000 - $10,000 total).

Amethod Public Schools (AMPS) has partnered with various institutions to help provide pathways to attaining the proper licensing to teach. Because we believe strongly in investing the skills and professional growth of our team members, we also offer a tuition reimbursement program to offset the costs.

AMPS Partnerships

Institutions/Programs	Details
Reach Institute	Online and in person formats and enrollments are only for summer start. Receive intern credential in August after summer per-service.
Alliant	Online format and enrollments every 8 weeks. Financial aid available

CSU East Bay	Online and in person formats and enrollments are only for summer start.
Brandman University	Online and in person formats and enrollments are continuous through the year.
Cal Teach	Designed for those who either wish to become a multiple subject teacher but are unable to attend a traditional, classroom-based teacher education program (Student Teaching Option), or for those who are already teaching without a credential.

Amethod Shared Networks (Google Drive/ IlluminateEd/Dropbox)
Amethod School staff, faculty, and administrators use a shared network for secure sharing of research, training summaries, and resources such as lesson plans with one another. The adoption of this feature enables multiple people in different locations to collaborate simultaneously on the same documents, spreadsheets, presentations, and drawings with other staff in real-time. Google Drive also enables staff in different locations to collaborate and sharing of materials, lessons, resources, and trainings between staff from the Richmond and Oakland campuses.
IlluminateEd, is the student information system used by Amethod Public Schools. IlluminateEd is a student information system designed specifically for K-12 schools. It has several features including state reporting, scheduling, grade book, attendance, and parental access. Amethod school site families may receive access their child's grades, school announcements, assignments, schedules, and teacher comments once the site is fully rolled into the program. Teachers use IlluminateEd to take attendance, enter grades, post assignments, and view assessment information, and communicate with parents and students. Administrators use IlluminateEd to generate reports including transcripts, discipline logs, class population, demographics, grade point averages, assessment reports, and required state and federal reports. The California State Longitudinal Database System (CALPADS) is functionally compatible with the IlluminateEd program.
Continuous Instructional Observations and Coaching
At AMPS, we believe in deliberate practice: teachers become excellent at their craft through experience and practice. Deliberate practice—a focus on the concrete and specific teaching skills necessary to maximize impact in the classroom.
Teachers participate in 3 observation-feedback practice cycles a month. They receive expert feedback, apply that feedback, and do it again to build their skills. These observations and feedback are offered by the Site Leader and Dean of Instruction using the AMPS Instructional Effectiveness Domains and Competencies. Teachers discuss what it means to have a growth mindset and appreciate the opportunity to continuous feedback, and dedication.

Leaders observe, coach, and mentor teachers by analyzing videos of them practicing or videos selected to target their instructional needs. They're pausing, rewinding, and replaying the video to give pinpoint feedback. They're suggesting approaches that come directly from the most successful schools in the United States.

There are also opportunities during the year for teachers to observe colleagues who have developed skills that they need to improve.

ELEMENT II: MEASURABLE PUPIL OUTCOMES

Governing Law - *The measurable pupil outcomes identified for use by the Charter School. "Pupil Outcomes," for purposes of this part, means the extent to which all pupils of the school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the school's educational program.*
California Education Code Section 47605(b) (5) (B)

DRL:"In accordance with SB 1290, DCA pupil outcomes will be set related to increases in pupil academic achievement both schoolwide and for all numerically significant subgroups of pupils served by the charter school, as that term is defined in subparagraph (B) of paragraph (3) of subdivision (a) of section 47607. The pupil outcomes shall align with state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, or the nature of the program operated, by the charter school.

DCA's pupil outcomes, related to increases in pupil academic achievement both schoolwide and for all numerically significant subgroups of pupils served by the charter school, as that term is defined in subparagraph (B) of paragraph (3) of subdivision (a) of section 47607, shall be aligned with state priorities, as described in subdivision (d) of Section 52060, are as follows:"

See the following section.
DRL: "[By July 1, 2015, and annually thereafter]:DCA shall update the goals and actions identified in the charter to provide the following, as set forth in Education Code section 47606.5(a):

- *A review of the progress towards the goals included in the charter, an assessment of the effectiveness of specific actions toward achieving those goals, and a description of the changes to the specific actions the charter school will make as a result of the review and assessment.*
- *Listing and description of the expenditures for the fiscal year in implementing the specific actions included in the charter as a result of the reviews and assessments, classified using the California School Accounting Manual."*

DRL: "Under Education Code section 47607.3, if the charter school fails to improve outcomes for 3 or more pupil subgroups (or, if less than 3, all pupil subgroups) in 3 or 4 consecutive school years, the following shall apply:

- *The chartering authority shall provide technical assistance to the charter school using an evaluation rubric adopted by the State Board.*
- *The Superintendent may assign, at the request of the chartering authority and approval of the State Board, the California Collaborative for Educational Excellence to provide advice and assistance to the charter schools.*
- *The chartering authority shall consider for revocation any charter school to which the California Collaborative for Educational Excellence has provided advice and assistance, and has made findings that: 1) the charter school has failed, or is unable, to implement the recommendations of the California Collaborative for Educational Excellence; or 2) that*

the inadequate performance of the charter school, based upon the evaluation rubric, is so persistent or so acute so as to require revocation of the charter."

The school will continue to meet all statewide standards and conduct all required state mandated student assessments as required by the charter school legislation, Education Code § 47605(c)(1). The school will also continue to adhere to Senate Bill No. 1290 that will require those pupil outcomes to include outcomes that address increases in pupil academic achievement both school-wide and for all groups.

The School shall also meet all statewide standards and conduct the student assessments required pursuant to Education Code Section 60605, and any other statewide standards authorized in statute, or student assessments (This includes CAASPP, ELPAC, CAAs and any other state requirements). The school will meet the requirements for renewal if it meets the requirements of Section 47607(b) of the Education Code.

The school's outcomes are aligned with the school's mission, curriculum, vision, and expectations of the school and organization. The academic program is designed to challenge all students to a high level of academic expectation and to best prepare students for entry to high performing high schools of choice. Students will demonstrate the following core academic and social skills, which have been developed to align with the California State Curriculum Standards, and organizational beliefs.

The assessment methods and tools used are those required by state or federal law, those required by external agencies such as (California Department of Education, State Board of Education, and NCLB) and those created/ adopted by the organization. To best serve our communities, we will examine and re-visit the list of student outcomes continuously to provide opportunity to update the mission, objectives, to adapt to any changes at the local or state level.

Expected Outcomes

Our approach and method of instruction is designed to help all students to reach the following student outcomes:

Academic Achievers who…..:

1. Produce quality work across the curriculum
2. Are extremely knowledgeable of literature and can use different genres of material in writing responses
3. Compute and solve advanced math problems
4. Are knowledgeable about educational pathways and career choices
5. Are equipped with the necessary skills to succeed in high school

Effective Communicators who…:

1. Demonstrate skills of speaking, listening, reading, and writing in a variety of situations
2. Collaborate, work effectively, and manage interpersonal relationships within diverse groups
3. Read and respond accurately and analytically to text questions
4. Express themselves effectively through writing

Critical Thinkers who….:

1. Know how to access information and integrate knowledge
2. Identify and use resources effectively to gather, communicate, and evaluate information
3. Demonstrate the thinking skills of application, analysis, synthesis, and evaluation in a logical manner.

Life-long Learners who…:

1. Are open to discover, develop an enthusiasm and interest for learning
2. Are adaptive to a wide array of professional and cultural settings
3. Are goal-oriented, understand the importance of hard work and continual goal setting

Socially Responsible Citizens who….:

1. Are aware and understand the relevance of different cultures in society
2. Are leaders within their families, contribute to the improvement of life in their school and community
3. Demonstrate personal responsibility and integrity

MEASURABLE PUPIL OUTCOMES

Our method for instruction is founded upon a data driven, and objectively based philosophy. Using data-based methodology, our school sites focus on one foundational question; *are the students learning?* The different data reviews and analyses will reveal student, teacher, and class/subject matter success or lack thereof. Our method requires that school leaders focus on fact-based data results and oriented assessments rather than qualitative opinion-based assessments and to address gaps in the educational program needs aggressively. The academic progress of students will be tracked through various assessment types and methods throughout the school year.

The School shall meet all statewide standards and conduct the student assessments required pursuant to Education Code Section 60605, and any other statewide standards authorized in statute, or student assessments applicable to students in non-charter public schools. Downtown Charter Academy staff oversees the administration of all applicable state-mandated assessments such as CAASPP, ELPAC, NWEA, and Physical Fitness Test (PFT).

Downtown Charter Academy will continue to focus on the stated Measurable Pupil Outcomes (MPO) as the guarantees and reassurances to all of the DCA stakeholders. Therefore, as with other Amethod Public School sites, the MPOs are our targets and taken seriously.

The following table details the Measurable Pupil Outcomes for DCA.

SUBJECT	MEASURABLE OUTCOME	METHODS OF ASSESSMENT

MATH	1. At least 75% of 7th graders will score proficient / advanced. 2. Students will demonstrate adequate progress towards meeting grade standards in mathematics. 3. 100% of 8th graders will be enrolled in Algebra I or higher. 4. At least 65% of 8th graders will pass the Algebra I by 3rd year after renewal. 5. The schools overall ELL subgroup will score higher than the overall district ELL subgroup average by the third year after renewal.	• *CAASPP* • *NWEA* • *School Placements and Enrollment* • *CAASPP test* • *ELPAC Summative Assessment*
ENGLISH/ LANGUAGE ARTS	1. At least 73% of 8th graders will score at least proficient/advanced in ELA by the 3rd year after renewal. 2. At least 75% of students at every grade level will perform at school's passing rate on the school's final interim assessment battery. 3. The schools' overall ELL subgroup scores will be higher than the overall district ELL subgroup average. 4. All students will perform at a higher percentage of Proficient and advanced percentages in ELA than that of neighboring middle schools.	• *CAASPP test* • *NWEA* • *SBAC Assessment and ELPAC* • *Standards Based Curriculum assessments*
SCHOOL WIDE	1. The School shall meet or exceed a 96% attendance rate. 2. The School shall exceed the overall percentage of proficient or above proficient students who are enrolled	

	in the school of attendance for the area in which the school is located by the third year after renewal. 3. Suspension at a rate lower than the District's average [accounting for similar demographics and grade levels served].	• *California Department of Education (CDE) Similar School Ranking.*
SCIENCE	1. At least 70% of 8th grade students will pass the CAST Science section by the 3rd year. 2. 100% of students will meet or exceed the state curriculum requirement for middle school science 3. The schools ELL student subgroup will exceed the overall percentage of the district's ELL subgroup proficient/advanced percentage by the second year of operation.	• *AMPS requirements* • *CDE Requirements* • *State Board of Education adopted standards and Frameworks for middle school.* • *California State Tests*
SOCIAL STUDIES/ HISTORY	1. Project Based Assessments 2. History Writing Tasks - Document Based Questions, DBQ 3. Social Service Initiative	• *Teachers' Rubric for Group and Individual work* • *Teachers' rubric for writing and information* • *Impact, Participation, Involvement, and Outcomes Rubric* • *Grade Point Average*

Non-Academic Outcome Goals

DCA also believes all students, regardless of demographic, socio-economic status, or any other sub grouping, need to become contributing members of our society. Students will need skills that are transferable to areas outside of their day to day life. As our part in assuring that students are prepared for the larger circles of society, our schools also expect students to achieve success in non-academic areas as well.

During their tenure at Downtown Charter Academy, all students will develop specific social skills necessary to succeed at different levels and within varies aspects including but not limited to:

- *Making and maintaining eye contact;*
- *Shaking hands in a proper manner;*
- *Addressing adults and peers appropriately and respectfully; and*
- *Understanding where and when responses are appropriate.*

All students will develop academic skills needed to be successful in subsequent schools, including but not limited to:

- *Research techniques;*
- *Reading for a variety of reasons;*
- *Note-taking skills;*
- *Organization skills;*
- *Effective written and oral communication; and*
- *Critical thinking skills*.

All students will develop the character traits and skills that will allow and encourage them to become concerned and active citizens of their schools and communities. AMPS values include but are not limited to:

- *Persistence;*
- *Teamwork;*
- *Diligence;*
- *Adaptability;*
- *Responsibility;*
- *Perseverance*

In addition to Amethod Public Schools inclusive mission, culture and values, students at DCA form their character and learn to build positive relationships through a behavior management support system:

Positive Behavioral Interventions and Supports

What is PBIS?
PBIS is an evidence-based system of prevention and intervention practices that was designed to support the emotional, social, and behavioral development of all students through teaching, modeling, and positive reinforcement.

What does that mean at DCA?
We believe that student character development is an integral part of the overall educational experience. In short, we want to prepare our students not only for academic success, but for life outside of the classroom as well. We hope to accomplish this by creating a safe and positive environment that fosters respect and strong interpersonal relationships between all members of our learning community.

What does that look like?
We have identified 4 core values that we have integrated into our classroom curriculum and are directly tied to our student incentive system. We believe it is better to "proactively" reward students for desired behaviors rather than "reactively" hand out consequences for unacceptable ones.

DCA Core Values - BRIC

Bravery	Respect	Integrity	Compassion
1. Have the courage to stand up for what's right 2. View failure as an opportunity for growth 3. Step outside your comfort zone and act boldly	1. Treat others as you would like to be treated 2. Follow directions from ALL staff 3. Let your actions honor your school, community, and family	1. Take responsibility for your own actions 2. Be honest, loyal, and trustworthy 3. Do the right thing	1. Use positive and encouraging words towards each other 2. Celebrate diversity 3. Care for your fellow humans regardless of perceived differences

Social Emotional Learning (SEL) Curriculum

DCA has adopted a new SEL curriculum known as ***School-Connect***. This program contains 3 modules aimed at optimizing the middle school experience and supporting social and emotional growth.

Module 1 - Creating a supportive learning community
Module 2 - Developing self-awareness and self-management

Module 3 - Building relationships and resolving conflicts

All students will spend at least 80 minutes per week in SEL classes.

Community time

- Monthly "BRICtuals
- School-wide competitions and events
- Multicultural fair
- Weekly morning announcements

BRIC system for individual and group incentives

Karats

- Teachers will give "karats" to students who demonstrate desirable behavior or an improvement in behavior (above baseline) related to the core values. These expectations will be different for each student… meeting them where they are at on the BRIC spectrum.
- Karats are not a physical reward but should be verbally acknowledged when given out. They will be tracked by grade level on a Google sheet (found in the *DCA PBIS* folder)
- There is no quota on the number of karats to give out each day but please remember that this is a tool to reward and encourage positive behaviors and should be used whenever possible.

BRICs - Individual Awards

- Every two weeks, teachers will meet with their grade level partners and use the Karat tracker to identify 8 students who best exemplified the 4 core values (2 for each Value). These students will be awarded with "BRICs" which will earn them school recognition, an invitation to the bi-weekly reward (pizza lunch, ice cream, etc.), and an invitation to a larger event or field trip at the end of the semester.

Solid Gold (SG) - Class Reward

- Each month, homeroom classes who collectively reach the minimum number of Karats to achieve "Solid Gold" status, will receive a special class award (free dress, Popsicle party, etc.)
- Students who received at least one Karat in the month are eligible to participate in the reward. Students who did not, will have the opportunity to do a "Character Reflection Assignment" in order to participate
- There is no limit to the number of classes who can achieve SG status each month. And there is no limit to the number of times a class may achieve SG status

- The number of Karats required for SG status will vary each month based on the number of school days and increased expectations for student citizenship
- The SG threshold for September will be 60 Karats

Continuous Student Achievement Improvement Template
Amethod Public Schools believes in a continuous improvement model for all of our stakeholder groups. The organization reviews data and programs in an attempt to better the student experience at our campuses.

The following table summarizes an overview of topics in this model.

	Measure	Analysis	Action Plans
Students	● State Tests ● Classroom projects and grades ● Attendance ● Retention Rate ● Disciplinary Actions	● Compare with similar schools and to all California schools ● Identify root causes of performance increases or decreases in each area	● Create plan for improvement in low performing areas ● Set targets for next academic year ● Improvement required annually (after first three years of school)
Teachers	● Teacher Observations & Evaluations ● Student performance ● Teacher Satisfaction surveys ● Teacher Retention	● Identify strengths & opportunity areas for each teacher Compare previous scorecards ● Analyze staff retention to identify breakdowns *(recruiting, staff development, etc.)*	● Create plan for improvement in low performing areas ● Set targets for next academic year
Leadership	● Student performance ● Teacher performance ● Fiscal management ● Community Engagement (Recruitment)	● Compare with previous years, across similar schools ● Measure Academic Data ● Enrollment	● Create plan for improvement in low performing areas ● Set targets for next academic year
Governance	● Performance at individual schools ● Employee Retention ● New schools opened ● Fiscal Management ● organization /systematic change influenced	● Compare with previous years and targets set by Board ● Board Evaluations ● Fundraising Goals ● Trainings	● Create plan for improvement in low performing areas ● Set targets with Board for next academic year

ELEMENT III: OUTCOME MEASUREMENT

DRL: "Pursuant to the transition to California's Common Core and the California Assessment of Student Performance and Progress (CAASPP) System, DCA will establish baseline performance in the first year of testing administration and will demonstrate growth in performance each year thereafter."

DRL: "If DCA does not test with the District, DCA hereby grants authority to the State of California to provide a copy of all test results directly to the District as well as the charter school.

Test results for the prior year, if not provided directly to the District by the State, will be provided by the charter school to the District no later than September 1 of each year."

It is our organizational belief that data, particularly ongoing data and assessments, are necessary components to the proper judiciousness of schools. At Amethod Public Schools we use objective data as a way to measure the success of the program. Our methods and data analysis have proven to improve our program because we use them to intentionally shape our instructional program, curriculum, and professional development.

Aligned with a firm belief in accountability, and in order to uphold the promises in our Charters, Amethod Public Schools have rigorous assessment and goal-setting programs to measure students' proficiency levels and ensure that each student is making progress toward becoming a grade proficient student at the least. Students are assessed regularly from the time they enter the school through graduation and all staff monitor their progress closely using State mandated assessments, interim assessments aligned with Standards, and different modalities of informal assessments and evaluations.

Student Assessments

On January 1, 2014 California Education Code section 60640 established the CAASPP System of Assessments. The CAASPP System replaced the Standardized Testing and Reporting (STAR) Program, which became inoperative on July 1, 2013. The CAASPP System encompasses the following assessments and student participation requirements. Information about the content and format of each test is also provided.

The CAASPP results give us a key measure of how well students are mastering California's challenging academic standards in English language arts/literacy and mathematics. The skills called for by these standards—the ability to write clearly, think critically, and solve problems are critical to success in college and 21st-century careers.

The 2017 California Assessment of Student Performance and Progress (CAASPP) System includes online and paper-based summative assessments:

Online Summative Assessments

Smarter Balanced Summative Assessments

The summative assessments are comprehensive, end-of-year assessments of grade-level learning that measure progress toward college and career readiness. Each test in English language arts/literacy (ELA) and mathematics is comprised of two parts: (1) a computer-adaptive test and (2) a performance task, administered within a selected testing window available at 66 percent of the instructional year for grades three through eight, and grade eleven.

The summative assessments are aligned with the Common Core State Standards (CCSS) for ELA and mathematics. The tests capitalize on the strengths of computer adaptive testing—efficient and precise measurement across the full range of achievement and timely turnaround of results.

Paper-pencil Tests

Standards-based Tests in Spanish (STS) Optional

The STS for Reading/Language Arts (RLA) consists of multiple-choice tests in Spanish that assess RLA in grades two through eleven. Local educational agencies had the option of administering the STS for RLA to Spanish-speaking English learners (ELs) in grades two through eleven who either were receiving instruction in Spanish or had been enrolled in school in the United States for less than 12 months after April 15, 2016.

California Alternate Assessments (CAAs)

The California Alternate Assessments (CAAs) are online tests for students with individualized education programs (IEPs) that designate the use of an alternate assessment to measure student progress on alternate achievement standards, called Core Content Connectors (Connectors). The Connectors make the test more accessible for students with the most significant cognitive disabilities. The CAAs are administered to each student individually.

CAA items and tasks represent three different levels of complexity. Students' responses to the first set of test questions determine the complexity of the items that follow. At DCA, we make this battery of assessments to students with IEP who need it.

CAASPP Reporting Subgroups

To inform policy, curriculum, and programming, at DCA, we use the disaggregated reports available for subgroups of students on the basis of the following criteria:

- All Students
- Disability Status
- Economic Status
- English-Language Fluency

- Ethnicity
- Gender
- Parent Education
- Migrant
- Ethnicity for Economically Disadvantaged
- Ethnicity for Not Economically Disadvantaged

The English Language Proficiency Assessments for California (ELPAC)

ELPAC is the successor to the California English Language Development Test (CELDT). ELPAC Blueprints and task types were adopted by the State Board of Education on September 14, 2017. Beginning in 2017–18, the ELPAC is the required state test for English language proficiency (ELP) that must be given to students whose primary language is a language other than English.

State and federal law require that local educational agencies administer a state test of ELP to eligible students in kindergarten through grade twelve (ages 3-21). The ELPAC is aligned with California's 2012 English Language Development Standards, ELD, and is comprised of two separate ELP assessments:

1. Initial ELPAC—an initial identification of students as English learners
2. Summative ELPAC—an annual summative assessment to measure an English learner's progress in learning English and to identify the student's ELP level

As stated by the California Board of Education, no single assessment can provide teachers with all the feedback they need to tailor instruction to meet the needs of their students. The Summative ELPAC blueprints and task types were approved and adopted by the State Board of Education on September 14, 2017. The measures adopted by Downtown Charter Academy and AMPS are the NWEA, used as interim assessments, they provide an opportunity to measure the skills of all students against the same academic standards, and the results provide information that we use to improve teaching and learning. Given online, the tests are computer-adaptive, allowing a more precise measurement of each student's skills.

Student Participation

All eligible students in six through eight (6-8), whose primary language is a language other than English, will take the test to determine whether they are ELs, within 30 calendar days after they are first enrolled in our school or 60 calendar days prior to instruction, but not before July 1. We will also administer the Summative ELPAC annually to students identified as ELs until they are RFEP.

Content and Format

The ELPAC assesses public school students in K–12 in the following four domains in English:

- Listening

- Speaking
- Reading
- Writing

It is aligned with the English language development standards adopted by the State Board of Education (SBE).

In order to promote fluency and literacy in English to students at the Emerging and Developing levels on ELD Standards, students will receive, phonemic awareness, decoding practice, vocabulary development, interactive/direct teaching, and word mini-lessons during tutoring and small group sessions either within the classroom setting in groups, or through before, during and after school through the varies approached and programs of the DCA Learning Lab.

Reclassification Procedures, *Criteria for Student Reclassification from English Learner to Fluent English Proficient (RFEP):*

Given that the summative ELPAC became operational on February 1, 2018. As per the guidelines offered by CDE, Downtown Charter Academy uses the ELPAC results to determine whether or not a student has met the English language proficiency criterion, in addition to existing Reclassification Criteria that includes:

1. Assessment of English language proficiency (ELP), using an objective assessment instrument, including, but not limited to, the state test of English language development; and
2. Teacher evaluation, including, but not limited to, a review of the student's curriculum mastery; and
3. Parent opinion and consultation; and
4. Comparison of student performance in basic skills against an empirically established range of performance in basic skills based on the performance of English proficient students of the same age.

As per California regulations (5 *California Code of Regulations*, sections 11303 Reclassification and 11308 [c][6] Advisory Committee) Downtown Charter Academy reclassification criteria will be reviewed by the Family Staff Team, FST, that serves as the advisory committee on programs and services for English Learner, ELAC.

When an EL student demonstrates adequate oral and academic English skills, a recommendation for reclassification can be made. Each former LEP student who has been reclassified to FEP has demonstrated English-language proficiency comparable to that of the average native speakers and can participate equally with average native speakers in the school's regular instructional program; in accordance with Education Code Section 52164.6.

The participation of the classroom teacher, parent(s) and site administrator/designee is required in the reclassification process. Reclassification procedures utilize multiple criteria in determining whether to classify a pupil as proficient in English including, but not limited to, all of the following:

STEPS for Reclassification Procedures: *Criteria for Student Reclassification from English Learner to Fluent English Proficient (RFEP):*

1. **Assess English Language Proficiency**

The Assessment of language proficiency using an objective assessment instrument including, but not limited to the ELPAC is reviewed.

- *Use most recent ELPAC data.*
- *Student must score Level 4*
- *No more than one subtest (Listening or Speaking or Reading or Writing) is intermediate.*

2. **Compare Student's Performance in Basic Skills**

Comparison of the pupil's performance in the Smart Balanced summative assessments scores from, at minimum, past (3) years on the CAASPP. Students must score level 3 in at least 2 domains in ELPAC and a proficient in the next four years for Reclassification.

- *Use most recent available test data. (If recent test data is not available, wait until later date if within ELPAC test date, or the following year to consider for reclassification*
- *Student's scores Proficient or above on CAASPP-ELA;*

3. **Obtain Teacher Evaluation:** *Check most Recent English Language Arts Grade*

The Participation of the pupil's classroom teachers and any other certificated staff with direct responsibility for teaching or placement decisions of the student is required o evaluate curriculum progress and/or mastery.

- *Grade for most recently completed semester or quarter is C or better.*
- *English teacher is satisfied that student's mastery of English listening, speaking, reading and writing approaches that of native speakers.*
- *English teacher signs the reclassification form.*

4. **DCA Parents Participate in the Reclassification Process**

One of duties of the Family Staff Team is to act as the English Learner Advisory Committee (ELAC) and fulfill all the duties as required by law. Parental opinion and consultation is achieved through notice to parents or guardians of the language reclassification and placement including a description of the reclassification process and the parents' opportunity to participate, and encouragement of the participation of parents or guardians in the school's consultation during the reclassification process.

- *Provide notice to parents and guardians of their rights to participate in the reclassification process.*
- *Encourage parents/guardians to participate in the reclassification process and attend a face-to-face meeting.*
- *Conduct face-to-face meeting with interested parents.*

- *DCA will notify all parents of its responsibility for ELPAC testing and of ELPAC results within thirty days of receiving results from publisher. The ELPAC will be used to fulfill the requirements under the No Child Left Behind Act for annual English proficiency testing.*

5. **Reclassify Student Fluent English Proficient**
   - *Place dated reclassification form signed by the English teacher in the student's file.*
   - *Include all students reclassified after March in the R-30 Language Census of the following March.*
   - *Reclassify students throughout the year as new data becomes available. (Repeat Steps 1-5)*
   - *August, after CAASPP data is published.*
   - *January, after ELPAC data is published.*

6. **Monitor the Academic Progress of RFEP Students for two years**
   - *If student's scores Below Basic or Far Below Basic on CAASPP-ELA, an intervention program is initiated as appropriate*
   - *If student's English Language Arts grade falls below C, an intervention is initiated as appropriate*
   - *Evidence of monitoring is entered onto the Student Reclassification Form in the student cumulative file.*

See Appendix J - Leveled ELD Strategies for English Learners

About NWEA

NWEA is a research-based assessment that precisely measure growth and proficiency, and provide insights to help tailor instruction. At DCA, we test all students 4 times per year. The first one as a Benchmark and the other three as a way to measure student progress and needs.

The RIT Scale

The RIT scale is a consistent, precise tool that we use to have an accurate measurement of each student's academic growth. It provides valid and reliable data to support students at their levels.

The following chart summarizes the assessments currently used at Amethod Public School in general, and Downtown Charter Academy in particular:

Subject	Description
Placement Exams	All incoming students are given placement exams in order to determine proficiency levels in math, writing, and reading. Comparable tests are given at the end of the year to measure progress. The ELPAC Initial Assessment to new students who have not taken the test previously or who are new to the country.

Summative Assessments *(California Standardized Tests)*	The Smart Balanced Summative Assessments of the CAASPP examinations are given one time at the end of the school year to evaluate students' performance against the defined set of State Board of Education content standards and they are the least flexible of the assessments implemented at our schools. AMPS PATH Academies view the state exams as a vital piece of information to summarize the schools overall goal. We focus our curriculum on the standards that will be evaluated on this exam. Each grade level has a pacing guide the sets out the blueprint for the specific grade levels to be prepared. ELPAC Summative Test once a year during the spring to evaluate English Proficiency.
School Wide Interim Assessments	These assessments fall between formative and summative assessments. All AMPS PATH Academies will use the interim assessments to assess student mastery of standards, norm teaching practices across schools, and drive teacher reflection and improvement of practice. The NWEA Assessments, described above, are used as Interim assessments serve the following purposes: (1) evaluate students' knowledge and skills relative to a specific set of academic goals, within a 6- 8 week time frame, (2) Are designed to inform decisions at both the classroom and beyond the classroom and school level. Unlike our formative assessments, the results of interim assessments will be aggregated and reported at a broader level throughout the sites. In essence, these assessments serve a variety of purposes, including interventions, re-teach periods, and predicting a student's ability to succeed on the large-scale CAASPP summative assessment battery.
Formative Assessments *(Traditional Classroom Assessments)*	Used by teachers and students during instruction that provides feedback to adjust ongoing teaching and learning, and to improve student achievement of intended instructional outcomes. The assessment is embedded within the learning activity and linked directly to the current unit of instruction and curriculums. Formative assessments are used in providing corrective feedback (grades, progress reports, etc.) or indicating areas of further instruction. Amethod School sites also use these averages for peer grade leveled comparisons Quizzes, essays, projects and exams are delivered regularly in classes.

Analysis Cycles (Data Dives)

Amethod Public School teachers and administrators engage in on-going analysis cycles where at the conclusion of an interim assessment cycle, a school leader led meeting known as *Data Dives* puts assessments into practice and connects to student learning outcomes. Teachers and leaders will review data every six weeks through the Interim assessment Data Dive Meetings. These are conferences between administrators, teachers and instructional leaders in which results gathered from the last interim assessment are analyzed and discussed. Unlike traditional post-observation conferences, analysis meetings offer insight into months of student learning.

Data Dive meetings also work to increase accountability by providing school leaders with a concrete record of class achievement. The meetings are integral to changing from a culture focused on what students were taught to a culture focused on what students actually learned.

Teachers will reflect on patterns of interim and focus on the following:

- Identify patterns of underperformance;
- Identify patterns of high performance;
- Identify "Spotlight Student" cohorts *(who are not making adequate progress);*

The goal of the Data Dive meeting is to impact teacher practice and student practice, all in the goal of excelling student achievement. Leaders can have individual conversations as needed, but in the meeting with the group adhere to the underlying practice below:

1. *What's the data telling you? (Overall Goal)*
2. *Praise for standard mastered. (By class, subject, grade)*
3. *Surfacing concern areas (Test in hand analysis/side by side)*
4. *Action Planning/Action Plan evaluation*

See Appendix K for Analysis Cycle -Data Dive Overview

AMPS makes a conscious effort to use student assessment data to inform decisions related to planning and developing of instructional strategies at school wide, classroom, and individual student level. Ongoing assessments of student and school performance are integral in the planning, implementation and adjustment of instruction in the Amethod School system.

The school will continue to use data to identify strengths and weaknesses in student, teacher, class, grade specific and school wide performance.

Aligned with a firm belief in student achievement, offers a rigorous assessment and data review program to measure and increase students' proficiency levels and ensure that each student is making progress toward concert mastery at the Downtown Charter Academy site.

Amethod Public School Interim Assessments are scheduled and calendared at the start of every year. The tests consist of a mixture of multiple choice, and open-ended questions. The assessment questions are shared with the teachers prior to the exam date. This is to inspire a faculty shared objective approach to the assessments, and also to demonstrate by example to all staff that test cramming is unnecessary when the curriculum is appropriate.

See Appendix L for AMPS Assessment Calendar and Overview

Action Planning
After implementing effective assessments and engaging in deep, nuanced analysis, schools and leaders face the most daunting task of all: putting their plans into practice. Although it is based on gathering information, data-driven instruction is worthless unless that information is actually employed in the classroom. When action is implemented effectively, students can perceive how their learning has improved.

Immediately following analysis, teachers should draw up action plans that describe how they will apply the insights they have gained. Although they may vary greatly, effective action plans all share a fundamental principle: they are explicitly tied to conclusions from analysis and are designed to put such conclusions into practice.

Reporting Data
Downtown Charter Academy Middle School will maintain sufficient staff and systems including technology, required to ensure timely reporting necessary to comply with the law and to meet all reasonable inquiries from District and other authorized reporting agencies. Administration will decide how they will report student progress to: (1) students and parents, (2) the chartering agency, (3) the broader public, and (4) teachers and school board members. Options for reporting data include progress and report cards, presentations, narratives, student involved conferences, annual reports, informational brochures, the school website and annual stakeholder meetings.

IlluminateEd
Scores from all student assessments can be uploaded into Amethod Public School's information management system (IlluminateEd) so that students' progress within particular subjects and across all subjects can be monitored at any given time. Every Amethod Faculty member will have access to the IlluminaateEd program.

Grade Reports (Sample)
Each Amethod Public School site adheres to a grading policy that is uniform for the specific school. In order to assure teacher and student fidelity to high grading standards, Downtown Charter Academy implemented a flat ten (10) point grading scale (no pluses or minuses). The school leader will review the policy and adapt a grading scale to meet the needs of the specific site. Students will receive Progress Reports, Grading Period Reports, and Semester Report Cards showing their earned grades that will be communicated using the following scale:

A Students receiving an **A** have demonstrated **mastery** of at least 90-100 of the subject standard that has been taught.

B Students receiving a **B** have demonstrated mastery of at least 79-89 of the subject standards that have been taught.

C Students receiving a **C** have demonstrated the minimum mastery requirement of 68-78 of the subject standard.

D Students Receiving a **D**, 57-67 have deficits that require additional attention and student effort. Thus, a student receiving a **D** is not passing the given class.

F Students receiving an **F** 56 & below, have MAJOR grade deficits that require a change in approach, more focus, assistance, and increased effort. The families or parents of students receiving at least (1) **F** at the end of the first grading period will be contacted to discuss the grade.

Progress Reports
Students and families will have real-time access to their grades through the Parent and Student Portal on IlluminateEd. In addition to having online access, students will receive a progress reports and reports cards indicating the student's progress in every subject. It is the responsibility of the parent/guardian to review progress reports with their student and to contact the school to make an appointment if there are questions or concerns. If a student is not meeting the minimum mastery requirements for a course (68), the parent/guardian and student may be required to attend a conference with the student's teacher and Site Director to develop a plan to support the student's academic progress. Progress reports require a parent signature and must be returned to the classroom teacher to avoid any consequence.

ELEMENT IV: GOVERNANCE STRUCTURE

Governing Law: [*Ref. California Education Code §5477605(b) and Ref. Criteria for Review; CCR-5 §11967.5.1(f) (4)].The governance structure of the school, including, but not limited to, the process to be followed by the school to ensure parental involvement —**California Education Code Section 47605(b) (5) (D)***

DRL:"As an independent charter school, Charter School, operated as or by its nonprofit public benefit corporation, is a separate legal entity and shall be solely responsible for the debts and obligations of Charter School.

Charter School shall ensure that, at all times throughout the term of the Charter, the bylaws of its governing board and/or nonprofit corporation are and remain consistent with the provisions of this Charter. In the event that the governing board and/or nonprofit corporation operating Charter School amends the bylaws, Charter School shall provide a copy of the amended bylaws to the OCS within 30 days of adoption.

Charter School shall send to the OCS copies of all governing board meeting agendas at the same time that they are posted in accordance with the Brown Act. Charter School shall also send to the OCS copies of all board meeting minutes within one week of governing board approval of the minutes. Timely posting of agendas and minutes on Charter School's website will satisfy this requirement.

The District reserves the right, but is not obligated, to appoint a single representative to the Charter School governing board pursuant to Education Code section 47604(b).

Charter School through this Charter and/or a separate Memorandum of Understanding, agrees to defend, and indemnify and hold harmless the District, its officers, directors, employees, attorneys, agents, representatives, volunteers, successors and assigns (collectively hereinafter "District" and "District Personnel") from and against any and all actions, suits,

claims, demands, losses, costs, penalties, obligations, errors, omissions, or liabilities that may be asserted or claimed by any person, firm or entity arising out of, or in connection with, Charter School's performance under this Agreement or the Charter, the condition or use of its facilities, or any acts, errors, negligence, omissions or intentional acts by Charter School, its Governing Board, administrators, employees, agents, representatives, volunteers, successors and assigns.

LEGAL AND POLICY COMPLIANCE

Charter School shall comply with all applicable federal, state, and local laws and regulations, and District policy as it relates to charter schools, as they may be amended from time to time.

Charter School shall comply with all applicable federal and state reporting requirements, including but not limited to the requirements of CBEDS, CALPADS, and Education Code section 47604.33.

Charter School shall comply with the Brown Act and the Public Records Act.

NOTIFICATION OF THE DISTRICT

Charter School shall notify the OCS in writing of any citations or notices of workplace hazards, investigations by outside regulatory or investigative agencies, lawsuits, changes in corporate or legal status (e.g. loss of IRS 501(c)(3) status), or other formal complaints or notices, within one week of receipt of such notices by Charter School. Unless prohibited by law, Charter School shall notify the OCS in writing of any internal investigations within one week of commencing investigation. Charter School shall notify the OCS within 24 hours of any dire emergency or serious threat to the health and safety of students or staff.

STUDENT RECORDS

Upon receiving a records request from a receiving school/school district, Charter School shall transfer a copy of the student's complete cumulative record within ten (10) school days in accordance with Education Code section 49068. Charter School shall comply with the requirements of California Code of Regulations, title 5, section 3024, regarding the transfer of student special education records. In the event Charter School closes, Charter School shall comply with the student records transfer provisions in Element 16. Charter School shall comply with the requirements of Education Code section 49060 et seq., regarding rights to access student records and transfer of records for youth in foster care.

DRL: "DCA acknowledges that pursuant to Article XVI section 8.5(e) of the California Constitution, sections 2(e), 6, and 8 of Proposition 98, and sections 33126.1(b), 35256(c), and 35258 of the Education Code require schools, including DCA to provide certain information in certain formats in certain ways to the general public and specifically to parents of students at DCA and of the District. DCA further acknowledges that it has the obligation to provide all of such information to the District that is required by these referenced authorities in a timely manner so that the District may meet its obligations under those authorities as well. To the extent that there is information that the District has, but that DCA does not have that DCA

needs in order to meet its obligations, the District shall provide the same to DCA in a reasonably timely manner upon request under Education Code section 47604.3."

DRL: DCA will maintain sufficient staff and systems including technology, required to ensure timely reporting necessary to comply with the law and to meet all reasonable inquiries from District and other authorized reporting agencies."

DRL: DCA in accordance with Education Code Section 47604.3, shall promptly respond to all reasonable inquiries, including but not limited to, inquiries regarding financial records, from the District and shall consult with the District regarding any such inquiries. DCA acknowledges that it is subject to audit by OUSD if OUSD seeks an audit of DCA it shall assume all costs of such audit. This obligation for the District to pay for an audit only applies if the audit requested is specifically requested by the District and is not otherwise required to be completed by DCA by law or charter provisions."

DRL: "Members of DCA's Governing Board, any administrators, managers or employees, and any other committees of the School shall at all times comply with federal and state laws, nonprofit integrity standards and OUSD's Charter School policies and regulations and applicable State and federal law regarding ethics and conflicts of interest so long as such policies and regulations are not in conflict with any then-existing applicable statutes or regulations applicable to charter schools.

DCA and/or its non-profit corporation will be solely responsible for the debts and obligations of the charter school."

Add the following text and remove any text to the contrary:

DRL: "To the extent that DCA is a recipient of federal funds, including federal Title I, Part A funds, DCA has agreed to meet all of the programmatic, fiscal and other regulatory requirements of the Every Student Succeeds Act (ESSA) and other applicable federal grant programs. DCA agrees that it will keep and make available to the District any documentation necessary to demonstrate compliance with the requirements of ESSA and other applicable federal programs.
DCA also understands that as part of its oversight of the school, the Office of Charter Schools may conduct program review of federal and state compliance issues."

Legal Status- Nonprofit Public Benefit Corporation
Downtown Charter Academy is an independent charter school. It is governed by Amethod Public Schools, a 501(c)(3) non-profit benefit California Corporation. Downtown Charter Academy and Amethod Public Schools are governed by a corporate Board of Directors (Board or Board of Directors) in accordance with its adopted corporate bylaws, which shall be consistent with the terms of this charter. Ultimate responsibility for the governance of Downtown Charter Academy rests with Amethod's Board of Directors. The Board of Directors will be responsible for major strategic and policy decisions related to the schools and will also need to ensure Downtown Charter Academy's financial sustainability.

See Appendix M - AMPS Bylaws

Pursuant to California to Education Code Section 47604(c), the Oakland Unified School District shall not be liable for the debts and obligations of Downtown Charter Academy or Amethod Public Schools for claims arising from the performance of acts, errors, or omissions by Downtown Charter Academy or Amethod Public Schools.

Since Amethod Public Schools is a non-profit corporation, it can be sued as an independent entity and would be responsible for any debts incurred by the school.

Board of Directors

Downtown Charter Academy and Amethod Public Schools are governed by a corporate Board of Directors (Board or Board of Directors) in accordance with its adopted corporate bylaws, which shall be consistent with the terms of this charter. Potential members of the Amethod Public Schools Board of Directors are nominated by an existing board member and vetted through a nominating committee composed of current Board members. The Board frequently discusses additions to its membership based on the need to add additional functional expertise and/or balance representation of the communities served by Amethod Public Schools. Once nominated, the Board undergoes a thorough review process including a nominee's professional background, community involvement, and commitment to Amethod Public Schools mission.

In accordance with Education Code Section 47604(b), OUSD may appoint one representative to participate on the Board of Directors of Amethod Public Schools.

Amethod Public Schools- Board of Directors

Name	Current Professional Title / Organization	Board Role	Focus / Expertise
Nick Vaca	Lawyer – Law Offices of Nicolas C. Vaca	At Large	Legal
Karely Ordaz-Salto	Special Assistant to Mayor Libby Shaff – Oakland Mayor's Office	Chair	Political
Suzanne Larsen	Senior Director – PRO Unlimited Global Solutions	At Large	Human Resources
Hernan Vargas	Consultant – Affine Finance	Treasurer	Finance
Dyana Curreri-Ermatinger	Assistant Director, Foundation and Corporate Relations – Mills College	Secretary	Fundraising

Mina Wilson	Principal Consultant, Center for Health Systems Improvement, Care Management Institute – Kaiser Permanente	Vice Chair	Systems Management; Parent of AMPS Student

See Appendix N for Board Resumes

Board Roles and Responsibilities
The Board approves budgets for all AMPS sites and approves major school site and Amethod Public School policies. The Board may initiate and carry on any program or activity or may otherwise act in a manner which is not in conflict with or inconsistent with or preempted by any law and which are not in conflict with the purposes for which schools are established. The Board may also establish committees such as personnel, instructional, or specific committees as recommended and requested by the Board President and members. The Board may execute any powers delegated by law to it and shall discharge any duty imposed by law upon it and may delegate to an employee of the school or Amethod Public Schools any of those duties. The Board however, retains ultimate responsibility over the performance of those powers or duties so delegated. Such delegation will be in writing; specify the entity designated; describe in specific terms the authority of the Board of Directors being delegated, any conditions on the delegated authority or its exercise and the beginning and ending dates of the delegation; and require an affirmative vote of a majority of Board members.

Board Meetings
The entire Amethod Public Schools Board of Directors meets at minimum seven times a year. All Board meetings are open to the public. Meeting notices and agendas will be made available and posted to the public prior to Board meetings (both online posting as well as physical posting for public viewing). For all regular meetings, an agenda will be posted 72 hours in advance on the organization's website, www.amethodschools.org, as well as on the main entrance of its corporate offices at 2101 Livingston St., Oakland, CA 94606, and at each school site. Meeting minutes and Board actions are recorded and copies are available for public viewing on the organization's website.

Public Operating Principles
Downtown Charter Academy will continue to comply with all laws applicable to charter schools. Members of AMPS Board, any administrators, managers or employees, and any other committees of the school shall at all times comply with federal and state laws, nonprofit integrity standards and OUSD's Charter School policies and regulations regarding ethics and conflicts of interest so long as such policies and regulations are not in conflict with any then-existing applicable statutes, legislation, or regulations applicable to charter schools.

DCA will be nonsectarian in its programs, admission policies, employment practices, and all other operations, will not charge tuition, and will not discriminate against any student on the basis of race, ethnicity, national origin, religion, gender, gender identity, sexual orientation or disability or any perception thereof.

The school will maintain in effect general liability insurance, as well as insurance policies to cover Board errors and omissions protection. The Governing Board will operate procedurally consistent with the adopted by-laws of the organization and follow the approved procedures for changes and amendments. The school will operate autonomously from the district, with the exception of the supervisory oversight as required by statute and other contracted services as negotiated between the District and the school.

The Board of Directors will be the responsible agent for accountability requirements applicable by law and for the Charter itself, as well as policies regarding staff and board responsibilities, conflict of interest, personnel, budget development and approval. The school calendar and the selection of the school's administrative leadership are also the responsibilities of the Governance Board. The Governance Board is responsible for establishing subcommittees and delegating authority as needed.

Conflict of Interest (Summarized)

The purpose of the conflict of interest policy is to protect Amethod Public Schools (the Organization)'s interest as applicable to a California public charter school, and the definitions contained in the Political Reform Act of 1974, the regulations of the Fair Political Practices Commission, specifically California Code of Regulations Section 18730, and any amendments or modifications to the Act and regulations are incorporated by reference to this Code.

See Appendix O for AMPS Conflict of Interest Policy

Governance Training

New members to the Board of Directors must attend a Board meeting and an Amethod Public School Governance orientation prior to serving on the Board. The Board will receive proper training annually. Some of the topics for the training sessions are:

1. *Brown Act*
2. *Parliamentary Procedures*
3. *Conflict of Interest*
4. *Delineation of Roles and Responsibilities*
5. *Strategic Planning and Thinking*
6. *Legal and Financial Responsibilities*
7. *Effective Board-Staff Relations*
8. *Creating Effective Committees*
9. *Effective Board Self-Assessment*

The above list is a sample and is not meant to be exhaustive.

Family Participation

As required by Education Code § 47605, the school will use a range of methods to consult with and receive parental/family input. Parents who fulfill current desired expertise identified by existing board members may also be recommended to the Amethod Public Schools board of directors. Family participation methods are in use for existing Amethod Public School parents and include focus groups, surveys, parent/teacher conferences, orientation meetings, town halls, events, and phone / internet communication.

- *Informational Meetings:* DCA will hold meetings for parents to address matters such as financial aid for college, parent and student college session, and other informational meetings.

- *Town Halls:* Through partnership with other local organizations, Amethod Public Schools implements Town Hall parent information sessions for families. Sample discussions have included School Measurements, gang prevention, and cyber bullying.

- *Orientations:* DCA conducts an all campus Orientation meeting at least once per year. This meeting is mandatory for all new and incoming student families. Administration and Teachers are in attendance and available for introductions and information.

- *Website and Phone Communication*: Teachers have web pages on the School website server that will have their class schedules, grades, assessment data, attendance reports, syllabus and other assignments posted. Parents/family members may also log on to Illuminate Education to view their child's information that may include attendance, grades, and interim assessments. All community and family members can call the main phone line to make an appointment with the Site Director and teacher in regards to concerns.

- *Parent/Student/Teacher Conferences:* Parent/student/teacher conferences will be scheduled upon request of a teacher or a parent. These conferences may occur at any time during the year, but will be clustered at the end of grading periods.

- Each AMPS site has an established Family Staff Team (FST). The FST is the body that interacts with the Board of Directors and helps shape the school's yearly goals and Local Control Accountability Plan, which is ultimately approved by the Board.

Complaint Procedures
DCA will continue to use the established formal complaint policy, the Internal Resolution Service (IRS), to address community concerns that are not resolved through informal conversations. The school will not, at any time, refer complaints to the district, and will address matters at the school and organizational level consistent with the nature of charter legislation. However, parents and families may approach the local authorizer, school district to file a complaint should they wish to do so.

The school's distinct complaint procedures include clear information about the response timeline of the school, the official complaint representative, the office making final decisions regarding complaints, and appeals process. The procedures will also identify an ombudsperson for situations in which the school leader is the subject of the complaint. The complaint procedures are clearly articulated in the school's family handbook that is distributed widely.

UNIFORM COMPLAINT PROCEDURES (UCP) OVERVIEW
The Governing Board recognizes that the school is primarily responsible for complying with applicable state and federal laws and regulations governing educational programs as they

pertain to charter schools. The school shall investigate complaints alleging failure to comply with such laws and/or alleging discrimination and shall seek to resolve those complaints in accordance with the school's uniform complaint procedures, *(5 CCR 4620).*

The school shall follow uniform complaint procedures when addressing complaints alleging unlawful discrimination against any protected group as identified under Government Code 11135: including actual or perceived sex, sexual orientation, gender, gender identity, ethnic group identification, race, ancestry, national origin, religion, color, or mental or physical disability, or age, or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics in any school program or activity that receives or benefits from state financial assistance, *(5 CCR 4610).*

Uniform complaint procedures shall also be used when addressing complaints alleging failure to comply with state and/or federal laws in consolidated categorical programs, career technical and technical education and career technical and technical training programs, and special education programs *(5 CCR 4610).*

ELEMENT V: EMPLOYEE QUALIFICATIONS

Governing Law- CA Education Code 47605 (b) (5) (E) *the qualifications to be met by individuals employed at the school.*

DRL: "EQUAL EMPLOYMENT OPPORTUNITY

Charter School acknowledges and agrees that all persons are entitled to equal employment opportunity. Charter School shall not discriminate against applicants or employees on the basis of race, color, religion, sex, gender, gender expression, gender identity, sexual orientation, pregnancy, national origin, ancestry, citizenship, age, marital status, physical disability, mental disability, medical condition, genetic information, military and veteran status, or any other characteristic protected by California or federal law. Equal employment opportunity shall be extended to all aspects of the employer-employee relationship, including recruitment, selection, hiring, upgrading, training, promotion, transfer, discipline, layoff, recall, and dismissal from employment.

ESEA/ ESSA AND CREDENTIALING REQUIREMENTS

Charter School shall adhere to all State and federal requirements that are applicable to teachers and paraprofessional employees. Charter School shall ensure that all teachers meet applicable state requirements for certificated employment, including the provisions of Education Code section 47605(l). Charter School shall maintain current copies of all teacher credentials and make them readily available for inspection.

As part of the Fall Information Update, Charter School will notify the District in writing of the application deadline and proposed lottery date. Charter School will ensure that all application materials will reference these dates as well as provide complete information regarding application procedures, key dates, and admissions preferences and requirements consistent with approved charter."

OBLIGATION TO REPORT TO CALIFORNIA COMMISSION ON TEACHER CREDENTIALING

Charter School shall comply with Education Code section 44030.5 with respect to reporting the change in employment status to the California Commission on Teacher Credentialing where the change of employment status is a result of an allegation of misconduct, or while an allegation of misconduct is pending, and with Education Code section 44939.5 regarding the re porting of egregious misconduct.

EMPLOYMENT OF FELONS

The Charter School shall comply with the provisions of Education Code section 44830.1 and 45122.1 with respect to the employment of persons convicted of violent or serious felonies.

Process for Staff Selection

In general, the school will recruit driven, qualified, and enthusiastic individuals to serve in all of the school's or organization's capacities. All prospective employees are required to successfully complete a DOJ fingerprinting background check, TB screening, and reference checks, to ensure the health and safety of the school's faculty, staff, and pupils. In addition, prospective employees are carefully screened to ensure they have the qualifications for employment as determined by law governing charter schools.

DCA involves all stakeholder groups in the school to identify the best teachers to deliver our instructional program. An extensive body of research shows that teacher quality is one of the most important factors related to increasing student achievement. Teachers who are committed, engaged and skillful in their approach to instruction have a powerful, long-term impact on their students' lives.

AMPS has identified teacher recruitment as an organizational priority and has developed a full human resources department in the back office to help reach our recruiting goals.

The key factors of success in recruiting are:

- Dedicated human resources staff in the back office
- Centralizing all of the processing of new employees in the back office
- Good internal communication between the back office and school sites
- Casting a wide net for candidates using traditional and innovative outreach strategies
- Responsiveness to candidates – timely return of calls and clear explanation of next steps to prospective candidates
- Rigorous evaluation and selection process

The AMPS central office employs a broad range of outreach tactics, from cultivating individual networks to implementing print and on-line advertising campaigns. A wider pool of candidates will ultimately result in a higher quality of teachers hired.

Primary outreach strategies include:

- Information sessions at colleges and graduate schools
- Partnerships with colleges and universities such as UC Berkeley, St. Mary's and Aliant University
- Partnerships with organizations such as Teach for America, Fortune School and Cal Teach
- Advertisements through organizations
- Newspaper and on-line advertising such as Craig's List, Edjoin.org and Teacherjobs.org
- Utilize the network of colleagues from our existing teaching staff

AMPS Career Path
The AMPS Career Path is designed to promote quality instruction, reward teachers who use data to drive instruction, and retain the best possible talent. This innovative approach to teacher development allows for teachers to be compensated in a merit-based system. AMPS Career Path teachers are also given a variety of professional development opportunities, from attending conferences and trainings, to facilitating training sessions at their own sites. DCA has directly benefited from this homegrown talent pipeline, as the current Dean of Instruction reached that position of leadership by following the steps on the Career Path.

See Appendix P for Career Path Application

Leader Selection
The Site Director is responsible for managing the day-to-day operations of the school and for leading the school's success, and Amethod Public Schools takes extensive care to select the most qualified and dedicated person.

The Director (Site Director) is the instructional, cultural, managerial, and community leader of the school. The Site Director sets the vision for the school and ensures that the school is a high-achieving college preparatory environment where all students finish their tenure at or above grade level. The Site Director serves as the manager of all teachers, and also coaches classroom teachers directly in coordination with their Deans, which includes conducting observation cycles, modeling lessons, and providing support and resources aimed at increasing teacher effectiveness and leadership.

The Site Director is a member of the interviewing and selection committee for other school staff and will work with Management Team to establish a Program Plan Model.

Assigned tasks include the following:

- Accountable for students' overall academic performance.
- Manage school revenues and expenses to stay within agreed upon budget.
- Available for contact with parents, students and staff to discuss student progress and problems after class, evenings or on weekends (via cell phone or in person).
- Maintain work hours extending beyond school hours for other professional duties or functions such as staff meetings, etc.
- Maintain professional standards and a school environment that is productive, safe and focused on organizational and school mission.
- Participate in school wide and individual professional development.

- Participate in other events aimed at promoting or developing Amethod Public Schools and its schools (i.e. student recruitment).
- Foster a rigorous and college preparatory environment that ensures high levels of student achievement annually through the relentless use of data to drive and refine instruction.
- Develop classroom teacher practice and leadership through direct observation, coaching, and training.
- Promote collaborative problem solving and open communication between teachers, students, and families.

See Appendix Q for Site Director Job Qualifications and Description

Teacher Selection
Prospective teachers must exhibit a strong passion and desire to teach in an intense and challenging environment with a structured, fast-paced pedagogical program. All prospective staff must be willing to teach beyond the typical school day, on some weekends, and until the job of educating our students is complete. All prospective hires must also be willing to go through our ongoing professional development workshops, enter a credential program (or be credentialed) and believe in the mission of the organization.

Downtown Charter Academy hires faculty based on content mastery, academic excellence, academic ability, performance reviews, and we prefer individuals who exhibit a go-getter enthusiasm during the interview process. We will continue to use our simple yet productive method of staff recruitment that includes the collection of transcripts, reference checks, writing sample, and an extensive interview process that includes the delivery of a sample lesson.

Teacher Job Description
Teachers at Downtown Charter Academy School shall be required to hold a California Commission on Teacher Credentialing (CCTC) certificate, permit, or university internship permit as required by district, non-charters for core, college prep classes. The school will confer with the California Commission on Teaching Credentialing (CCTC) for any clarifications regarding credentials as needed. The school staff may also be required to participate in random drug testing as required by Governance Board.

See Appendix R for Teacher Qualifications and Job Description

See Appendix S for Dean of Instruction Qualifications and Job Description

Assigned tasks will include the following:

- Effectively instruct students in assigned content area(s) as prescribed by Amethod's academic content standards through lecturing, demonstrating, and using audio-visual aids and with the overall goal of engaging student learning.
- Work as part of teaching team and within content areas planning and aligning curricula to ensure that instruction follows curriculum guidelines or requirements of state and school.
- Set clear short-term and long-term goals to drive instruction.

- Develop and submit weekly and long-range unit plans containing standards, essential questions, assessments and lesson plans; assign lessons and review homework.
- Consistently administer tests to evaluate pupil progress, record results, and issue meaningful reports to inform parents of progress. Create and implement student intervention plans when necessary.
- All teachers will be CLAD certified or a CCTC recognized equivalent.

Administration Assistant
The Administrative Assistant will be responsible for daily operations at the campus. The Site Operations Coordinator will report to the Site Director.

A partial list of qualifications includes the following.

Required knowledge, skills, and abilities
- Strong organizational skills;
- Strong time management skills;
- Ability to work both independently and with a team;
- Fluency in Spanish is highly desirable.

Required educational level
- A.A. degree or equivalent work experience

Required experience
- 3 plus years in administrative support position preferable;
- Experience in school front office preferable;
- Proficient with Microsoft Office.

Responsibilities include:
- Recording attendance;
- Primary responsibility for input of Free and Reduced Lunch information into the student database;
- Managing the office;
- Overseeing purchases of materials;
- Managing the schedules;
- Serving as first point of contact

Anti-discrimination Statement
DCA believes that all persons are entitled to equal employment opportunity. It does not discriminate against qualified applicants or employees on the basis of race, color, religion, sex, gender identity, sexual orientation, pregnancy, national origin, ancestry, citizenship, age, marital status, physical disability, mental disability, medical condition, or any other characteristic protected by California or federal law. Equal employment opportunity shall be

extended to all aspects of the employer-employee relationship, including recruitment, hiring, upgrading, training, promotion, transfer, discipline, layoff, recall, and dismissal from employment.

ELEMENT VI: HEALTH AND SAFETY OF PUPILS

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

DRL: "*HEALTH, SAFETY AND EMERGENCY PLAN*

Charter School shall have a comprehensive site-specific Health, Safety and Emergency Plan, including but not limited to the acquisition and maintenance of adequate onsite emergency supplies, in place prior to beginning operation of Charter School each school year.

Charter School shall ensure that all staff members receive annual training on Charter School's health, safety, and emergency procedures, including but not limited to training on blood borne pathogens, and shall maintain a calendar for, and conduct, emergency response drills for students and staff.

Charter School shall provide all employees, and other persons working on behalf of Charter School who are mandated reporters, with annual training on child abuse detection and reporting, which shall occur within the first six weeks of each school year, or within the first six weeks of a person's employment if employed after the beginning of the school year, in accordance with the requirements of AB 1432 (2014).

Charter School shall stock and maintain the required number and type of emergency epinephrine auto-injectors onsite and provide training to employee volunteers in the storage and use of the epinephrine auto-injector as required by SB 1266 (2014).

Charter School shall comply with the requirements of Education Code section 49475 regarding concussions/head injuries with respect to any athletic program (as defined in Education Code § 49475) offered by or on behalf of Charter School.

Charter School shall periodically review, and update and/or modify as necessary, its Health, Safety and Emergency Plan, and keep it readily available for use and review upon CSD request.

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)

Charter School, including its employees and officers, shall comply with the Family Educational Rights and Privacy Act (FERPA) and Education Code section 49060 et seq. at all times.

CRIMINAL BACKGROUND CLEARANCES AND FINGERPRINTING

Charter School shall comply with all requirements of Education Code sections 44237 and 45125.1. Charter School shall designate and maintain at all times at least one Custodian of Records duly authorized by the California Department of Justice.

Charter School shall maintain on file and available for inspection evidence that (1) Charter School has performed criminal background checks and cleared for employment all employees prior to employment; (2) Charter School has obtained certification from each of its contracting entities/independent contractors that the entity/contractor has conducted required criminal background clearances for its employees prior to provision of school site services and/or any contact with students and has requested subsequent arrest notification service; and (3) Charter School has performed criminal background checks and cleared for service all volunteers not directly supervised by staff and who may have contact with students. Charter School shall also ensure that it requests and receives subsequent arrest notifications from the California Department of Justice for all employees and volunteers not directly supervised by staff. Upon request, Charter School shall provide a copy of Department of Justice confirmation of Custodian of Records status for each Custodian of Records.

Charter School shall comply with the requirements set forth in Education Code section 44939.5 regarding the reporting of egregious misconduct committed by certificated employees.

IMMUNIZATION AND HEALTH SCREENING REQUIREMENTS

Charter School shall require all employees, and any volunteer or vendor/contracting entity employee who may have frequent or prolonged contact with students, to undergo a risk assessment and/or be examined and determined to be free of active tuberculosis (TB) within the period of 60 days prior to employment/service, in accordance with Education Code section 49406. Charter School shall maintain TB clearance records and certifications on file.

Charter School shall comply with all federal and state legal requirements related to student immunization, health examination, and health screening, including but not limited to screening for vision, hearing, and scoliosis, to the same extent as would be required if the students were attending a non-charter public school. Charter School shall maintain student immunization, health examination, and health screening records on file.

SAFE PLACE TO LEARN ACT

Charter School shall comply with all applicable requirements of the Safe Place to Learn Act, Education Code section 234 et seq.

COMPETITIVE ATHLETICS

Charter School shall comply with the requirements of Education Code section 221.9 with respect to the disclosure requirements regarding competitive athletics, and shall comply with the requirements of Education Code section 33479.1 et seq. *with respect to any athletic*

program that if offers, as well as Education Code section 49475 et seq. with respect to institution of a concussion protocol.

GUN-FREE SCHOOLS ACT

Charter School shall comply with the federal Gun-Free Schools Act.

TOBACCO USE PREVENTION

Charter School shall enact policies to prohibit the use of Tobacco near its school site in accordance with the provisions of California Health and Safety Code section 104495."
SUICIDE PREVENTION POLICY (GRADES 7-12)

Charter School shall adopt, at a regularly scheduled meeting, a policy on pupil suicide prevention in Grades 7 through 12 inclusive, pursuant to Education Code section 215.

TRANSPORTATION

The Charter School shall meet the requirements of Education Code section 39831.3 with respect to any transportation services provided to or from school or a school activity.

DATA PRIVACY

Charter School shall take the required steps to protect the data privacy of its pupils, including but not limited to complying with the requirements of Education Code section 49073.6 with respect to any maintenance of any information obtained from social media in its pupil records.

OTHER REQUIREMENTS
Charter School shall comply with the requirements of Education Code section 33133.5 with respect to notifying pupils of the appropriate telephone number to call to report child abuse or neglect, and Education Code section 51900.6 with respect to the age-appropriate content in sexual abuse and sexual assault awareness and prevention.

Procedures for Background Checks
Amethod Public Schools has an identified *Custodian of Record* whose task is to review and monitor background checks for all staff and consultants hired by the Amethod Public Schools organization. The school shall comply with the provisions and procedures of Education Code 44237, including the requirement that as a condition of employment each new employee and volunteers must submit two sets of fingerprints to the California Department of Justice for the purpose of obtaining a criminal record summary. No employee shall be permitted to commence work at the campus until clearance has been obtained from the Department of Justice maintained by the identified Amethod Public Schools that has been cleared by the Department of Justice to receive records. Records of student immunizations shall be maintained, and staff shall follow requirements for periodic TB screening as required by law. All staff will be required to produce documents for U.S. employment authorization, and to follow all mandated

child abuse reporting laws. Random drug testing may be implemented for staff throughout the year to ensure safety of students.

Downtown Charter Academy has implemented health, safety and risk management policies similar to that of other Amethod Public School sites. DCA shall implement comprehensive set of health, safety and risk management policies that will address, at a minimum, the following:

- Policies and procedures for responses to disasters and emergencies including fire and earthquakes;
- Policies relating to blood-borne pathogens;
- A policy requiring that instructional and administrative staff to receive training in emergency response, including first aid, first responder training or its equivalent;
- Compliance with all health and safety laws and regulations that apply to non-charter public schools, including those regarding auxiliary services (food services, transportation, custodial services, hazardous materials, etc.) and those required by CAL OSHA, the California Health and Safety Code, and EPA;
- Policies relating to the administration of prescription drugs and other medicines;
- A policy establishing DCA as a drug, alcohol and tobacco free workspace. The policy will adhere to Title IV of the Safe Drug-Free Schools and Communities Act to ensure that the campus is kept safe and are tobacco, drug and alcohol free.

Role of Staff as Mandated Child Abuse Reporters
All non-certificated and certificated staff are mandated reporters, as defined by law are obligated to report all known or suspected incidents of child abuse and neglect. Mandated reporters shall not investigate any suspected incidents but rather shall cooperate with agencies responsible for reporting, investigating and prosecuting cases of child abuse and neglect.

Comprehensive Sexual Harassment Policies and Procedures
The School is committed to providing a campus that is free from sexual harassment, as well as any harassment based upon such factors as race, religion, creed, color, national origin, ancestry, age, medical condition, marital status, sexual orientation, gender, gender identity, or disability.

The School will implement the developed comprehensive policy to prevent and immediately remediate any concerns about sexual discrimination or harassment at the School (including employee to employee, employee to student, and student to employee misconduct).

Immunizations
All students enrolled and staff are required to provide records documenting immunizations as is required at public schools pursuant to Health and Safety Code Sections 120325-120375, and Title 17, California Code of Regulations Section 6000- 6075. Student immunizations shall be required as a condition of attendance to the same extent as they are required in local non-charter public schools, records of student immunizations shall be maintained, and faculty and staff shall follow requirements for periodic TB (as described in Education Code section 49406) Screening.

Blood borne Pathogens

The School shall meet state and federal standards for dealing with blood borne pathogens and other potentially infectious materials in the work place. The school shall implement the board approved written infectious control plan designed to protect employees and students from possible infection due to contact with blood borne viruses, including human immunodeficiency virus (HIV) and Hepatitis B virus (HBV) at DCA. Whenever exposed to blood or other bodily fluids through injury or accident, staff and students shall follow the latest medical protocol for disinfecting procedures.

Drug Free/Alcohol Free/Smoke Free Environment
The school shall function as a drug, alcohol and tobacco free workplace.

Medication in School
The Amethod Schools has adopted a policy regarding the administration of prescription drugs and other medicines at school that adheres to Education Code Section 49423 regarding administration of medication in school that stipulates that designated school personnel may distribute oral medications if the school receives **if**:

(1) A written statement from such physician detailing the method, amount, and time schedule by which such medication is to be taken, and
(2) A written statement from the parent or guardian of the pupil indicating the desire that the school assist the pupil in the matters set forth in the physician's statement,
(3) The parent or guardian signs a waiver of release of liability for dispensing the medication.

Facility Safety
The facilities to be utilized by Downtown Charter Academy must be in compliance with applicable State and local Building Codes in accordance with Education Code 47610.The School shall comply with Education Code Section 47610 by utilizing facilities that are compliant with the California Building Standards Code. The School agrees to have site inspected by the local Fire Department regularly. The School shall conduct fire drills as required under Education Code Section 32001 and in conjunction with the District (*if at District facilities*).

All Amethod Schools are required to have active safety plans on file as required by California Ed Code and staff will be trained annually on the safety procedures outlined in the plan. If DCA finds a facility for the school and it is not a district facility, the school will hire its own contractors and the appropriate resources necessary in order to perform the maintenance and operations functions required at its facility.

DCA shall occupy facilities that comply with the Asbestos requirement as cited in the Asbestos Hazard Emergency Response Act (AHERA), 40CFR part 763. AHERA requires that any building leased or acquired that is to be used as a school or administrative building shall maintain an asbestos management plan.

If DCA fails to submit a certificate of occupancy or other valid documentation to the District verifying that the intended facility in which the school will operate complies with Education Code Section 47610, not less than 30 days before the school is scheduled to begin operation pursuant to the first year of this renewal term, it may not commence operations unless an exception is made by the Office of Charter Schools and/or the local planning department or equivalent agency.

If DCA moves or expands to a separate building during the term of this charter, DCA shall provide a certificate of occupancy or other valid documentation to the District verifying that the intended facility in which the school will operate complies with Education Code Section 47610, to the District for each facility at least 30 days before school is scheduled to begin operations in the facility or facilities. DCA shall not begin operation in any location for which it has failed to timely provide a certificate of occupancy to the District, unless an exception is made by the Office of Charter Schools and/or the local planning department or equivalent agency.

Notwithstanding any language to the contrary in this charter, the interpretation, application, and enforcement of this provision are not subject to the Dispute Resolution Process.

Food Service
The school may decide to offer a food service program and contract for food services (with another private foodservice provider) in the same manner consistent with other charter schools and food service providers.

Nursing
The Administrative Assistant will be trained in basic techniques such as CPR and nursing for minor issues. If there is any serious injury and/or illness, the appropriate local paramedic or hospital will immediately be contacted. Even before the school's opening, the local health care facility will be contacted to create policies regarding such instances. The procedures that the school will follow to ensure the health and safety of pupils and staff will be similar to what other Amethod Public School sites implement. These procedures shall include the requirement that each employee of the school furnish the school with a criminal record summary as described in §44237. Ed. Code §47605 9b) (5) (F)

Vision/Hearing/Scoliosis
DCA shall adhere to Education Code Section 49450 *et seq.* as applicable to the grade levels served by the school.

Emergency Handbook (Policies)
The school will adopt and implement a comprehensive set of health, safety and risk management policies in case of emergencies or natural disasters. The handbook is used to inform staff, parents, and community as a whole to our procedures of such cases will be and is posted on our website. The following health and safety policies were developed in consultation with the school's governance board, legal counsel, and insurance providers and facility:

- First Aid and CPR certificates for key staff members.

- A requirement that all enrolling students and staff provide immunization records to the extent required for enrollment in non-charter public schools.
- Policies and procedures for response to natural disasters and emergencies, such as fires and earthquakes.
- Policies for the prevention of contact with blood-borne pathogens.
- A policy requiring that instructional and administrative staff receive training in emergency response, including “first responder” and CPR training or its equivalent.
- Policies relating to the administration of prescription drugs and other medicines.
- Evidence that the school is housed in a facility that is approved by the state or local fire marshals.

See Appendix T for Heath and Safety Handbook

Emergency Preparedness
Policies and procedures are maintained for issues such as fires, earthquakes, compliance with health and safety laws and other emergency responses. Such procedures are tailored for each school site and maintained on site. Employees will be trained annually on the policies and procedures in the emergency plan.

The Family Educational Rights and Privacy Act (FERPA)
The Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99) is a Federal law that protects the privacy of student education records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education.

FERPA gives parents certain rights with respect to their children's education records, which can be in writing, print; or in the form of a video, or audio recording, film, microfilm, or microfiche. These rights transfer to the student when he or she reaches the age of 18 or attends a school beyond the high school level. Students to whom the rights have transferred are "eligible students."

Generally, the school must have written permission from the parent or eligible student in order to release any information from a student's education record. The school will use best judgment in accordance with the law on a case by case basis in regards to student information and written requests. Moreover, schools may disclose, without consent, "directory" information such as a student's name, address, telephone number, date and place of birth, honors and awards, and dates of attendance.

ELEMENT VII: RACIAL AND ETHNIC BALANCE

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

DCA shall strive to achieve a student population from within different neighborhoods within Oakland, and the greater OUSD area that recognizes and values the schools' mission and vision. No test or assessment shall be administered to students prior to acceptance and enrollment into the charter school. DCA uses Enroll Oak to cast the widest net possible and make enrolling as easy and transparent as possible.

As previously noted, students will be considered for admission without regard to ethnicity, national origin, gender, disability, sexual orientation, race, gender identity or achievement level. Recruitment strategy will be carried out throughout various communities to provide families with the opportunity to participate in the school. Downtown Charter Academy will work with various community organizations, churches, stores, merchant associations, Bay Area charter schools, and non-charter schools to strive to recruit a student population reflective of the general population residing within the territorial jurisdiction of the Oakland Unified School District.

The application process is comprised of the following:

- Completion of a student application, which includes basic student and family identification information for the purposes of entry into public random drawing.
- Upon selection for admission pursuant to public random drawing, the registration process will include the following:

    - *Student enrollment form which contains student name, address, and other identifying and demographic information*
    - *Proof of immunization*
    - *Home Language Survey*
    - *Completion of Emergency Medical Information Form*
    - *Proof of minimum age requirements, e.g. birth certificate*

Recruiting and Marketing

The school acknowledges that recruitment of students is the responsibility of the charter school. The AMPS marketing team targets multilingual communities through a multi-faceted outreach strategy through the use of social media, and internet features. Moreover, AMPS employs a FT Community Coordinator who canvasses the area with families and volunteers. In compliance with federal law, the recruitment efforts of the school to target all populations within the area, regardless of race, disability, ethnicity, gender, or gender identity. The school will continue to explore as many avenues of outreach as possible to guarantee a broad spectrum of exposure during its recruitment process.

The school will implement a recruitment strategy that includes, but is not necessarily limited to, the following elements or strategies which focus on achieving and maintaining a racial and ethnic balance among students that is reflective of the general population residing within the territorial jurisdiction of Oakland Unified School District.

The school will reach out to students and parents through a variety of methods, including:

- Attending OUSD option fairs;
- Meeting with local Athletic Teams and leagues;
- Hosting open houses at the school;

- Press releases and other communications with local news media;
- Posting of notices or banners in libraries and other public buildings and spaces, as well as with local businesses and religious institutions;
- Attend community functions and fairs;
- Work with local leaders in the immediate community to promote school;
- Working with community organizations to reach families in the local area;
- Word of mouth among parents in the community; and
- Speaking or distributing flyers at local churches, recreation centers, and groups working with families

Outreach efforts and materials will be provided in Spanish, Vietnamese, Cantonese, Lao, Mien and Mandarin languages as needed. General information sheets, and other key documents, including the school vision and mission statement will be provided in the multiple languages as well.

The charter school shall maintain an accurate accounting of the ethnic and racial balance of students enrolled in the school, along with documentation of the efforts the school has made to achieve racial and ethnic balance in accordance with the charter petition and standards of charter legislation.

ELEMENT VIII: STUDENT ADMISSION REQUIREMENTS

Governing Law - *Admission Requirements, if applicable*
—California Education Code Section 47605(b) (5) (H)

DRL: "DOCUMENTATION OF ADMISSIONS AND ENROLLMENT PROCESSES

Charter School shall maintain complete and accurate records of its annual admissions and enrollment processes, including but not limited to documentation of implementation of lottery and waitlist criteria and procedures in accordance with the terms of the Charter. These records shall be made available to the District upon request.

Charter School shall also comply with the following requirements of Education Code section 47605(d)(2)(B)(i)-(iv):

(i) Each type of preference shall be approved by the chartering authority at a public hearing.

(ii) Preferences shall be consistent with federal law, the California Constitution, and Section 200.

(iii) Preferences shall not result in limiting enrollment access for pupils with disabilities, academically low-achieving pupils, English learners, neglected or delinquent pupils, homeless pupils, or pupils who are economically disadvantaged, as determined by eligibility for any free or reduced-price meal program, foster youth, or pupils based on nationality, race, ethnicity, or sexual orientation.

(iv) Preferences shall not require mandatory parental volunteer hours as a criterion for admission or continued enrollment.

HOMELESS AND FOSTER YOUTH
Charter School shall adhere to the provisions of the McKinney-Vento Homeless Assistance Act and ensure that each child of a homeless individual and each homeless youth has equal access to the same free, appropriate public education as provided to other children and youths. Charter School shall provide specific information, in its outreach materials, websites, at community meetings, open forums, and regional center meetings, that notifies parents that Charter School is open to enroll and provide services for all students, and provides a standard District contact number for access to additional information regarding enrollment. Charter School shall comply with all applicable provisions of Education Code sections 48850 – 48859 with respect to foster children and homeless youth.

NON-DISCRIMINATION

Charter School shall not require a parent/legal guardian/student to provide information regarding a student's disability, gender, gender identity, gender expression, nationality, legal or economic status, primary language or English Learner status, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in section 422.55 of the Penal Code, or any other information that would violate federal or state law, prior to admission, participation in any admissions or attendance lottery, or pre-enrollment event or process, or as a condition of admission or enrollment. Charter School may request, at the time of, and as part of, conducting its lottery process, the provision of information necessary to apply specific admissions preferences set forth in this Charter.

Charter School shall not request or require submission of a student's IEP, 504 Plan, or any other record or related information prior to admission, participation in any admissions or attendance lottery, or pre-enrollment event or process, or as a condition of admission or enrollment.

PARENT ENGAGEMENT

Charter School shall not require a parent or legal guardian of a prospective or enrolled student to perform volunteer service hours, or make payment of fees or other monies, goods, or services in lieu of performing volunteer service, as a condition of his/her child's admission, continued enrollment, attendance, or participation in the school's educational activities, or otherwise discriminate against a student in any manner because his/her parent cannot, has not, or will not provide volunteer service to Charter School."

It is the policy of DCA to be nonsectarian in its programs, curriculum, admission policies, employment practices, and all other operations. DCA shall not charge tuition, and shall not discriminate against any pupil on the basis of ethnicity, national origin, gender, gender identity, gender expression, sexual orientation, religion, race or disability.

The Charter School shall admit all pupils who wish to attend the Charter School. No test or assessment shall be administered to students prior to acceptance and enrollment into the Charter School. The Charter School will comply with all laws establishing minimum and maximum age for public school attendance in charter schools. Admission, except in the case of

a public random drawing, shall not be determined by the place of residence of the pupil or his or her parent or legal guardian within the state.

DCA will comply with the McKinney Vento Homeless Assistance Act for homeless children and ensure that each child of a homeless individual and each homeless youth have equal access to the same free, appropriate public education as provided to other children and youths.
All students will be given equal access to the Charter School, regardless of disabilities, and the Charter School will not discriminate against any students based on his or her disabilities.

Enrollment Process
Formal recruitment of incoming students begins in the Fall each year for the following school year. The Charter School will have an open application period extending from November through February. During this time, the Charter School will advertise, attend outreach events, and host open houses to inform families in the community about the opportunities and expectations for prospective students and parents.
The Charter School shall require students who wish to attend the Charter School to complete an application form. After admission, students will be required to:

1. Submit a school data card (family or guardian contact information).
2. Submit a copy of student immunization records. Complete any additional Enrollment/Registration forms and documents.

Public Random Lottery
Applications will be accepted during a publicly advertised open enrollment period each year for enrollment in the following school year. Following the open enrollment period each year, applications shall be counted to determine whether any grade level has received more applications than availability. In the event that this happens, the Charter School will hold a random lottery to determine admission for the impacted grade level, with the exception of existing students, who are guaranteed admission in the following school year.

In accordance with Education Code Section 47605(d)(2)(B), admission preferences shall be given to the following students in the following order:

1. Year 1 (2026-27) only: Students displaced from Oakland Charter Academy due to the school's closure
2. Siblings of existing students of the Charter School
~~1.~~3. Students experiencing homelessness, as defined under the McKinney-Vento Homeless Assistance Act
~~2.~~4. Students who are enrolled in the immediate prior grade level of another Amethod Public Schools charter school
~~3.~~5. Children of the Charter School's teachers and staff (not to exceed 10% of the Charter School's enrollment)
~~4.~~6. Residents of the District
~~5.~~7. All other students

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The Charter School will ensure that the public random drawings as listed above are consistent with Education Code Section 47605(d)(2) and applicable federal law and non-regulatory guidance; however, should the preferences require modification in order to meet requirements of the Federal Expansion Grant, such modifications may be made at the Charter School's discretion without any need to materially revise the charter as long as such

modifications are consistent with the law and written notice is provided by the Charter School to the District.

At the conclusion of the lottery, all students who were not granted admission due to capacity shall be given the option to put their name on a wait list according to their draw in the lottery. This wait list will allow students the option of enrollment in the case of an opening during the current school year. In no circumstance will a "wait list" carry over to the following school year.

The lottery rules, deadlines, dates and times will be communicated in the application form and on the Charter School's website.

Neither student nor other family members are required to be present at the random selection drawing to secure a spot. The families of students that are selected to attend the Charter School by the lottery will be notified by phone and mail and asked to confirm enrollment within two weeks of notice.

Lottery Procedures

The Charter School will conduct the lottery in the spring for enrollment in the fall of that year. The lottery is conducted via the Schoolmint System in partnership with the EnrollOak Common Enrollment Process.

Waitlist Ranking

The student waitlist will be assigned by the Schoolmint System. The database will be made public as soon as practically possible, both online at Amethod Public Schools website and posted in public locations at the school site. Letters and follow up phone calls to families on the waiting list will also be made. All lottery databases will be kept on file by the Charter School or at Amethod Public Schools headquarters.

During the school year if vacancies should arise, the Charter School will notify families on the wait list to see if they would like to enroll. Typically, 3 separate calls on 3 different days are made, with accompanying documentation; if families do not respond within 7 days, they are removed from the wait list and the next family is contacted.

ELEMENT IX: ANNUAL AUDIT

Governing Law: *The manner in which an annual, independent financial audit shall be conducted, which shall employ generally accepted accounting principles, and the manner in which audit exceptions and deficiencies shall be resolved to the satisfaction of the chartering authority****—California Education Code Section 47605(b)(5)(I).***

DRL: "In order to ensure the necessary oversight and review of mandated reports for which the authorizer must determine fiscal health and sustainability, the following schedule of reporting deadline to the District will apply each year of the term of this charter;

- *On or before July 1, an annual update required pursuant to Section 47606.5.*
- *September 1 – Final Unaudited Financial Report for Prior Year*
- *December 1 – Final Audited Financial Report for Prior Year*
- *December 1 – First Interim Financial Report for Current Year*
- *March 1 – Second Interim Financial Report for Current Year*
- *June 15 – Preliminary Budget for Subsequent Year"*

An annual independent financial audit of the books and records of the Charter School will be conducted as required by Education Code Sections 47605(b) (5) (I) and 47605(m). The books and records of the Charter School will be kept in accordance with generally accepted accounting principles, and as required by applicable law, the audit will employ generally accepted accounting procedures. The audit shall be conducted in accordance with applicable provisions within the California Code of Regulations governing audits of charter schools as published in the State Controller's K-12 Audit Guide.

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

The annual audit will be completed and forwarded to the District, the County Superintendent of Schools, the State Controller, and to the CDE by the 15th of December of each year. The Chief Executive Officer, along with the audit committee, if any, will review any audit exceptions or deficiencies and report to the Charter School Board of Directors with recommendations on how to resolve them. The Board will submit a report to the District describing how the exceptions and deficiencies have been or will be resolved to the satisfaction of the District along with an anticipated timeline for the same. Audit appeals or requests for summary review shall be submitted to the Education Audit Appeals Panel ("EAAP") in accordance with applicable law.

The independent financial audit of the Charter School is a public record to be provided to the public upon request.

ELEMENT X: SUSPENSION AND EXPULSION PROCEDURES

Governing Law: CA Education Code 47605 (b) (5) (J); *The procedures by which pupils can be suspended or expelled.*

DRL: "The Charter School's student discipline procedures, at a minimum, shall comply with federal and state constitutional procedural and substantive due process requirements as follows:

(i) For suspensions of fewer than 10 days, provide oral or written notice of the charges against the pupil and, if the pupil denies the charges, an explanation of the evidence that supports the charges and an opportunity for the pupil to present his or her side of the story.

(ii) For suspensions of 10 days or more and all other expulsions for disciplinary reasons, both of the following:

(I) Provide timely, written notice of the charges against the pupil and an explanation of the pupil's basic rights.
(II) Provide a hearing adjudicated by a neutral officer within a reasonable number of days at which the pupil has a fair opportunity to present testimony, evidence, and witnesses and confront and cross-examine adverse witnesses, and at which the pupil has the right to bring legal counsel or an advocate.

(iii) Contain a clear statement that no pupil shall be involuntarily removed by the charter school for any reason unless the parent or guardian of the pupil has been provided written notice of intent to remove the pupil no less than five schooldays before the effective date of the action. The written notice shall be in the native language of the pupil or the pupil's parent or guardian or, if the pupil is a foster child or youth or a homeless child or youth, the pupil's educational rights holder, and shall inform him or her of the right to initiate the procedures specified in clause (ii) before the effective date of the action. If the pupil's parent, guardian, or educational rights holder initiates the procedures specified in clause (ii), the pupil shall remain enrolled and shall not be removed until the charter school issues a final decision. For purposes of this clause, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions specified in clauses (i) and (ii).

This Pupil Suspension and Expulsion Policy has been established in order to promote learning and protect the safety and wellbeing of all students at the Charter School. In creating this policy, the Charter School has reviewed Education Code Section 48900 *et seq.* which describes the non-charter schools' list of offenses and procedures to establish its list of offenses and procedures for suspensions and expulsions. The language that follows closely mirrors the language of Education Code Section 48900 *et seq.* The Charter School is committed to annual review of policies and procedures surrounding suspensions and expulsions and, as necessary, modification of the lists of offenses for which students are subject to suspension or expulsion.

When the Policy is violated, it may be necessary to suspend or expel a student from regular classroom instruction. This policy shall serve as the Charter School's policy and procedures for student suspension and expulsion and it may be amended from time to time without the need to amend the charter so long as the amendments comport with legal requirements. Charter School staff shall enforce disciplinary rules and procedures fairly and consistently among all students. This Policy and its Procedures will be printed and distributed as part of the Student Handbook and will clearly describe discipline expectations.

Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of or willfully causing the infliction of physical pain on a student. For purposes of the Policy, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to school property.
The Charter School administration shall ensure that students and their parents/guardians are notified in writing upon enrollment of all discipline policies and procedures. The notice shall state that this Policy and Procedures are available on request at the Site Director's office.

Suspended or expelled students shall be excluded from all school and school-related activities unless otherwise agreed during the period of suspension or expulsion.
A student identified as an individual with disabilities or for whom the Charter School has a basis of knowledge of a suspected disability pursuant to the Individuals with Disabilities Education Improvement Act of 2004 ("IDEIA") or who is qualified for services under Section 504 of the Rehabilitation Act of 1973 ("Section 504") is subject to the same grounds for suspension and expulsion and is accorded the same due process procedures applicable to general education students except when federal and state law mandates additional or different procedures. The Charter School will follow all applicable federal and state laws including but not limited to the California Education Code, when imposing any form of discipline on a student identified as an individual with disabilities or for whom the Charter School has a basis of knowledge of a suspected disability or who is otherwise qualified for such services or protections in according due process to such students.

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

B. Enumerated Offenses

1. Discretionary Suspension Offenses. Students may be suspended for any of the following acts when it is determined the pupil:

    a) Caused, attempted to cause, or threatened to cause physical injury to another person.

    b) Willfully used force or violence upon the person of another, except self-defense.

    c) Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.

    d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.

    e) Committed or attempted to commit robbery or extortion.

    f) Caused or attempted to cause damage to school property or private property.

    g) Stole or attempted to steal school property or private property.

h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a pupil.

i) Committed an obscene act or engaged in habitual profanity or vulgarity.

j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.

k) Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties.

l) Knowingly received stolen school property or private property.

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

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

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

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

q) Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, “hazing” means a method of initiation or preinitiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this section, “hazing” does not include athletic events or school-sanctioned events.

r) Made terroristic threats against school officials and/or school property. For purposes of this section, “terroristic threat” shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars ($1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so

unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family's safety, or for the protection of school property, or the personal property of the person threatened or his or her immediate family.

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

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

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

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

    1) "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:

        i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with exceptional needs) or students in fear of harm to that student's or those students' person or property.
        ii. Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.
        iii. Causing a reasonable student to experience substantial interference with his or her academic performance.

iv. Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.

2) "Electronic Act" means the creation or transmission originated on or off the school site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:
   i. A message, text, sound, video, or image.
   ii. A post on a social network Internet Web site including, but not limited to:
      (a) Posting to or creating a burn page. A "burn page" means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
      (b) Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in subparagraph (1) above. "Credible impersonation" means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.
      (c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. "False profile" means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.
   iii. An act of cyber sexual bullying.
      (a) For purposes of this clause, "cyber sexual bullying" means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a pupil to another pupil or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.
      (b) For purposes of this clause, "cyber sexual bullying" does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.

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

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

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

2. Non-Discretionary Suspension Offenses: Students must be suspended and recommended for expulsion for any of the following acts when it is determined the pupil:

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

3. Discretionary Expellable Offenses: Students may be recommended for expulsion for any of the following acts when it is determined the pupil:

a) Caused, attempted to cause, or threatened to cause physical injury to another person.

b) Willfully used force or violence upon the person of another, except self-defense.

c) Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.

d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.

e) Committed or attempted to commit robbery or extortion.

f) Caused or attempted to cause damage to school property or private property.

g) Stole or attempted to steal school property or private property.

h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a pupil.

i) Committed an obscene act or engaged in habitual profanity or vulgarity.

j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.

k) Knowingly received stolen school property or private property.

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

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

n) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.

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

p) Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, “hazing” means a method of initiation or preinitiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this section, “hazing” does not include athletic events or school-sanctioned events.

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

protection of school property, or the personal property of the person threatened or his or her immediate family.

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

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

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

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

1) "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:

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

2) "Electronic Act" means the creation or transmission originated on or off the school site, by means of an electronic device, including, but not limited to, a

telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:

i. A message, text, sound, video, or image.

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

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

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

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

iii. An act of cyber sexual bullying.

(a) For purposes of this clause, "cyber sexual bullying" means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a pupil to another pupil or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.

(b) For purposes of this clause, "cyber sexual bullying" does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.

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

v) A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (3)(a).

w) Possessed, sold, or otherwise furnished any knife unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Site Director or designee's concurrence.

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

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

If it is determined by the Administrative Panel and/or Board of Directors that a student has brought a firearm or destructive device, as defined in Section 921 of Title 18 of the United States Code, on to campus or to have possessed a firearm or dangerous device on campus, the student shall be expelled for one year, pursuant to the Federal Gun Free Schools Act of 1994. In such instances, the pupil shall be provided due process rights of notice and a hearing as required in this policy.

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

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

C. Suspension Procedure
Suspensions shall be initiated according to the following procedures:

1. Conference
Suspension shall be preceded, if possible, by a conference conducted by the Site Director or the Site Director's designee with the student and his or her parent and, whenever practical, the teacher, supervisor or the Charter School employee who referred the student to the Site Director or designee.

The conference may be omitted if the Site Director or designee determines that an emergency situation exists. An "emergency situation" involves a clear and present danger to the lives, safety or health of students or the Charter School personnel. If a student is suspended without this conference, both the parent/guardian and student shall be notified of the student's right to return to school for the purpose of a conference.

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

2. Notice to Parents/Guardians
At the time of the suspension, an administrator or designee shall make a reasonable effort to contact the parent/guardian by telephone or in person. Whenever a student is suspended, the parent/guardian shall be notified in writing of the suspension and the date of return following suspension. This notice shall state the specific offense committed by the student. In addition, the notice may also state the date and time when the student may return to school. If the Charter School officials wish to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice may request that the parent/guardian respond to such requests without delay.

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

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

D. Authority to Expel
A student may be expelled either by the Charter School Board of Directors following a hearing before it or by the Charter School Board of Directors upon the recommendation of an Administrative Panel, to be assigned by the Board of Directors as needed. The Administrative Panel should consist of at least three members who are certificated and neither a teacher of the pupil or a member of the Charter School Board of Directors. The Administrative Panel may recommend expulsion of any student found to have committed an expellable offense.

E. Expulsion Procedures
Students recommended for expulsion are entitled to a hearing to determine whether the student should be expelled. Unless postponed for good cause, the hearing shall be held within thirty

(30) school days after the Site Director or designee determines that the pupil has committed an expellable offense.

In the event an Administrative Panel hears the case, it will make a recommendation to the Board for a final decision whether to expel. The hearing shall be held in closed session (complying with all pupil confidentiality rules under FERPA) unless the pupil makes a written request for a public hearing in open session three (3) days prior to the date of the scheduled hearing.

Written notice of the hearing shall be forwarded to the student and the student's parent/guardian at least ten (10) calendar days before the date of the hearing. Upon mailing the notice, it shall be deemed served upon the pupil. The notice shall include:

1. The date and place of the expulsion hearing;
2. A statement of the specific facts, charges and offenses upon which the proposed expulsion is based;
3. A copy of the Charter School's disciplinary rules which relate to the alleged violation;
4. Notification of the student's or parent/guardian's obligation to provide information about the student's status at the Charter School to any other school district or school to which the student seeks enrollment;
5. The opportunity for the student and/or the student's parent/guardian to appear in person or to employ and be represented by counsel or a non-attorney advisor;
6. The right to inspect and obtain copies of all documents to be used at the hearing;
7. The opportunity to confront and question all witnesses who testify at the hearing;
8. The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf including witnesses.

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

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

1) The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of his/her right to (a) receive five days' notice of his/her scheduled testimony, (b) have up to two (2) adult support persons of his/her choosing present in the hearing at the time he/she testifies, which may include a parent, guardian, or legal counsel, and (c) elect to have the hearing closed while testifying.

2) The Charter School must also provide the victim a room separate from the hearing

room for the complaining witness' use prior to and during breaks in testimony.

3) At the discretion of the entity conducting the expulsion hearing, the complaining witness shall be allowed periods of relief from examination and cross-examination during which he or she may leave the hearing room.

4) The entity conducting the expulsion hearing may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.

5) The entity conducting the expulsion hearing may also limit time for taking the testimony of the complaining witness to the hours he/she is normally in school, if there is no good cause to take the testimony during other hours.

6) Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the entity presiding over the hearing from removing a support person whom the presiding person finds is disrupting the hearing. The entity conducting the hearing may permit any one of the support persons for the complaining witness to accompany him or her to the witness stand.

7) If one or both of the support persons is also a witness, the Charter School must present evidence that the witness' presence is both desired by the witness and will be helpful to the Charter School. The entity presiding over the hearing shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the presiding official shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the presiding officer from exercising his or her discretion to remove a person from the hearing whom he or she believes is prompting, swaying, or influencing the witness.

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

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

10) Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the person conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstance can be made, the witness shall be provided notice and an opportunity to present opposition to the

introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

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

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

If, due to a written request by the expelled pupil, the hearing is held at a public meeting, and the charge is committing or attempting to commit a sexual assault or committing a sexual battery as defined in Education Code Section 48900, a complaining witness shall have the right to have his or her testimony heard in a session closed to the public.
The decision of the Administrative Panel shall be in the form of written findings of fact and a written recommendation to the Board of Directors, which will make a final determination regarding the expulsion. The final decision by the Board of Directors shall be made within ten (10) school days following the conclusion of the hearing. The decision of the Board of Directors is final.

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

I. Written Notice to Expel
The Site Director or designee, following a decision of the Board of Directors to expel, shall send written notice of the decision to expel, including the Board of Directors' adopted findings of fact, to the student or parent/guardian. This notice shall also include the following: (a) Notice of the specific offense committed by the student; and (b) Notice of the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with the Charter School.
The Site Director or designee shall send a copy of the written notice of the decision to expel to the authorizer. This notice shall include the following: (a) The student's name; and (b) The specific expellable offense committed by the student.

J. Disciplinary Records
The Charter School shall maintain records of all student suspensions and expulsions at the Charter School. Such records shall be made available to the authorizer upon request.

K. No Right to Appeal
The pupil shall have no right of appeal from expulsion from the Charter School as the Charter School Board of Directors' decision to expel shall be final.

L. Expelled Pupils/Alternative Education
Parents/guardians of pupils who are expelled shall be responsible for seeking alternative education programs including, but not limited to, programs within the County or their school district of residence. The Charter School shall work cooperatively with parents/guardians as requested by parents/guardians or by the school district of residence to assist with locating alternative placements during expulsion.

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

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

O. Special Procedures for the Consideration of Suspension and Expulsion of Students with Disabilities

1. Notification of SELPA

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

2. Services During Suspension

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

3. Procedural Safeguards/Manifestation Determination

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

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

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

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

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

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

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

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

If the Charter School, the parent, and relevant members of the IEP/504 Team determine that the behavior was not a manifestation of the student's disability and that the conduct in question was not a direct result of the failure to implement the IEP/504 Plan, then the Charter School may apply the relevant disciplinary procedures to children with

disabilities in the same manner and for the same duration as the procedures would be applied to students without disabilities.

4. Due Process Appeals

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

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

5. Special Circumstances

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

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

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

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

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

6. Interim Alternative Educational Setting

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

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

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

The Charter School shall be deemed to have knowledge that the student had a disability if one of the following conditions exists:

a. The parent/guardian has expressed concern in writing, or orally if the parent/guardian does not know how to write or has a disability that prevents a written statement, to the Charter School supervisory or administrative personnel, or to one of the child's teachers, that the student is in need of special education or related services.

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

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

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

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

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

ELEMENT XI: RETIREMENT SYSTEM

Governing Law: *The manner by which staff members of the charter schools will be covered by the State Teachers' Retirement System, the Public Employees' Retirement System, or federal Social Security.*

CA Education Code 47605 (b) (5) (K)

Benefits

Mandatory benefits, such as workers compensation, unemployment insurance, Medicare, and social security will be provided by Amethod Public Schools. Health, dental, vision, and related benefits will also be provided to all full-time employees at the cost of the school. Amethod Public Schools will purchase health, dental, and vision insurance for employees.

The AMPS organization believes in investing in and retaining staff and as such has an established 401(k) retirement program with a matching commitment and vesting schedule from the Securian for every participating employee. Additionally, Amethod Public Schools also provides employees' access to a Flexible Benefit Plan that allows all employees access to a Flexible Spending Account (FSA), Dependent Care Flexible Spending Account, Childcare benefits, and Commuter benefit Plans on a tax-free basis.

All Amethod Public School employees are covered by the federal Social Security. Payroll services for all of Amethod Public School employees are currently processed by ADP in conjunction with coordination of payroll support through Edtec.

The Chief Executive Officer is responsible for ensuring that appropriate arrangements for coverage are made.

ELEMENT XII: STUDENT ATTENDANCE

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

DRL: "Pupils who choose not to attend the Charter School may choose to attend other public schools in their district of residence or pursue inter-district transfers in accordance with existing enrollment and transfer policies of the District. Parents or guardians of each pupil enrolled in the Charter School shall be informed that the pupil has no right to admission in a particular school of any local educational agency (LEA) (or program of any LEA) as a consequence of enrollment in the charter school, except to the extent that such a right is extended by the LEA.

Students of all Amethod Public School campuses are free to attend the existing local district schools rather than our schools. Students may wish to seek inter-district attendance alternatives in accordance with OUSD policy; however, DCA does not have any jurisdiction of any OUSD school policies or programs. All students have the same right to apply for admission to DCA.

The parent or guardian of each student enrolled in the charter school shall be informed that the student has no right to admission in a particular school of any local educational agency (or program of any local educational agency) as a consequence of enrolling in the charter school, except to the extent that such a right is extended by the local educational agency. Parents must be notified of the acceptability of credit for transferring into or out of the school.

Students who choose not to attend our schools or who leave the school have the option to attend OUSD public schools in accordance with district enrollment and transfer policies. The school will transfer student records to and from appropriate schools as necessary.

ELEMENT XIII: RETURN RIGHTS OF EMPLOYEES

Governing Law - *Description of the rights of any employee of the school district upon leaving the employment of the school district to work in a charter school, and of any rights of return to the school district after employment at a charter school-*
CA Education Code 47605 (b) (5) (M) .

DRL: "Employees of the District who choose to leave the employment of the District to work at Charter School shall have no automatic rights of return to the District after employment at Charter School unless specifically granted by the District through a leave of absence or other agreement or policy of the District as aligned with the collective bargaining agreements of the District. Leave and return rights for District union-represented employees and former employees who accept employment with Charter School will be administered in accordance with applicable collective bargaining agreements and any applicable judicial rulings."

No public school district employee shall be required to work at the Charter School. Employees of the District who choose to leave the employment of the District to work at the School will have no automatic rights of return to the District after employment by the School, unless specifically granted by the District through a leave of absence or other agreement. The Charter School employees shall have any right upon leaving the District to work in the Charter School that the District may specify, any rights of return to employment in a school district after employment in the Charter School that the District may specify, and any other rights upon leaving employment to work in the Charter School that the District determines to be reasonable and not in conflict with any law.

All employees of the Charter School will be considered the exclusive employees of the Charter School and not of the District, unless otherwise mutually agreed in writing. Sick or vacation leave or years of service credit at the District or any other school district will not be transferred to the Charter School. Employment by the Charter School provides no rights of employment at any other entity, including any rights in the case of closure of the Charter School.

ELEMENT XIV: DISPUTE RESOLUTION
Governing Law - *The procedures to be followed by the Charter School and the entity granting the charter to resolve disputes relating to provisions of the charter*
—California Education Code Section 47605(b) (5) (N)

DRL: "Charter School will establish complaint procedures that address both complaints alleging discrimination or violations of law and complaints regarding other areas. Charter School will not, at any time, refer complaints to the District for handling.

The complaint procedures will include the clear information with respect to the response timeline of the school, whether the school's response will be in writing, the party identified to respond to complaints, the party identified and charged with making final decisions regarding complaints, and whether the final decision will be issued in writing. The procedures will also identify an ombudsperson for situations in which the school leader is the subject of the complaint. The complaint procedures will be clearly articulated in the school's student and family handbook or distributed widely.

Charter School will designate at least one employee to coordinate its efforts to comply with and carry out its responsibilities under Title IX of the Education Amendments of 1972 (Title IX) and Section 504 of the Rehabilitation Act of 1973 (Section 504) including any investigation of any complaint filed with Charter School alleging its noncompliance with these laws or alleging any actions which would be prohibited by these laws. Charter School will notify all its students and employees of the name, office address, and telephone number of the designated employee or employees.

Charter School will adopt and publish grievance procedures providing for prompt and equitable resolution of student and employee complaints alleging any action, which would be prohibited by Title IX, or Section 504.

Charter School will implement specific and continuing steps to notify applicants for admission and employment, students and parents of elementary and secondary school students, employees, sources of referral of applicants for admission and employment, and all unions or professional organizations holding collective bargaining or professional agreements with the recipient, that it does not discriminate on the basis of sex or mental or physical disability in the educational program or activity which it operates, and that it is required by Title IX and Section 504 not to discriminate in such a manner."

DRL: *Charter School shall comply with the requirements of Education Code section 221.61 with respect to posting information regarding the filing complaints under Title IX, including but not limited to the following: 1) the name and contact information of the Title IX coordinator; 2) the rights of the pupil and the public and the responsibilities of the Charter School under Title IX; 3) a description of how to file a complaint under Title IX, including an explanation of the statute of limitations, how the complaint will be investigated and how the complainant may further pursue the complaint; and a link to the United States Department of Education Office for Civil rights complaint form.*

DRL: *"The staff and Governing Board members of DCA agree to attempt to resolve all disputes between the District and DCA regarding this charter pursuant to the terms of this section. Both will refrain from public commentary regarding any disputes until the matter has progressed through the dispute resolution process.*

Any controversy or claim arising out of or relating to the charter agreement between the District and DCA except any controversy or claim that in any way related to revocation of this charter, shall be handled first through an informal process in accordance with the procedures set forth below.

(1) Any controversy or claim arising out of or relating to the charter agreement, except any controversy or claim that in any way related to revocation of this charter, must be put in writing ("Written Notification") by the party asserting the existence of such dispute. If the substance of a dispute is a matter that could result in the taking of appropriate action, including, but not limited to, revocation of the charter in accordance with Education Code section 47607(c), the matter will be addressed at the District's discretion in accordance with that provision of law and any regulations pertaining thereto. The Written Notification must identify the nature of the dispute and all supporting facts known to the party giving the Written

Notification. The Written Notification may be tendered by personal delivery, by facsimile, or by certified mail. The Written Notification shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such notice if delivered by 5:00 PM or otherwise on the business day following personal delivery; (b) if by facsimile, upon electronic confirmation of receipt; or (c) if by mail, two (2) business days after deposit in the U.S. Mail. All written notices shall be addressed as follows:

To Charter School, c/o School Director:
DCA
Oakland, CA

To Coordinator, Office of Charter Schools:
1000 Broadway, 6th Floor, Suite 639
Oakland, CA 94607

(2) A written response ("Written Response") shall be tendered to the party providing the Written Notification within twenty (20) business days from the date of receipt of the Written Notification. The Written Response shall state the responding party's position on all issues stated in the Written Notification and set forth all facts which the responding party believes supports its position. The Written Response may be tendered by personal delivery, by facsimile, or by certified mail. The Written Response shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such notice if delivered by 5:00p.m., or otherwise on the business day following personal delivery; (b) if by facsimile, upon electronic confirmation of receipt; or (c) if by mail, two (2) business days after deposit in the U.S. Mail. The parties agree to schedule a conference to discuss the claim or controversy ("Issue Conference"). The Issue Conference shall take place within fifteen (15) business days from the date the Written Response is received by the other party.

(3) If the controversy, claim, or dispute is not resolved by mutual agreement at the Issue Conference, then either party may request that the matter be resolved by mediation. Each party shall bear its own costs and expenses associated with the mediation. The mediator's fees and the administrative fees of the mediation shall be shared equally among the parties. Mediation proceedings shall commence within 60 days from the date of the Issue Conference. The parties shall mutually agree upon the selection of a mediator to resolve the controversy or claim at dispute. If no agreement on a mediator is reached within 30 days after a request to mediate, the parties will use the processes and procedures of the American Arbitration Association ("AAA") to have an arbitrator appointed...

(4) If the mediation is not successful, the parties agree that each party has exhausted its administrative remedies and shall have any such recourse available by law

The staff and governing board members of Amethod Public Schools agree to attempt to resolve all disputes regarding this Charter pursuant to the terms of this section. Both will refrain from public commentary regarding any disputes until the matter has progressed through the dispute resolution process.

The goal of this dispute resolution process is to:

(1) Resolve disputes within the school in accordance with the school's adopted policies,
(2) To minimize the oversight burden on OUSD,
(3) To ensure a fair and timely resolution to disputes and

Public Comments

The school's staff, Governance Board members, and the authorizing district agree to consider resolving all disputes regarding this charter pursuant to the terms of this section. All parties shall refrain from public commentary regarding any disputes until the matter has progressed through the stated dispute resolution process.

Disputes Arising From Within the School

Disputes arising from within the school, including all disputes within and among students, staff, parents, volunteers, advisors, partner organizations and governing board members of the school shall be resolved by policies and processes developed by the school. These processes will be made public through the school's normal communication processes and will begin with complaints being presented to the Site Director or designee. If not resolved, then the matter will be referred to the Executive Director or designee, and/or subsequently to the Amethod Board President or secretary.

The District will not intervene in internal disputes without the consent of the Amethod Governance Board, and OUSD shall refer any complaints or reports regarding such disputes to the governing board or Chief Executive Officer for resolution. OUSD agrees not to become involved in disputes unless evidence has been presented that some violation of this charter or related laws or agreements exists, or unless the governing board requests that OUSD intervene. In such cases, OUSD will provide written notification of such matters to the Executive Director and Amethod Public Schools Board President.

Disputes between the School and the Charter-Granting Agency

The Charter School and the District will be encouraged to attempt to resolve any disputes with the District amicably and reasonably without resorting to formal procedures.

In the event of a dispute between the Charter School and the District, Charter School staff, employees and Board members of the Charter School and the District agree to first frame the issue in written format ("dispute statement") and to refer the issue to the District Superintendent and Chief Executive Officer of the Charter School, or their respective designees. In the event that the District Board of Education believes that the dispute relates to an issue that could lead to revocation of the charter in accordance with Education Code Section 47607, the Charter School requests that this shall be noted in the written dispute statement, although it recognizes it cannot legally bind the District to do so. However, participation in the dispute resolution procedures outlined in this section shall not be interpreted to impede or act as a pre-requisite to the District's ability to proceed with revocation in accordance with Education Code Section 47607 and its implementing regulations.

The Superintendent and Chief Executive Officer, or their respective designees, shall informally meet and confer in a timely fashion to attempt to resolve the dispute, not later than five (5) business days from receipt of the dispute statement. In the event that this informal meeting fails to resolve the dispute, both parties shall identify two Board members from their respective boards who shall jointly meet with the Superintendent and Chief Executive Officer, or their respective designees, and attempt to resolve the dispute within fifteen (15) business days from receipt of the dispute statement.

If this joint meeting fails to resolve the dispute, the Superintendent and Chief Executive Officer, or their respective designees, shall meet to jointly identify a neutral third party mediator to engage the parties in a mediation session designed to facilitate resolution of the dispute. The format of the mediation session shall be developed jointly by the Superintendent and Chief Executive Officer, or their respective designees. Mediation shall be held within sixty (60) business days of receipt of the dispute statement. The costs of the mediator shall be split equally between the District and the Charter School. If mediation does not resolve the dispute either party may pursue any other remedy available under the law. All timelines and procedures in this section may be revised upon mutual written agreement of the District and the Charter School.

ELEMENT XV: PROCEDURES FOR SCHOOL CLOSURE

Governing Law: *A description of the procedures to be used if the charter school closes—**California Education Code Section 47605(b) (5) (p)***

DRL: *"REVOCATION OF THE CHARTER*

The District may revoke the Charter if Charter School commits a breach of any provision set forth in a policy related to charter schools adopted by the District Board of Education and/or any provisions set forth in the Charter Schools Act of 1992. The District may revoke the charter of Charter School if the District finds, through a showing of substantial evidence, that Charter School did any of the following:

- *Charter School committed a material violation of any of the conditions, standards, or procedures set forth in the Charter.*
- *Charter School failed to meet or pursue any of the pupil outcomes identified in the Charter.*
- *Charter School failed to meet generally accepted accounting principles, or engaged in fiscal mismanagement.*
- *Charter School violated any provision of law.*

Prior to revocation, and in accordance with Education Code section 47607(d) and state regulations, the OUSD Board of Education will notify Charter School in writing of the specific violation, and give Charter School a reasonable opportunity to cure the violation, unless the OUSD Board of Education determines, in writing, that the violation constitutes a severe and

imminent threat to the health or safety of the pupils. Revocation proceedings are not subject to the dispute resolution clause set forth in this Charter.

Pursuant to AB 97, charter schools may be identified for assistance based on state evaluation rubrics and be subject to revocation pursuant to Education Code section 47607.3.

CLOSURE ACTION

The decision to close Charter School, either by the governing board of Charter School or by the OUSD Board of Education, must be documented in a "Closure Action". A Closure Action shall be deemed to have been automatically taken when any of the following occur: the Charter is revoked (subject to the provisions of Education Code section 47607(i)) or non-renewed by the OUSD Board of Education; the governing board of Charter School votes to close Charter School; or the Charter lapses or is surrendered.

CLOSURE PROCEDURES

The procedures for charter school closure set forth below are guided by Education Code sections 47604.32, 47605, and 47607 as well as California Code of Regulations, title 5, sections 11962 and 11962.1, and are based on "Charter School Closure Requirements and Recommendations (Revised 08/2009)" posted on the California Department of Education website. All references to "Charter School" apply to Charter School, including its nonprofit corporation and governing board.

Designation of Responsible Person(s) and Funding of Closure
Prior to or at the time of the taking of a Closure Action by either the governing board of Charter School or the OUSD Board of Education, the governing board of Charter School shall designate a person or persons responsible for conducting and overseeing all closure-related procedures and activities, and allocate sufficient funding for, or otherwise determine how Charter School will fund, these activities.

Notification of Closure Action

Upon the taking of a Closure Action, Charter School shall send written notice of its closure to:

1. The OUSD OCS. Charter School shall provide the OCS with written notice of the person(s) designated to be responsible for conducting and overseeing all closure activities and the funding for such activities. If the Closure Action is an act of Charter School, Charter School shall provide the OCS with a copy of the governing board resolution or minutes that documents its Closure Action.
2. Parents/guardians of all students, and all majority age and emancipated minor students, currently enrolled in Charter School within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of the written parent notification to the OCS.
3. Alameda County Office of Education (ACOE). Charter School shall send written notification of the Closure Action to ACOE by registered mail within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of this notification to the OCS.

4. The Special Education Local Plan Area (SELPA) in which Charter School participates. Charter School shall send written notification of the Closure Action to the SELPA in which Charter School participates by registered mail within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of this notification to the OCS.
5. The retirement systems in which Charter School's employees participate. Within fourteen (14) calendar days of the Closure Action, Charter School shall notify, as applicable, the State Teachers Retirement System (STRS), Public Employees Retirement System (PERS), the Social Security Administration, and the Alameda County Office of Education of the Closure Action, and follow their respective procedures for dissolving contracts and reporting. Charter School shall provide a copy of this notification and correspondence to the OCS.
6. The California Department of Education (CDE). Charter School shall send written notification of the Closure Action to the CDE by registered mail within 72 hours of the Closure Action. Charter School shall provide a copy of this notification to the OCS.
7. Any school district that may be responsible for providing education services to the former students of Charter School. Charter School shall send written notification of the Closure Action within 72 hours of the Closure Action. This notice must include a list of potentially returning students and their home schools based on student residence. Charter School shall provide a copy of these notifications, if any, to the OCS.
8. All Charter School employees and vendors within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of the written employee and vendor notification to the OCS.

Notification of all the parties above, with the exception of employees and vendors, must include but is not limited to the following information:

1. The effective date of the closure of Charter School
2. The name(s) and contact information for the person(s) handling inquiries regarding the closure
3. The students' school districts of residence
4. How parents/guardians of all students, and all majority age and emancipated minor students, may obtain copies of student records and transcripts, including specific information on completed courses and credits that meet graduation requirements

In addition to the four required items above, notification of the CDE shall also include:
1. A description of the circumstances of the closure
2. The location of student and personnel records

In addition to the four required items above, notification of parents/guardians of all students, and all majority age and emancipated minor students, shall also include:

1. Information on how to enroll or transfer the student to an appropriate school
2. A certified packet of student information that includes closure notice, a copy of the student's cumulative record, which will include grade reports, discipline records, immunization records, completed coursework, credits that meet graduation requirements, a transcript, and state testing results
3. Information on student completion of college entrance requirements, for all high school students affected by the closure

Notification of employees and vendors shall include:
1. The effective date of the closure of Charter School
2. The name(s) and contact information for the person(s) handling inquiries regarding the closure
3. The date and manner, which shall be no later than 30 days from the effective date of the closure of Charter School, by which Charter School shall provide employees with written verification of employment

Within 30 days of the effective date of closure, Charter School shall provide all employees with written verification of employment. Charter School shall send copies of such letters to the OCS.

Records Retention and Transfer

Charter School shall comply with all applicable laws as well as District policies and procedures, as they may change from time to time, regarding the transfer and maintenance of Charter School records, including student records. These requirements include:

1. Charter School shall provide the District with original student cumulative files and behavior records, pursuant to District policy and applicable District handbook(s) regarding cumulative records for secondary and elementary schools, for all students, both active and inactive, of Charter School. Transfer of the complete and organized original student records to the District, in accordance with District procedures applicable at the time of closure, shall occur within seven (7) calendar days of the effective date of closure.

2. Charter School's process for transferring student records to receiving schools shall be in accordance with OUSD procedures for students moving from one school to another.

3. Charter School shall prepare and provide an electronic master list of all students to the Charter Schools Division in accordance with the District procedures applicable at the time of closure. This list shall include the student's identification number, Statewide Student Identifier (SSID), birthdate, grade, full name, address, home school/school district, enrollment date, exit code, exit date, parent/guardian name(s), and phone number(s). If the Charter School closure occurs before the end of the school year, the list also shall indicate the name of the school to which each student is transferring, if known. This electronic master list shall be delivered to the OCS in the form of a CD or otherwise in accordance with District procedures.

4. Charter School must organize the original cumulative files for delivery to the District in two categories: active students and inactive students. Charter School will coordinate with the OCS for the delivery and/or pickup of student records.

5. Charter School must update all student records in the California Longitudinal Pupil Achievement Data System (CALPADS) prior to closing.

6. Charter School must provide to the OCS a copy of student attendance records, teacher gradebooks, Charter School payroll and personnel records, and Title I records (if applicable).

Personnel records must include any and all employee records including, but not limited to, records related to performance and grievance.

7. Charter School shall ensure that all records are boxed and clearly labeled by classification of documents and the required duration of storage in accordance with District procedures.

8. Charter School shall provide to the responsible person(s) designated by the governing board of Charter School to conduct all closure-related activities a list of students in each grade level and, for each student, a list of classes completed and the student's district of residence.

Financial Close-Out

After receiving notification of closure, the CDE will notify Charter School and the authorizing entity of any liabilities Charter School owes the state, which may include overpayment of apportionments, unpaid revolving fund loans or grants, and/or similar liabilities. The CDE may ask the County Office of Education to conduct an audit of the charter school if it has reason to believe that the school received state funding for which it was not eligible.

Charter School shall ensure completion of an independent final audit within six months after the closure of Charter School that includes:

1. An accounting of all financial assets. These may include cash and accounts receivable and an inventory of property, equipment, and other items of material value.
2. An accounting of all liabilities. These may include accounts payable or reduction in apportionments due to loans, unpaid staff compensation, audit findings, or other investigations.
3. An assessment of the disposition of any restricted funds received by or due to Charter School.

This audit may serve as Charter School's annual audit.

Charter School shall pay for the financial closeout audit of Charter School. This audit will be conducted by a neutral, independent licensed CPA who will employ generally accepted accounting principles. Any liability or debt incurred by Charter School will be the responsibility of Charter School and not OUSD. Charter School understands and acknowledges that Charter School will cover the outstanding debts or liabilities of Charter School. Any unused monies at the time of the audit will be returned to the appropriate funding source. Charter School understands and acknowledges that only unrestricted funds will be used to pay creditors. Any unused AB 602 funds or other special education funding will be returned to the District SELPA or the SELPA in which Charter School participates, and other categorical funds will be returned to the source of funds.

Charter School shall ensure the completion and filing of any annual reports required. These reports include but are not necessarily limited to:

1. Preliminary budgets
2. Interim financial reports
3. Second interim financial reports
4. Final unaudited reports

These reports must be submitted to the CDE and the authorizing entity in the form required. If Charter School chooses to submit this information before the forms and software are available for the fiscal year, alternative forms can be used if they are approved in advance by the CDE. These reports should be submitted as soon as possible after the Closure Action, but no later than the required deadline for reporting for the fiscal year.

For apportionment of categorical programs, the CDE will count the prior year average daily attendance (ADA) or enrollment data of the closed Charter School with the data of the authorizing entity. This practice will occur in the first year after the closure and will continue until CDE data collection processes reflect ADA or enrollment adjustments for all affected LEAs due to the charter closure.

Disposition of Liabilities and Assets

The closeout audit must identify the disposition of all liabilities of Charter School. Charter School closure procedures must also ensure appropriate disposal, in accordance with Charter School's governing board bylaws, fiscal procedures, and any other applicable laws and regulations, of any net assets remaining after all liabilities of Charter School have been paid or otherwise addressed. Such disposal includes, but is not limited to:

1. Charter School, at its cost and expense, shall return to the District any and all property, furniture, equipment, supplies, and other assets provided to Charter School by or on behalf of the District. The District discloses that the California Education Code sets forth the requirements for the disposition of the District's personal property and Charter School shall bear responsibility and liability for any disposition in violation of statutory requirements.
2. The return of any donated materials and property in accordance with any terms and conditions set when the donations were accepted.
3. The return of any grant and restricted categorical funds to their sources according to the terms of the grant or state and federal law.
4. The submission of final expenditure reports for any entitlement grants and the filing of Final Expenditure Reports and Final Performance Reports, as appropriate.

If Charter School is operated by a nonprofit corporation, and if the corporation does not have any functions other than operation of Charter School, the corporation shall be dissolved according to its bylaws.

Charter School shall retain sufficient staff, as deemed appropriate by the Charter School governing board to complete all necessary tasks and procedures required to close the school and transfer records in accordance with these closure procedures.

Charter School's governing board shall adopt a plan for wind-up of Charter School and, if necessary, the corporation, in accordance with the requirements of the Corporations Code.

Charter School shall provide OUSD within fourteen (14) calendar days of the Closure Action with written notice of any outstanding payments due to staff and the time frame and method by which Charter School will make the payments.

Prior to final close-out, Charter School shall complete all actions required by applicable law, including but not limited to the following:

a. File all final federal, state, and local employer payroll tax returns and issue final W-2s and Form 1099s by the statutory deadlines.
b. File a Federal Notice of Discontinuance with the Department of Treasury (Treasury Form 63).
c. Make final federal tax payments (employee taxes, etc.)
d. File its final withholding tax return (Treasury Form 165).
e. File its final return with the IRS (Form 990 and Schedule).

This Element 15 shall survive the revocation, expiration, termination, cancellation of this Charter, or any other act or event that would end Charter School's authorization to operate as a charter school or cause Charter School to cease operation. Charter School agrees that, due to the nature of the property and activities that are the subject of this Charter, the District and public shall suffer irreparable harm should Charter School breach any obligation under this Element 15. The District therefore reserves the right to seek equitable relief to enforce any right arising under this Element 15 or any provision of this Element 15 or to prevent or cure any breach of any obligation undertaken, without in any way prejudicing any other legal remedy available to the District. Such legal relief shall include, without limitation, the seeking of a temporary or permanent injunction, restraining order, or order for specific performance, and may be sought in any appropriate court."

The decision to close the school shall be documented by an official action of the Amethod Public Schools Board of Directors. Amethod Public Schools Governance Board, once closure of DCA would be voted as imminent, would notify the OUSD Charter Coordinator, OUSD Board President, and / or other OUSD assigned person of the decision.

Additionally, Amethod Public Schools would notify other interest parties and stakeholders of such a decision.

The entities include:

- California Department of Education
- Parents and family members
- Staff/Faculty
- Alameda County Office of Education
- Community partners
- Identified SELPA of service
- Retirement system providers
- Insurance carriers
- Miscellaneous vendors

Downtown Charter Academy will also develop a list of students in each grade level and the classes they have completed, together with information on the students' districts of residence, which they will provide to the entity responsible for closure-related activities. As allowable by the authorizer, the Charter School shall transfer all appropriate student records to the OUSD and shall otherwise assist students in transferring to their next school. If OUSD will not store student records, the Charter School will discuss an alternative arrangement with OUSD and shall provide a copy for parents/guardians of the student record of their child prior to closure. All transfers of student records shall be made in compliance with the Family Educational Rights and Privacy Act (FERPA), 20 U.S. C. § 1232g.

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

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

The Charter School will complete and file any annual reports required pursuant to Education Code section 47604.33. On closure of the Charter School, all net assets of the Charter School, including but not limited to all leaseholds, tangible and intangible personal property and all ADA apportionments and other revenues generated by students attending the Charter School, remain the sole property of the Charter School and upon dissolution of the corporation, shall be distributed in accordance with the Articles of Incorporation and applicable law upon dissolution. Any assets acquired from a school district or district property will be promptly returned upon Charter School closure to the district. The distribution shall include return of any grant funds and restricted categorical funds to their source in accordance with the terms of the grant or state and federal law, as appropriate, which may include submission of final expenditure reports for entitlement grants and the filing of any required Final Expenditure Reports and Final Performance Reports, as well as the return of any donated materials and property in accordance with any conditions established when the donation of such materials or property was accepted.

On closure, the Charter School shall remain responsible for satisfaction of all liabilities arising from the operation of the Charter School. As the Charter School is organized as a nonprofit public benefit corporation under California law, the Amethod Public Schools Board shall follow the provisions set forth in the California Corporations Code for the dissolution of a nonprofit public benefit corporation, and shall file all necessary filings with the appropriate state and federal agencies. As specified by the attached Budget, the Charter School will utilize

the reserve fund to undertake any expenses associated with the closure procedures identified above.

The school will set aside $15,000 by October 1, of its first year of operation to hold for a final closeout audit. In the event of closure or dissolution of the school, the Governance Board will refer to the Executive Director the management of the process. This process shall include a final audit to determine the disposition of all assets and liabilities of the school.

MISCELLANEOUS CHARTER PROVISIONS

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

DRL: "DCA shall notify, within 30 days, the superintendent of the school district of any pupil who is expelled or leaves DCA without graduating or completing the school year for any reason. The school district notified shall be determined by the pupil's last known address. DCA shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card and health information, pursuant to Education Code Section 47605(d)(3)."

"DCA shall define any student dismissal under the Charter School's disciplinary procedure, or termination of a student's right to attend the [CHARTER SCHOOL] under its disciplinary procedure, as an "expulsion" under the Education Code."

"In the case of a special education student, or a student who receives 504 accommodations, DCA will ensure that it makes the necessary adjustments to comply with the mandates of State and federal laws, including the IDEA and Section 504 of the Rehabilitation Plan of 1973, regarding the discipline of students with disabilities. Prior to recommending expulsion for a Section 504 student or special education student, the charter administrator will convene a review committee to determine 1) if the conduct in question was caused by, or had a direct and substantial relationship to the child's disability; or 2) if the conduct in question was the direct result of the LEA's failure to implement the 504 plan or IEP. If it is determined that the student's misconduct was not caused by or had direct and substantial relationship to the child's disability or the conduct in question was not a direct result of the LEA's failure to implement the 504 plan or IEP, the student may be expelled."

FACILITIES

DRL: *"If Charter School is using District facilities as of the date of the submittal of this charter petition, renewal petition, or request for material revision, or takes occupancy of District facilities prior to the approval of this charter petition, Charter School shall execute an agreement provided by the District for the use of the District facilities as a condition of the approval of the charter petition. If at any time after the approval of this charter petition, Charter School will occupy and use any District facilities, Charter School shall execute an agreement provided by the District for the use of the District facilities prior to occupancy and commencing use. Charter School shall implement and otherwise comply with the terms of any and all applicable facilities use agreements between Charter School and the District.*

Notwithstanding any provision of any existing agreement for the use of District facilities, no agreement for the use of District facilities shall automatically renew or extend its term with the renewal of the charter petition. The circumstances of Charter School's occupancy of District facilities may change over time such as, but not limited to, enrollment, programs, and the

conditions of facilities, and the District has a vested interest in having an agreement that is appropriate for the situation.

Prop. 39 Single Year Co-Location Use Agreement shall be limited to one (1) school year and expire on the date stated in said instrument, unless otherwise agreed to by the District. There is no automatic renewal.

For any other use agreement, the term shall not exceed five (5) years or shall be co-terminus with the charter petition, whichever is shorter, and may be one (1) school year in duration, at the option of the District. Charter School and the District shall negotiate any modifications of the agreement with the goal of such amendment or new agreement being considered by the OUSD Board of Education with the renewal or request for material revision of the charter petition. If Charter School and the District cannot execute an agreement in time for such to be considered by the Board of Education with the renewal or material revision of the charter petition, the approval of the renewal or request for material revision of the charter petition shall be conditioned upon Charter School and the District executing an amendment to the existing use agreement or a new agreement no later than May 1st or within nine (9) months of the date of the Board of Education's approval of the renewal or material revision of the charter petition, whichever comes first. During such time period Charter School shall be permitted to remain in occupancy of the District facilities under the terms and conditions of the immediately preceding, executed use agreement; provided, that if Charter School and the District cannot agree upon and execute an amendment or new use agreement by said deadline, Charter School shall vacate the District facilities on or before June 30th of said school year.

Charter School agrees that occupancy and use of District facilities shall be in compliance with applicable laws and District policies for the operation and maintenance of District facilities and furnishings and equipment. All District facilities (i.e. schools) will remain subject to those laws applicable to public schools.

In the event of an emergency, all District facilities (i.e. schools) are available for use by the American Red Cross and public agencies as emergency locations, which may disrupt or prevent Charter School from conducting its educational programs. If Charter School will share the use of District facilities with other District user groups, Charter School agrees it will participate in and observe all District safety policies (e.g., emergency chain of information and participation in safety drills).

The use agreements provided by the District for District facilities shall contain terms and conditions addressing issues such as, but not limited to, the following:

- *Use: Charter School will be restricted to using the District facilities for the operation of a public school providing educational instruction to public school students consistent with the terms of the Charter and incidental related uses. The District shall have the right to inspect District facilities upon reasonable notice to Charter School.*

- *Furnishings and Equipment: The District shall retain ownership of any furnishings and equipment, including technology, ("F&E") that it provides to*

Charter School for use. Charter School, at its sole cost and expense, shall provide maintenance and other services for the good and safe operation of the F&E.

- *Leasing; Licensing: Use of the District facilities by any person or entity other than Charter School shall be administered by the District. The parties may agree to an alternative arrangement in the use agreement.*

- *Programs, Services, and Activities Outside Instructional Program; Third Party Vendors*

(i) Any program, service, or activity provided outside the instructional program shall be subject to the terms and provisions of the use agreement, and, additionally, may require a license, permit, or additional agreement issued by the District. The term "instructional program" is defined, per Education Code section 47612 and 5 CCR section 11960, as those required educational activities that generate funding based on "average daily attendance" and includes those extracurricular programs, services, and/or activities that students are required to participate in and do not require the payment of any consideration or fee.
(ii) Any program, service, or activity requiring the payment of any consideration or fee or provided by a third party vendor (defined as any person or entity other than Charter School), whether paid or volunteer and regardless of whether such may be within the instructional program, shall be subject to the terms and provisions of the use agreement and such third party vendor shall be required to obtain a license, permit, or additional agreement from the District.

- *Minimum Payments or Charges to be Paid to District Arising From the Facilities:*

(i) Pro Rata Share: The District shall collect and Charter School shall pay a Pro Rata Share for facilities costs as provided in the Charter Schools Act of 1992 and its regulations. The parties may agree to an alternative arrangement regarding facilities costs in the use agreement; and

(ii) Taxes; Assessments: Generally, Charter School shall pay any assessment or fee imposed upon or levied on the OUSD facilities that it is occupying or Charter School's legal or equitable interest created by the use agreement.

- *Maintenance & Operations Services: In the event the District agrees to allow Charter School to perform any of the operation and maintenance services, the District shall have the right to inspect the District facilities, and the costs incurred in such inspection shall be paid by Charter School.*

(i) Co-Location: If Charter School is co-locating or sharing the District facilities with another user, the District shall provide the operations and maintenance services for the District facilities and Charter School shall pay the Pro Rata Share. The parties may agree to an alternative arrangement regarding performance of the operations and maintenance services and payment for such in the use agreement.

(ii) Sole Occupant: If Charter School is a sole occupant of District facilities, the District shall allow Charter School, at its sole cost and expense, to provide some operations and

maintenance services for the District facilities in accordance with applicable laws and OUSD's policies on operations and maintenance services for facilities and F&E. NOTWITHSTANDING THE FOREGOING, the District shall provide all services for regulatory inspections which as the owner of the real property it is required to submit, and deferred maintenance, and Charter School shall pay OUSD for the cost and expense of providing those services. The parties may agree to an alternative arrangement regarding performance of the operations and maintenance services and payment for such services in the use agreement.

- *Real Property Insurance: Prior to occupancy, Charter School shall satisfy requirements to participate in OUSD's property insurance or, if Charter School is the sole occupant of OUSD facilities, obtain and maintain separate property insurance for the OUSD facilities. Charter School shall not have the option of obtaining and maintaining separate property insurance for the OUSD facility IF Charter School is co-locating or sharing the OUSD facility with another user.*

Non-District-Owned Facilities
Occupancy and Use of the Site: Prior to occupancy or use of any school site or facility, Charter School shall provide the OCS with a current Certificate of Occupancy or equivalent document issued by the applicable permitting agency that allows Charter School to use and occupy the site as a charter school. Charter School shall not exceed the operating capacity of the site and shall operate within any limitations or requirements provided by the Certificate of Occupancy and any applicable permit. Charter School may not open or operate without providing a copy of an appropriate Certificate of Occupancy to the OCS. If Charter School intends to move or expand to another facility during the term of this Charter, Charter School shall adhere to any and all District policies and procedures regarding charter material revision and non-material amendment. Prior to occupancy or use of any such additional or changed school site, Charter School shall provide an appropriate Certificate of Occupancy to the OCS for such facility. Notwithstanding any language to the contrary in this Charter, the interpretation, application, and enforcement of this provision are not subject to the Dispute Resolution Process outlined in Element 14.

Facility Compliance: Prior to occupancy or use of any school site or facility, Charter School shall provide adequate documentation to the OCS that the facility complies with all applicable building codes, standards and regulations adopted by the city and/or county agencies responsible for building and safety standards for the city in which Charter School is to be located, federal and state accessibility requirements (including the Americans with Disabilities Act (ADA) and Section 504), and all other applicable fire, health, and structural safety and access requirements. This requirement shall also apply to the construction, reconstruction, alteration of or addition to the facility. Charter School shall resolve in a timely manner any and all corrective actions, orders to comply, or notices issued by the authorized building and safety agency or the District. Charter School cannot exempt itself from applicable building and zoning codes, ordinances, and ADA/Section 504 requirements. Charter School shall maintain on file readily accessible records that document facilities compliance and provide such documentation to the OCS upon request.

Pest Management: Charter School shall comply with the Healthy Schools Act, Education Code section 17608, which details pest management requirements for schools.

Asbestos Management: Charter School shall comply with the asbestos requirement as cited in the Asbestos Hazard Emergency Response Act (AHERA), 40 C.F.R. part 763. AHERA requires that any building leased or acquired that is to be used as a school or administrative building shall maintain an asbestos management plan.

DRL: "If Charter School *fails to submit a certificate of occupancy or other valid documentation to the District verifying that the intended facility in which the school will operate complies with Education Code Section 47610, not less than 30 days before the school is scheduled to begin operation pursuant to the first year of this renewal term, it may not commence operations unless an exception is made by the OCS and/or the local planning department or equivalent agency. If* Charter School *moves or expands to another facility during the term of this charter,* Charter School*] shall provide a certificate of occupancy or other valid documentation to the District verifying that the intended facility in which the school will operate complies with Education Code Section 47610, to the District for each facility at least 30 days before school is scheduled to begin operations in the facility or facilities.* Charter School *shall not begin operation in any location for which it has failed to timely provide a certificate of occupancy to the District, unless an exception is made by the OCS and/or the local planning department or equivalent agency.*
Notwithstanding any language to the contrary in this charter, the interpretation, application, and enforcement of this provision are not subject to the Dispute Resolution Process."

ADMINISTRATIVE SERVICES

DRL: "The District may charge for the actual costs of supervisorial oversight of [CHARTER SCHOOL] not to exceed 1% of the charter school's revenue, or the District may charge for the actual costs of supervisorial oversight of the Charter School not to exceed 3% if [CHARTER SCHOOL] is able to obtain substantially rent free facilities from the District. Notwithstanding the foregoing, the District may charge the maximum supervisorial oversight fee allowed under the law as it may change from time to time."

DISTRICT IMPACT STATEMENT/CIVIL LIABILITY EFFECTS

DRL: "DCA agrees to observe and abide by the following terms and conditions as a requirement for receiving and maintaining their charter authorization:

- *DCA is subject to District oversight.*
- *The District's statutory oversight responsibility continues throughout the life of the charter and requires that it, among other things, monitor the fiscal condition of DCA.*
- *The District is authorized to revoke this charter for, among other reasons, the failure of DCA to meet generally accepted accounting principles or if it engages in fiscal mismanagement in accordance with Education Code Section 47607.*

Accordingly, the District hereby reserves the right, at District cost, pursuant to its oversight responsibility, to audit DCA books, records, data, processes and procedures through the Office

of Charter Schools or other means. The audit may include, but is not limited to, the following areas:

- *Compliance with terms and conditions prescribed in the charter,*
- *Internal controls, both financial and operational in nature,*
- *The accuracy, recording and/or reporting of school financial information,*
- *The school's debt structure,*
- *Governance policies, procedures and history,*
- *The recording and reporting of attendance data,*
- *The school's enrollment process, suspension and expulsion procedures, and parent involvement practices,*
- *Compliance with safety plans and procedures, and*
- *Compliance with applicable grant requirements.*

DCA shall cooperate fully with such audits and to make available any and all records necessary for the performance of the audit upon 30 day's notice to DCA. When 30 day's notice may defeat the purpose of the audit, the District may conduct the audit upon 24 hour's notice.

In addition, if an allegation of waste, fraud or abuse related to DCA operations is received by the District, DCA shall be expected to cooperate with any investigation undertaken by the Office of Charter Schools, at District cost. This obligation for the District to pay for an audit only applies if the audit requested is specifically requested by the District and is not otherwise required to be completed by DCA by law or charter provisions."

Charter School, through this Charter and/or a separate Memorandum of Understanding, agrees to defend, and indemnify and hold harmless the District, its officers, directors, employees, attorneys, agents, representatives, volunteers, successors and assigns (collectively hereinafter "District" and "District Personnel") from and against any and all actions, suits, claims, demands, losses, costs, penalties, obligations, errors, omissions, or liabilities that may be asserted or claimed by any person, firm or entity arising out of, or in connection with, Charter School's performance under this Agreement or the Charter, the condition or use of its facilities, or any acts, errors, negligence, omissions or intentional acts by Charter School, its Governing Board, administrators, employees, agents, representatives, volunteers, successors and assigns.

FISCAL MATTERS

DRL: *"Cash Reserves*

Charter School acknowledges that the recommended cash reserve is 5% of expenditures, as provided in section 15450, title 5 of the California Code of Regulations.

Third Party Contracts

Charter School shall ensure that all third party contracts, whether oral or written, for supplies, equipment, goods and/or services, for the direct or indirect benefit of, or otherwise related to the operation of, Charter School, require compliance with and otherwise conform to all applicable local, state, and federal policies, regulations, laws, and guidelines, including but not limited to licensing and permit requirements as well as requirements related to protection of health and safety.

Special Education Revenue Adjustment/Payment for Services

In the event that Charter School owes funds to the District for the provision of agreed upon or fee for service or special education services or as a result of the State's adjustment to allocation of special education revenues from Charter School, Charter School authorizes the District to deduct any and all of the in lieu property taxes that Charter School otherwise would be eligible to receive under section 47635 of the Education Code to cover such owed amounts. Charter School further understands and agrees that the District shall make appropriate deductions from the in lieu property tax amounts otherwise owed to Charter School. Should this revenue stream be insufficient in any fiscal year to cover any such costs, Charter School agrees that it will reimburse the District for the additional costs within forty-five (45) business days of being notified of the amounts owed.

Audit and Inspection of Records

Charter School agrees to observe and abide by the following terms and conditions as a requirement for receiving and maintaining its charter authorization:

- *Charter School is subject to District oversight.*

- *The District's statutory oversight responsibility continues throughout the life of the Charter and requires that the District, among other things, monitors the fiscal condition of Charter School.*

- *The District is authorized to revoke this Charter for, among other reasons, the failure of Charter School to meet generally accepted accounting principles or if Charter School engages in fiscal mismanagement.*

Accordingly, the District hereby reserves the right, pursuant to its oversight responsibility, to audit Charter School books, records, data, processes and procedures through the District Office of the Inspector General or other means. The audit may include, but is not limited to, the following areas:

- *Compliance with terms and conditions prescribed in the Charter agreement,*
- *Internal controls, both financial and operational in nature,*
- *The accuracy, recording and/or reporting of Charter School's financial information,*
- *Charter School's debt structure,*
- *Governance policies, procedures and history,*
- *The recording and reporting of attendance data,*
- *Charter School's enrollment process,*

- *Compliance with safety plans and procedures, and*
- *Compliance with applicable grant requirements.*

Charter School shall cooperate fully with such audits and shall make available any and all records necessary for the performance of the audit upon 30 days notice to Charter School. When 30 days notice may defeat the purpose of the audit, the District may conduct the audit upon 24- hours notice.

Internal Fiscal Controls

Charter School will develop and maintain sound internal fiscal control policies governing all financial activities.

Apportionment Eligibility for Students Over 19 Years of Age

Charter School acknowledges that, in order for a pupil over nineteen (19) years of age to remain eligible for generating charter school apportionment, the pupil shall be continuously enrolled in public school and make satisfactory progress toward award of a high school diploma. (Ed. Code § 47612(b).)

Local Control and Accountability Plan

In accordance with California Education Code sections 47604.33 and 47606.5, Charter School shall include in its annual update a "listing and description of the expenditures for the fiscal year implementing the specific actions included in the charter as a result of the reviews and assessment required by paragraph (1)" of section 47606.5(a). These expenditures shall be "classified using the California School Accounting Manual pursuant to Section 41010." (Ed. Code § 47606.5(b).)

Charter School/District shall be deemed the exclusive public school employer of the employees of the charter school for the purposes of the Educational Employment Relations Act. (Government Code section 3540 et seq.) Charter School shall comply with all applicable requirements of the EERA, and the exclusive employer shall comply with the duties and obligations of the exclusive employer under the EERA. In accordance with the EERA, employees may join and be represented by an organization of their choice for collective bargaining purposes."

The school is a wholly separate and independent entity from OUSD.
The School will receive funding in accordance with Education Code § 47630 et. seq. and applicable federal law. The school may receive its funding directly from the state or through any other available mechanism. Any funds due to DCA that flow through OUSD will be promptly forwarded to the school in accordance with law.

OUSD will be reimbursed its actual costs up to 1% of the revenue of the school (defined in accordance with Education Code § 47613(a) through (f)) supervision and oversight costs. "Revenue" is defined by Education Code § 47613(f) as the general purpose entitlement and

categorical block grant, as defined in subdivisions (a) and (b) of Education Code § 47632. OUSD will provide and/or perform the supervisory oversight tasks and duties specified by Education Code § 47604.32 and/or necessitated by this Charter.

These supervisory oversight services also include, but are not necessarily limited to, the following:

- Good faith efforts to develop any needed additional agreements to clarify or implement the Charter.
- Regular review, analysis, and dialogue regarding the annual performance report of the school.
- Monitoring of compliance with the terms of this Charter and related agreements.
- Good faith efforts to implement the dispute resolution and related processes described in this charter petition.
- Timely and good faith review of requests to renew or amend this Charter as permitted under law.

Fiscal Support

In accordance with Education Code Section 47604.3, the school shall promptly respond to all reasonable inquiries, including but not limited to, inquiries regarding financial records, from the District and shall consult with the District regarding any such inquiries. The school acknowledges that it is subject to audit by OUSD. If the district seeks an audit of the school, the district shall assume all costs of such audit. This obligation for the District to pay for an audit only applies if the audit requested is specifically requested by the District and is not otherwise required to be completed by the school or by law or charter provisions.

The Charter School shall provide reports to the district and the county superintendent of schools in accordance with education code section 47604.33 as follows and shall provide additional fiscal reports as required by the district or county superintendent of schools:

1. By July 1, a preliminary budget for the current fiscal year. For the Charter School in its first year of operation, financial statements submitted with the charter petition pursuant to education code 47605.
2. By December 15, an interim financial report for the current fiscal year reflecting changes through October 31. Additionally, on December 15, a copy of the Charter School's annual, independent financial audit report for the preceding fiscal year shall be delivered to the district, state controller, state Department of Education, and county superintendent of schools.
3. By March 15, a second interim financial report for the current fiscal year reflecting changes through January 31.
4. By September 15, a non-audited at report from the full prior-year. The report submitted to the district shall include an annual statement of all the Charter Schools receipts and expenditures for the preceding fiscal year.

The school will maintain appropriate records pursuant to legislation and organizational policies. In accordance with the timelines required by Education Code § 47604.33, a copy of the proposed fiscal year budget for DCA, financial reports, and unaudited actuals will be forwarded to OUSD. The school will be operated in accordance with generally accepted accounting principles ("GAAP"). A business operations manual has been developed/adopted and will be utilized for the schools day-to-day business functions.

DCA Budget Narrative

The attached budget and cash flow projection are based on conservative estimates and take into account actual historical costs to operate the Downtown Charter Academy (DCA) program as described in the charter.

Enrollment and Demographics

DCA is currently at 3180~~4~~ students and intends to operate conservatively at ~~330~~ 448 students in the ~~2019-20~~2026-27 school year.

Projected Student Enrollment for Each Year by Grade Level and Total Enrollment										
[NB1] Grade Level	Year 1 2019-20	Year 2 2020-21	Year 3 2021-22	Year 4 2022-23	Year 5 2023-24	Year 6 2024-25	Year 7 2025-26	Year 8 2026-27	2027-28	2028-29
6	110	110	110	110	110	110	110	112	140	140
7	110	110	110	110	110	110	110	168	112	140
8	110	110	110	110	110	110	110	168	168	112
Total	330	330	330	330	330	330	330	448	420	392

DCA Enrollment Projections					
	19-20	20-21	21-22	22-23	23-24
6	110	110	110	110	110
7	110	110	110	110	110
8	110	110	110	110	110
TOTAL	330	330	330	330	330

In line with historical averages, DCA has assumed a conservative unduplicated count, as well as conservative numbers of Free and Reduced Price Meal students and English language learners:

- Free and Reduced Priced Meals: 75%
- English Learners: 17%
- Unduplicated Count: 80%

Enrollment of FRPM and ELL students is an important part of the Amethod schools' mission. Therefore, during recruitment efforts, DCA will actively seek out students who are in these categories.

The attendance rate is assumed to be 96%, which is consistent with attendance patterns at other Amethod Schools.

Revenues

LOCAL CONTROL FUNDING FORMULA

The School is using the Local Control Funding Formula to drive the general purpose entitlements. The LCFF entitlement is a made up of a combination of state aid, Education Protection Act entitlement and charter schools in lieu of property taxes.

In 2018-19, LCFF was fully funded to 100% and in line with state guidance, we are forecasting our state apportionment using the LCFF calculator. Based on the May 2018 LCFF Calculator, we estimate a 19-20 LCFF allocation of $ $10,076 per ADA.

The table below shows the implementation schedule of the LCFF from 2019-20 through 2023-24 and the general purpose rates that are generated over that period. DCA is also using an estimated unduplicated count of 80% for school projections, based on our three year average, and a district UPP of 77.36%, which is what is used to calculate the supplemental and concentration grant.

LCFF Schedule

LCFF Implementation	FY 19-20	FY 20-21	FY 21-22	FY 22-23	FY 23-24
OCHS General Purpose Entitlement per ADA	$10,074	$10,339	$10,695	$11,044	$11,320

OTHER REVENUE SOURCES
In addition to the LCFF State funding, DCA will receive other revenues and grants:

Federal Title Grants:
DCA qualifies as a Title I school and thus receives the Title I grant at a 3 year average of $400 per student. This is in addition to the Title II grant for teacher professional development.

National School Lunch Program
DCA will serve a school lunch, in compliance with the National School Lunch Program. Downtown Charter Academy will receive state and federal reimbursements for the cost of meals served to students that qualify for free or reduced pricing. All meals served at the school include the required nutritional components, and are served in a county inspected kitchen.

State Facilities Grant

DCA currently and will continue to receive SB 740 Facility Grant funds. These grant funds have been included in the budget since the demographics of DCA meet the requirements for applying for a facilities grant under SB 740. That revenue is included in the budget at the lesser of $1147 per ADA or 75% of the lease costs.

The school has budgeted for state lottery revenue. The 2018-19 rate is $194/ADA based on School Services of California (SSC) projections.

Special Education

For Special Education, DCA is part of the El Dorado County SELPA and does receive the Federal rate of $125 per prior year CBEDS enrollment and state rate of $522 per current year P2 ADA.

These monies help fund our education specialists, para-professionals, wellness counselors, speech therapists, psychologists, program specialists and outside support contractors.

State and Local Afterschool Grants

DCA does and will continue to receive various after-school grants such as ASES for 163,000 and Measure G1 funding of $36,931. We anticipate these grants will continue.

The school has not included any grants or fundraising although the school intends to apply for grants and programs as the opportunities arise.

Expenses

Expenses have been conservatively estimated by the executive staff at Amethod based on the operating costs at the current Amethod schools in Oakland. Expense assumptions have been increased 3% per year for inflation. Below is a summary of the major expense categories and the assumptions.

STAFFING AND BENEFITS

The staffing structure is modeled off of DCA's successful staffing structure over the last five years. The structure assumes substantial management, instructional leadership, and operations support from the home office.

Position	2019/20	2020/21	2021/22	2022/23	2023/24	2024/25	2025/26	2026/27
1100 - Teacher	16	16	16	16	16	16	16	20
1148 - Education Specialist	1	1	1	1	1	1	1	2
1300 - Site Leadership (Site Directors)	1	1	1	1	1	1	1	1
1300 - Site Leadership (Deans)	2	2	2	2	2	2	2	3
1311 - SPED Support								
2100 - Classified Tutors and Instructional Aides	3	3	3	3	3	3	3	6

2103 - SPED Tutor	1	1	1	1	1	1	1	1
2400 - Classified Clerical (site admin assistants and other staff)	4	4	4	4	4	4	4	4
2905 - After school staff	4	4	4	4	4	4	4	4
	32	32	32	32	32	32	32	39

~~Position~~	~~2019/20~~	~~2020/21~~	~~2021/22~~	~~2022/23~~	~~2023/24~~
~~1100 - Teacher~~	~~16~~	~~16~~	~~16~~	~~16~~	~~16~~
~~1148 - Education Specialist~~	~~1~~	~~1~~	~~1~~	~~1~~	~~1~~
~~1300 - Site Leadership (Site Directors)~~	~~1~~	~~1~~	~~1~~	~~1~~	~~1~~
~~1300 - Site Leadership (Deans)~~	~~2~~	~~2~~	~~2~~	~~2~~	~~2~~
~~1311 - SPED Support~~					
~~2100 - Classified Tutors and Instructional Aides~~	~~3~~	~~3~~	~~3~~	~~3~~	~~3~~

~~2103 - SPED Tutor~~	~~1~~	~~1~~	~~1~~	~~1~~	~~1~~
~~2400 - Classified Clerical (site admin assistants and other staff)~~	4	4	4	4	4
~~2905 - After school staff~~	~~4~~	~~4~~	~~4~~	~~4~~	~~4~~
	~~32~~	~~32~~	~~32~~	~~32~~	~~32~~

The salaries assumed in the budget map directly to the average salaries paid by AMPS, increased by 3%.

The school will offer a cafeteria health plan including health, dental, vision, life and flex spending accounts. On average, AMPS cost has historically been 20% of salaries. Growth in costs to AMPS has grown 3% annually and we conservatively estimate an increase in benefit costs of 7.5% per year. Like the teachers at its sister schools, the certificated staff will not participate in STRS. Instead all staff will be part of the social security system and a 401 K with an employer match of 3%.

Books and Supplies
The school is budgeting $100-125 per student per year to purchase replacement textbooks and update core curriculum as needed. In addition, the school is budgeting $50 per student for instructional materials and consumables. The school has a budgeted $16 per student for art supplies and $10 per student for PE supplies, which is higher than historical patterns.

DCA has built out its technology infrastructure and now has a one to one Chromebook to student ratio. We have budgeted to purchase replacement computers and equipment over time at 20% of our fleet per year.

With the increased utilization of Chromebook, we have invested in education software such as Achieve 3000 and budgeted $80 per student to ensure access to resources to better personalize instruction based on student needs.

Services and Operating

Operating costs are based on the historical spending patterns at DCA.
The school has included a 1% district oversight fee consistent with the statute. The school is budgeting separately for utilities and maintenance using standard market rates assumptions.

Professional development is an important part of the DCA experience. Much of the professional development during the year will be run internally at minimal cost, but the school is budgeting $1000 per teacher to pay for planning periods, conferences, consultants, substitutes, and materials related to professional development.

Historically, we spend about 13-14% of budget for rent, utilities, and other facility expenses. We expect to maintain this level.

DCA will use Illuminate Ed to manage student attendance.

Special Education Expenses
In addition to our internal staff of education specialists, wellness counselors, speech therapists, psychologists and other support staff, DCA also has budgeted based on historical needs $125

per student for other contractors necessary to support our students. With internal staff, supplies and software such as Let's Go Learn, and consultants and contractors, DCA invests over $1000 per student in the special education program to serve our students in need.

Capital Outlay
The school has no planned capital outlay.

CMO Fee
DCA will pay fees to Amethod Schools to help cover home office functions such as Chief Executive Officer, Chief Academic Officer, Director of Instruction, and Director of Talent Management. The CMO fees are currently estimated at 10% of total governmental revenues.

Cash Flow
DCA has demonstrated strong operating incomes and cash flow over the last several years and is forecasting an 18-19 operating surplus of $374k. We anticipate starting the 19-20 school year with 1.69 million in cash and maintain continued positive cash flows and operating incomes. We have included a 3 year cash flow statement in the Appendix.

See Appendix U for 3 Year Cashflow Statement

See Appendix V for 5 Year Budget Forecast

Contingencies and Reserves: DCA had a 17-18 starting fund balance of 1.8 million dollars and has an unaudited 18-19 starting fund balance of 2.0 million. We anticipate this fund balance to continue to grow, providing DCA with a substantial reserve.

INSURANCE REQUIREMENTS
Throughout the life of this contract, the school shall pay for and maintain in full force and effect with an insurance company(s) admitted by the California Insurance Commissioner to do business in the State of California and rated not less than "A-/Vll", very low, in Best Insurance Rating Guide, the following policies of insurance: the school will secure and maintain general liability, workers' compensation, and other necessary insurance coverage as required by the OUSD.

Insurance shall also be maintained to meet requirements of authorities to the extent that insurance is required to rent facilities or equipment. The School will obtain quotes from Insurance providers yearly as is the practice with the existing schools sites. The school agrees to hold harmless OUSD regarding liability issues. The following are brief descriptions of liability insurance programs;

1. COMMERCIAL GENERAL LIABILITY insurance, which shall include contractual, products and completed operations, corporal punishment and sexual misconduct and harassment coverage, and bodily injury and property damage liability insurance with combined single limits of not less than $1,000,000.00 per occurrence.

2. COMMERCIAL GENERAL LIABILITY insurance that shall include coverage for owned and non-owned autos, with bodily injury liability limits not less than $1,000,000.00 per person, per occurrence and property damage liability limits of not less than $500,000.00, per occurrence.

3. WORKERS' COMPENSATION INSURANCE, as required by the California Labor Code, with not less than statutory limits.

Administrative Services

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

With the exception of services performed by OUSD in providing oversight to the school as defined by Education Code Section 47604.32, all charter-requested services from OUSD will be on a fee-for-service basis.

In accordance with Education Code 47613, the chartering authority may charge for the actual costs of oversight of the Charter School not to exceed one percent of the revenue of the Charter School. For purposes of this charter, "revenue of the Charter School" means the general purpose entitlement and categorical block grant, as defined in subdivisions (a) and (b) of Section 47632. It is anticipated that the Charter School will provide or procure most of its own administrative services including, but not limited to, financial management, personnel, and instructional program development either through its own staff or through an appropriately qualified third-party contractor. Budget allocation and vendor selection will be the responsibility of the Governance Board. The Governance Board may delegate authority to the Chief Executive Officer to select vendors below a contract amount to be determined, but will retain overall responsibility for contract approvals. The Governance Board will work with the selected back office provider for payroll services and to ensure compliance with state financial accounting procedures.

In conjunction with EdTec, the organization's back office accounting services providers, the Chief Executive Officer, Chief of Operations, and Director of Finance and Accounting will prepare financial statements such as a balance sheet, income statement, profit and loss sheets, and statement of cash flow for regular administration and board review. Financial statements will be accessible to the independent auditor, school officers, OUSD, and any Governance Board members who want to assess the Charter School's financial condition. In addition, the Charter School will submit an annual audited financial statement to the appropriate authorities.

Facilities

Governing Law: "The facilities to be utilized by the school. The description of the facilities to be used by the charter school shall specify where the school intends to locate." Education Code Section 47605(g).

The Charter School will be located within the District boundaries. The Charter School is currently located at 2000 Dennison Street, Oakland CA 94606 and has a five year lease in place. This facility was approved by the OUSD school board on February 8, 2017.

Transportation

The Charter School will not provide transportation of students to and from school. It will be the responsibility of the students' families to provide transportation to school, except when transportation is required by a student's IEP.

CIVIL LIABILITY IMPACT

The Charter School shall be operated by a California non-profit public benefit corporation. This corporation is organized and operated exclusively for charitable purposes within the meaning of Section 501(c) (3) of the Internal Revenue Code and California Revenue and Taxation Code Section 23701(d).

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

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

The corporate bylaws of the Charter School shall provide for indemnification of the Charter School's Board, officers, agents, and employees, and the Charter School will purchase general liability insurance, Board Members and Officers insurance, and fidelity bonding to secure against financial risks.

As stated above, insurance amounts will be determined by recommendation of the District and the Charter School's insurance company for schools of similar size, location, and student

population. The District shall be named an additional insured on the general liability insurance of the Charter School.

The Charter School Board will institute appropriate risk management practices as discussed herein, including screening of employees, establishing codes of conduct for students, and dispute resolution.

CONCLUSION

By renewing this charter petition, Oakland Unified School District will be fulfilling the intent of the Charter Schools Act to improve pupil learning; increase learning opportunities for all pupils with special emphasis on expanded learning opportunities for all pupils who are identified as academically low performing; create new professional opportunities for teachers; and provide parents and pupils with expanded choices in education and following the directive of law to encourage the creation of viable school models for residents and families of Oakland Unified School District.

Coversheet

Review and Consideration of Approval of Annual Compliance Requirements

Section: V. Business ll
Item: C. Review and Consideration of Approval of Annual Compliance Requirements
Purpose: Vote
Submitted by: Maria Arechiga
Related Material: Annual Compliance Requirements Document 2025-6.docx.pdf
JHHS_25-26 Annual Compliance Requirements Packet-board.pdf

BACKGROUND:

State Board of Education (SBE) Authorized Charter Schools are required to complete an Annual Compliance Monitoring and Certifiication of Governing Board Compliance Review. Staff has reviewed all of the compliance requirements and put together a packet with the related policies, systems and procedures. The CEO has reviewed the presented packet and certified the compliance review and is now presenting the packet for certification from the governing board.

RECOMMENDATION:

Staff recommends that the board take action to approve the governing board compliance review report which includes compliance related policies, systems, and procedures.

COMPLIANCE MONITORING AND CERTIFICATION OF GOVERNING BOARD COMPLIANCE REVIEW 2025-26

School Name: _____

(CDS Code Number): _____

Compliance Requirements
1. The charter school follows the credentialing requirements in California *Education Code (EC)*, Section 47605 (l)(1)(2) and that each teacher has satisfied the requirements for the Certificate of Clearance as outlined in *EC*, sections 44339, 44330, and 44341
2. The charter school maintains timely and current verification of tuberculosis clearances for all employees (including substitutes, part-time staff, and temporary employees) and contracting entities (service providers, vendors, and independent contractors). *EC*, sections 47605(b)(5)(F), 45122.1,45125.1, and 49406.
3. The Charter Schools Division has been provided with, and parents have access to, the school's most current contact information for each Governing Board member and the 2024–2025 Board meetings calendar.
4. The charter school complies with the pre- and post-lottery and enrollment forms guidelines.
5. The charter school shall ensure that staff receives annual training on the charter school's health, safety, and emergency procedures, and shall maintain a calendar for, and conduct, emergency response drills for students and staff including, but not limited to: ● Health, Safety and Emergency Preparedness Plan (School Safety Plan) *EC* 32280–32289 ● Child Abuse Mandated Reporter Training Assembly Bill (AB) 1432 (2014); *EC* 44691; *Penal Code* Section 11165.7 ▪ Blood borne Pathogens training *California Code of Regulations*, Title 8, Section 5193

Compliance Requirements
▪ Pupil Suicide Prevention Policy, AB 2246 (2016)
6. The charter school's school climate and student discipline systems and procedures align with best practices.
7. The charter school shall maintain all data involving placement, tracking, and monitoring of student suspensions, expulsions, and reinstatements, and make such outcome data readily available upon request.
8. The charter school ensures that any and all school communications, including the Parent Student Handbook, are consistent with the provisions of the school's approved charter as well as applicable law (e.g., translated for 15 percent and above languages)
9. The charter school's occupancy and use of facilities shall follow applicable building codes, standards and regulations adopted by the city and/or county agencies responsible for building and safety standards, and the Americans with Disability Act, *EC* 47610
10. The charter school complies with all federal and state laws related to public entities, including, but not limited to: ● Ralph M. Brown Act ● Political Reform Act ● Public Records Act ● *Government Code*, Section 1090
11. The charter school ensures that its Articles of Incorporation are current and appropriate for the operation of the charter school.
12. By-laws are current and consistent with the approved charter, Governing Board-approved, and signed by the Governing Board secretary.

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

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

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

CERTIFICATION OF SCHOOL ADMINISTRATOR'S COMPLIANCE REVIEW

(by October 31, 2025)

The undersigned hereby certifies that, on _____ the School Administrator of

Date(s)

Name of Charter School

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

CERTIFICATION OF GOVERNING BOARD COMPLIANCE REVIEW

(by October 31, 2025)

The undersigned hereby certifies that, on _____ the Governing Board of

Date(s)

Name of Charter School

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

COMPLIANCE MONITORING AND CERTIFICATION OF GOVERNING BOARD COMPLIANCE REVIEW 2025-26

School Name: John Henry High School

(CDS Code Number): 07-77354-0132233

Compliance Requirements
1. The charter school follows the credentialing requirements in California *Education Code (EC)*, Section 47605 (l)(1)(2) and that each teacher has satisfied the requirements for the Certificate of Clearance as outlined in *EC*, sections 44339, 44330, and 44341
2. The charter school maintains timely and current verification of tuberculosis clearances for all employees (including substitutes, part-time staff, and temporary employees) and contracting entities (service providers, vendors, and independent contractors). *EC*, sections 47605(b)(5)(F), 45122.1,45125.1, and 49406.
3. The Charter Schools Division has been provided with, and parents have access to, the school's most current contact information for each Governing Board member and the 2025–2026 Board meetings calendar.
4. The charter school complies with the pre- and post-lottery and enrollment forms guidelines.
5. The charter school shall ensure that staff receives annual training on the charter school's health, safety, and emergency procedures, and shall maintain a calendar for, and conduct, emergency response drills for students and staff including, but not limited to: • Health, Safety and Emergency Preparedness Plan (School Safety Plan) *EC* 32280–32289 • Child Abuse Mandated Reporter Training Assembly Bill (AB) 1432 (2014); *EC* 44691; *Penal Code* Section 11165.7 ▪ Blood borne Pathogens training *California Code of Regulations*, Title 8, Section 5193 ▪ Pupil Suicide Prevention Policy, AB 2246 (2016)

Compliance Requirements
6. The charter school's school climate and student discipline systems and procedures align with best practices.
7. The charter school shall maintain all data involving placement, tracking, and monitoring of student suspensions, expulsions, and reinstatements, and make such outcome data readily available upon request.
8. The charter school ensures that any and all school communications, including the Parent Student Handbook, are consistent with the provisions of the school's approved charter as well as applicable law (e.g., translated for 15 percent and above languages)
9. The charter school's occupancy and use of facilities shall follow applicable building codes, standards and regulations adopted by the city and/or county agencies responsible for building and safety standards, and the Americans with Disability Act, *EC* 47610
10. The charter school complies with all federal and state laws related to public entities, including, but not limited to: • Ralph M. Brown Act • Political Reform Act • Public Records Act • *Government Code*, Section 1090
11. The charter school ensures that its Articles of Incorporation are current and appropriate for the operation of the charter school.
12. By-laws are current and consistent with the approved charter, Governing Board-approved, and signed by the Governing Board secretary.
13. The charter school implements its own Uniform Complaint Procedure policies and procedures with appropriate corresponding forms and documents, readily available to stakeholders at the school site and on the school's website, that are compliant with federal and state requirements. Guidance provided at http://www.cde.ca.gov/re/cp/uc/.

Compliance Requirements
14. The Governing Board oversees the development of and approves/adopts the Local Control Accountability Plan for the 2025–2026 school year (*EC* 47606.5).
15. The charter school ensures that it follows all applicable state law regarding homeless and foster youth, including but not limited to the provisions of AB 379 (2015) and *EC* 48850
16. The charter school has a form posted on their website for complaints pursuant to *EC* 47605(d)(4) to be filed with the charter authorizer. The California Department of Education has provided a template form for use by charter schools. This template form must be modified before distributing to parents and posting on the charter school's website. The template form can be found at https://www.cde.ca.gov/sp/ch/documents/rescscomplaints.pdf.
17. For schools serving grade nine only: The charter school complies with all applicable requirements of the California Mathematics Placement Act of 2015.
18. The charter school complies with all applicable requirements of AB 2246: Pupil Suicide Prevention Policies.
19. For high schools only: The charter school has obtained or is in the process of obtaining, Western Association of Schools and Colleges accreditation and University of California Office of the President Doorways Course Approval.

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

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

CERTIFICATION OF SCHOOL ADMINISTRATOR'S COMPLIANCE REVIEW

(by October 31, 2025)

The undersigned hereby certifies that, on 10/13/2025 **the School Administrator of**

Date(s)

John Henry High School

Name of Charter School

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

CERTIFICATION OF GOVERNING BOARD COMPLIANCE REVIEW

(by October 31, 2025)

The undersigned hereby certifies that, on 10/16/2025 **the Governing Board of**

Date(s)

John Henry High School

Name of Charter School

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

Printed Name of Governing Board Chair	***Signature of Governing Board Chair***	***Date Signed***

2025-26 Teacher Credential Information
SBE-Authorized Charter Schools
California Department of Education

Please submit completed form by September 16, 2025 to SBEOVERSIGHT@cde.ca.gov.

School:

2025–26 Teaching Assignment	Credential Type	Credential Number	Date Credential was Issued	English Learner Authorization	Expiration Date	Notes Regarding Compliance
Geometry	Clear Single Subject- Math	250008480	01/15/2009	☐ Yes ☐ No	07/01/2027	
Spanish 1/2	Clear Single Subject- Spanish	230208623	04/20/2004	☐ Yes ☐ No	09/01/2028	
Art 1/2 and AP Art	Clear Single Subject Art	220151917	04/14/2018	☐ Yes ☐ No	07/01/2027	
Psychology, AP World, AP US His, Yearbook	Provisional Internship Permit	250066928	08/12/2024	☐ Yes ☐ No	09/01/2025	
ELD Beginning, Intermediate, Advanced	Clear Single Subject- English	240139167	05/16/2009	☐ Yes ☐ No	05/01/2029	Renewing ECLAD and teacher is enrolled at UC San Diego CTEL Program
English 9/10	Preliminary Single Subject- English	240176355	05/10/2024	☐ Yes ☐ No	06/01/2029	
English 9/11	District Intern- English	250211156	08/01/2025	☐ Yes ☐ No	09/01/2027	
Algebra 2 and Pre-calc	Clear Single Subject- Math	220059714	06/01/1991	☐ Yes ☐ No	04/01/2027	Taking CTEL exam
Spanish 3 and AP Spanish	Preliminary Single Subject- Spanish	240136929	11/13/2023	☐ Yes ☐ No	12/01/2028	

Ethnic Studies and Modern World History	Intern Single Subject- Social Science	250230567	08/01/2025	☐ Yes ☐ No	09/01/2027	
US History, American Gov, Econ	Preliminary Single Subject- Social Science	240292537	08/22/2024	☐ Yes ☐ No	09/01/2029	
Physics and Geophysical Science	Intern Single Subject- Science: Physics	240287791	10/01/2024	☐ Yes ☐ No	11/01/2026	
Human Anatomy and Physiology and Biology	Intern Single Subject- Biological Sciences	240276135	10/01/2024	☐ Yes ☐ No	11/01/2026	
Financial Literacy, Leadership, and Concurrent Enrollment College Course	Clear Career Technical Education Teaching Credential- Business and Finance	250249876	03/21/2023	☐ Yes ☐ No	04/01/2026	
Expository Reading and Writing, AP English Literature, AP English Language	Clear Single Subject- English	240178368	05/10/2024	☐ Yes ☐ No	06/01/2029	

Employee Id	Site Description	TB TEST EXPIRATION DATE	DOJ SID	DOJ ATI
2192	104 - John Henry High School	07/31/2023	A037676923	M206MCJ005
135	104 - John Henry High School	12/23/2028	A034532539	A034532539
2565	104 - John Henry High School	08/12/2026	A033613099	F223VIH314
1793	104 - John Henry High School	07/10/2028	A034085803	B009PAO286
2620	104 - John Henry High School	09/23/2026	A040747535	B263NOR747
2569	104 - John Henry High School	08/11/2026	A038857862	B221SAS642
1492	104 - John Henry High School	12/12/2028	A037879780	B235GUJ015
1267	104 - John Henry High School	8/18/2020	A033918727	B092MAE096
2566	104 - John Henry High School	08/14/2026	A035180267	F223WUD361
2603	104 - John Henry High School	08/26/2026	A040731054	G257JOT969
2397	104 - John Henry High School	07/08/2025	A007763796	F187MAM848
2678	104 - John Henry High School	07/24/2027	A036554515	B200STR460
2734	104 - John Henry High School	11/20/2027	A031747717	G324CAC124
2760	104 - John Henry High School	06/26/2028	A042166325	B138DRS307
2772	104 - John Henry High School	05/11/2028	A022288479	B141KAA617
2774	104 - John Henry High School	06/26/2028	A025316612	B170ABN548
2827	104 - John Henry High School	01/24/2029	A023636224	B028ALN021
2658	104 - John Henry High School	06/02/2027	A037868785	F151BRE701
2716	104 - John Henry High School	09/08/2027	A038531646	B244LEM553
2769	104 - John Henry High School	07/17/2028	A032005167	B199BAC387
2790	104 - John Henry High School	08/01/2028	A037500714	F214MOC580
2675	104 - John Henry High School	08/23/2027	A040961885	B201SUR179
2835	104 - John Henry High School	07/30/2029	A041230268	B210GAV968
2546	104 - John Henry High School	06/06/2026	A023449831	G157CHC239
2395	104 - John Henry High School	07/13/2025	A033119616	G194GOR142
2677	104 - John Henry High School	07/30/2027	A041430980	S198POO006
2692	104 - John Henry High School	06/27/2027	A039386890	S221TOM002
2775	104 - John Henry High School	06/20/2028	A035986635	F155BAP649
2783	104 - John Henry High School	07/22/2028	A031688780	B204BOJ360
2792	104 - John Henry High School	01/23/2027	A035953871	B219ROM983
2776	104 - John Henry High School	05/31/2028	A035281125	F149BEK446

Amethod Public Schools

2025-2026 Board Meeting Calendar

LOCATION: Home Office Board Room
1450 Marina Way South Richmond, CA. 94804

DATE	TIME
July 18, 2025	9:00 A.M.*
July 18, 2025	12:00 P.M.
July 18, 2025	1:00 P.M.*
August 21, 2025	6:00 P.M.
August 28, 2025	6:00 P.M.
September 18, 2025	6:00 P.M.
October 16, 2025	6:00 P.M.
November 20, 2025	6:00 P.M.
December 1, 2025	6:00 P.M.
December 15, 2025	6:00 P.M.
January 15, 2026	6:00 P.M.
February 26, 2026	6:00 P.M.
March 19, 2026	6:00 P.M.
April 16, 2026	6:00 P.M.
May 21, 2026	6:00 P.M.
June 15, 2026	6:00 P.M.

Note:

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

AMPS Board Roster_2025

Name	Title	Years of Term	First Day of Term	Contact
Rodolfo Ornelas	Board Chair	2025-2029	04/16/2025	rornelas@amethodschools.org
Margie DiGiorgio	Board Vice Chair	2025-2029	05/08/2025	mdigiorgio@amethodschools.org
Jorge Lerma	Board Member	2025-2029	02/18/2025	jlerma@amethodschools.org
Peter Hanley	Board Member	2025-2029	03/24/2025	phanley@amethodschools.org
Davis Leung	Board Member	2025-2029	05/08/2025	dleung@amethodschools.org
Elizabeth "Liz" Martinez	Board Member	2025-2029	6/12/2025	emartinez@amethodschools.org

Application

Application Preview

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

Student General Information

First Name

Middle Name

Last Name

Student Residence

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

Apartment, Unit, Suite Number

City

State/Province/Region

Support

ZIP/Postal Code

Siblings

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

◯ Yes ◯ No

Sibling Name

Select Grade

School Attending

Sibling's Date of Birth

Month Day Year

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

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

Edit Delete

Support

Powered by SchoolMint

(http://www.schoolmint.com)

Support

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District Office **25-26 Year**

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1. 25-26 General Information

First Name *

Suffix
Jr, IV, etc

Gender *

Female Male

Middle Name

Preferred Name

25-26 Grade Level *

Last Name *

Date of Birth *

Age
~ (age)

Birth Place Information

Was the student born in the United States? *

Yes No

Date of Entry to USA *

City/Town of Birth *

Born in the USA

State of Birth *

Country of Birth *

Race/Ethnicity

Is the student Hispanic or Latino? *

A person of Cuban, Mexican, Puerto Rican, Central or South American, or other Spanish culture or origin, regardless of race.

Yes No

Race Descriptions

Asian: A person having origins in any of the original peoples of the Far East, Southeast Asia, or the Indian subcontinent including for example, Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, Thailand and Vietnam.

Black or African American: A person having origins in any of the black racial groups in Africa.

Native American or Alaska Native: A person having origins in any of the original peoples of North and South America including Central America, and who maintains a tribal affiliation or a community attachment.

Native Hawaiian or Other Pacific Islander: A person having origins in any of the original peoples of Hawaii, Guam, Samoa, or other Pacific Islands.

White: A person having origins in any of the original peoples of Europe, the Middle East, or North Africa.

Identifying Race *

Race *

Please select all that apply

- No matches found
- No matches found

(100) American Indian or Alaska Native
(201) Chinese
(202) Japanese
(203) Korean

Siblings Information

Does this student have a sibling who attends a school in the Amethod Public Schools (AMPS) system? *

Yes No

Siblings

Press the Add Row button to add a sibling.

First Name *

Last Name *

Date of Birth *

Home Language Survey

To make sure that all students receive the education services they need, the law requires us to ask questions about students' language backgrounds. Your answers to the questions below will 1) tell us if your student's proficiency in English should be evaluated and help us to ensure that important opportunities to receive programs and services are offered to students who need them, and 2) will help us communicate with you regarding the student and all school matters in the language you prefer. The information from this survey will be used solely to offer appropriate educational services, not for determining legal status or for immigration purposes. Parents and guardians should note that, even if their child is identified as an English Language (El) Learner, they may decline the EL program or particular EL services in the program.

Home Language

Which language did your child learn when they first began to talk? *

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

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

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

- Select all that apply

- No matches found
- No matches found

Arabic
Chinese
English
Spanish

If other language(s), please enter here:

Was your child born in another country? *

Yes No

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

Yes No

Did your child attend school in another country? *

Yes No

Has your child attended school in the United States? *

Yes No

Parent/Guardian Signature *

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2. 25-26 Emergency Form

Parents/Guardians and Emergency Contacts*

Please list all parents/legal guardians and at least three (3) emergency contacts apart from the parents/legal guardians. Thank you!

Name	Relationship	Contact Type	Phone Type	Phone #	Address	Email	Custody	Lives with	School Pickup	Emerg. Contact	Data Access

Medical Contacts

Doctor Name

Last, First

Dentist Name

Last, First

Preferred Hospital

Doctor Phone

xxx-xxx-xxxx

Dentist Phone

xxx-xxx-xxxx

When did your child last see the doctor?

When did your child last see the dentist?

Does your child currently have health insurance?*

Yes No

Health Insurance Provider

Policy Number

Medical History

Please check all that apply

Abnormal Spinal Curvature (Scoliosis, etc.) ADHD/ADD Allergy Anemia Asthma or wheezing Bedwetting at night Bedwetting during day Behavior problems Birth defect Cancer Chicken Pox Chronic diarrhea Chronic cough Concern for relations with siblings/friends Cystic Fibrosis Diabetes Eczema Emotional/depression/anxiety disorder Ear problems, poor hearing Eating disorders Eye problems, poor vision Frequent headaches Frequent skin infections Frequent sore throat infections Heart disease Hepatitis HIV/AIDS Joint problems or arthritis Kidney disease Near drowning/suffocation Nervous twitches or tics Painful menstrual cramps Pregnancy Rheumatic fever Seizures or epilepsy Self harm behaviors Sickle cell anemia Stool soiling (encopresis) Substance abuse (alcohol/drugs) Suicide attempt Toothache or dental infections Urinary tract infections

Allergies

Press the Add Row button to add additional allergies.

Description*

Medication/Treatment

Life threatening?

Yes No

Does the student use an EpiPen?*

Yes No

Does the student use an inhaler?*

Yes No

Medications

All medications to be administered during school hours must be listed here (including non-prescription medications).
Press the Add Row button to add additional medications.

Name*

Prescription Required*

Yes No

Purpose/Reason*

Dosage

Frequency/Time*

Dosage Units

Past Three Years

Any hospitalizations?*

Yes No

Explain

Any illness lasting more than a week?*

Yes No

Explain

Any injuries requiring medical attention?*

Yes No

Explain

AUTHORIZATION FOR EMERGENCY MEDICAL TREATMENT:

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

Parent/Guardian Signature:*

Date

{{today}}

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3. 25-26 Charter School Affidavit Form

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

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

Student First Name
{{first_name}}

Date of Birth
{{DOB}}

Student Middle Name
{{middle_name}}

Student Last Name
{{last_name}}

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

In rented or owned apartment/house | In a trailer park or trailer due to economic hardship | With extended family in the same house/apartment due to economic hardship | Temporarily with another family because we cannot afford/find affordable housing | In a car, campground, public space, abandoned building, or substandard housing | In a hotel/motel | At an emergency/transitional shelter | Student is living with an adult who is not a parent or legal guardian, or is alone without an adult. | Foster Youth

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

Yes | No

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

Yes No

Verification: *

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

Parent/Guardian Signature *

Date

{{today}}

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4. 25-26 Special Education and Other Programs

Student First Name
{{first_name}}

Date of Birth
{{DOB}}

Student Middle Name
{{middle_name}}

Student Last Name
{{last_name}}

1. Does the student have an active IEP? *
An IEP is an Individualized Education Plan/Program that is developed for a child who needs special education services.

Yes No

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

Yes No

3. Has the student ever been enrolled in a Non-Public School (NPS) or a Special Day Class (SDC)? *
Non-Public School is a private agency or individual that enrolls students with exceptional needs and provides services to them based on the student's IEP. A Special Day Class is used to describe a self-contained special education class which provides services to students with intensive needs to them based on the student's IEP.

Yes No

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

Yes No

5. Does the student have an active Section 504 Plan? *
A Section 504 Plan is developed to ensure that a child who has a disability receives accommodations that will ensure their academic success and access to the learning environment.

Yes No

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

Yes No

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

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

Yes No

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

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

Yes No

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

Yes No

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

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

Yes No

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

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

Yes No

12. Is your child currently on probation? *

Yes No

Verification: *

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

Parent/Guardian Signature *

Date

{{today}}

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5. 25-26 School Records Request

Student First Name
{{first_name}}

Date of Birth
{{DOB}}

Student Middle Name
{{middle_name}}

Student Last Name
{{last_name}}

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

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

- Select all that apply

- No matches found
- No matches found

Pre-K
Kindergarten
1st Grade
2nd Grade

Prior School Information:

Name of Prior School: *

Phone Number of Prior School: *

Fax Number: *

Email of Prior School: *

Address of Prior School: *

Street Address, City, State, and Zip Code

Verification: *

I authorize the release of my child's records to Amethod Public Schools.

Parent/Guardian Signature *

Parent/Guardian Phone Number

Date

{{today}}

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6. 25-26 Media Authorization

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

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

Please read the options below and sign.

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

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

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

Please select one of the previous options: *

Option A: Full Consent Option B: Yearbook Consent Only Option C: Deny

Student First Name

{{first_name}}

Date of Birth

{{DOB}}

Student Middle Name

{{middle_name}}

Student Last Name

{{last_name}}

Parent/Guardian Signature *

Date *

{{today}}

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7. 25-26 Technology Acceptable Use Agreement

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

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

Parent/Guardian Section

Student First Name
{{first_name}}

Student Birth Date
{{DOB}}

Student Middle Name
{{middle_name}}

Student Last Name
{{last_name}}

I understand that my child, named above, will have access to the internet and technology devices (Chromebook, pcs, tablets) through Amethod Public Schools (AMPS) to enhance instruction and student learning. I have read and agree to the above AMPS Acceptable Internet Use Agreement and understand that the Internet can provide students with valuable learning experiences. I also understand that it may give access to information that is illegal, dangerous or offensive and that AMPS cannot guarantee the appropriateness of information or material that my child may encounter on the Internet. I accept that, while teachers will always exercise their duty of care, protection against exposure to harmful information must depend upon responsible use by the students, I shall not hold AMPS responsible for materials acquired or viewed online by my child, for violations of copyright restrictions, or any costs incurred by my child. When any school-loaned device is in the possession of my child, he/she will abide by all school rules and care for it in accordance with its usage. I understand that students who break the Acceptable Use Agreement may be subject to disciplinary action and other consequences. I further understand that while school-issued devices are in my child's possession, any costs associated with instances of loss, theft or damage caused by negligence or willful misconduct shall be the full responsibility of the student and his/her parent/guardian.

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

Parent/Guardian Name *

Parent/Guardian Signature *

Date *

{{today}}

STUDENT SECTION – REVIEW WITH PARENT

I have read and agree to abide by the above Amethod Public Schools Acceptable Internet and Device Use Agreement and will strive to act with honesty, integrity and respect for the rights of others in my usage of the Internet and technology devices (Chromebook, pcs, tablets). I understand that if the School decides I have broken this agreement, I may be disciplined accordingly. I further understand that while a device is in my possession, any costs associated with instances of loss, theft or damage caused by my negligence or purposeful intent may be the full responsibility of the student and his/her parent/guardian. Whenever I use an AMPS technology device or the internet, I agree to:

- Never share personal information, such as my name, birthday, address, phone numbers, school names or locations.
- Always tell a parent or teacher about anything that happens online that makes me feel upset, sad or not safe.
- Never share photographs of myself or others without permission from a parent or teacher.
- Never agree to meet anyone from the Internet in person.

- Never share any password with anyone other than my teacher or parents.
- Never bully anyone online in any way (including spreading gossip or saying cruel things about people).
- Never use technology to cheat on schoolwork or tests.
- Treat the AMPS resources with respect and in line with the AMPS values.

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

Student Signature *

Date *

{{today}}

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8. 25-26 Enrollment Agreement

Amethod Public Schools (AMPS) operates Benito Juarez Elementary, Downtown Charter Academy, Oakland Charter Academy, Richmond Charter Academy, John Henry High School, and Oakland Charter High School. These are schools of choice. When you sign this agreement you are affirming the fact that you chose to enroll your child at one of these schools over all others that your child is entitled to attend or could have attended. The school policies related to Amethod Public Schools are unique to its school sites and adhere to the AMPS Governing Board and policies.

Benito Juarez Elementary, Downtown Charter Academy, Oakland Charter Academy, Richmond Charter Academy, John Henry High School, and Oakland Charter High School are public charter schools authorized under the provisions of California Education Code 48600, et seq. In accordance with the provisions of Education Code section 48605 (d) (1) its programs are non-sectarian and are exempt of the local school district policies as specified. Furthermore, the school program shall be open to any eligible resident of California. No student may enroll in more than one school, except under the provisions of a currently completed co-enrollment agreement being in effect between both schools.

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

Student First Name
{{first_name}}

Parent/Guardian Name *

Student Middle Name
{{middle_name}}

Parent/Guardian Signature *

Student Last Name
{{last_name}}

Date

{{today}}

John Henry High School
School Safety Pan

1402 Marina Way South

Richmond, CA 94804

Amethod Public Schools

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The Comprehensive School Safety Plan Overview:

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

Stacy Drakeford - School Site Director
John Henry High School
1402 Marina Way South,
Richmond CA
sdrakeford@amethodschools.org

Prepared by: Omar Padilla-Dean of Students
Stacy Drakeford - Site Director

Family Staff Team

Reviewed & Approved by: Date Approved:

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

General School Information:

A. School Profile:

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

Our campus is located in an urban neighborhood that serves youth from the surrounding community and the larger City of Richmond and San Pablo. The student population mirrors the community that we serve. Over 85% qualify for free or reduced lunch and over 95% are first-generation college students. The demographics of our student population are 80% Hispanic, 1% Asian, 2% African American, and 1% Other.

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

B. Safe School Mission:

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

C. AMPS Mission & Motto

Honor Hard Work

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

D. Description of School Facilities:

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

the school grounds. Staff monitor incoming visitors and direct them to the appropriate office or location on campus.

School Facility Good Repair Status:

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

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

E. Personal Characteristics of Students & Staff

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

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

F. Notifications and Assurances:

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

- FST
- Student Council President

Notice to the Public:

The Comprehensive School Safety Plan prepared for the 2025 school year was shared with:

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

Assurances:

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

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

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

Safe School Reports:

A. School Crimes Status:

John Henry High School rarely experiences incidents of crime on campus or during school-related functions. To date, the only crimes committed on campus or during

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

Total Suspensions & Expulsions YTD	
Suspension	2
Expulsions	0

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

B. Safe School Assessment Resources:

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

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

C. Safe Schools Needs Assessment:

What are Needs of School, Staff, and Students?
Assure a Safe Physical Environment
• Improve dropping off/picking up students • Prevent and reduce vandalism and graffiti • Prepare students and staff for crisis emergencies

Provide each Student with Resiliency Skills (Expectations, Caring and Participation) by enhancing:
• Community service opportunities • Problem solving skills • Parent involvement • Sense of purpose and future • Good Communication skills • Participation in academic activities • Character/value education • High academic self-expectations

Assure a Safe, Respectful Accepting, and Emotionally Nurturing

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

D. Conclusions of 2025 Safe Schools Assessment:

Areas of Pride and Strength:

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

Areas to change:

- Develop more after school programs

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

Generalized statement of goals for 2025

- We strive to re-engage students as Wildcats and as scholars as they return to on-campus learning and have set goals that we believe can be achieved in the 2025-2026 school year.

Safe School Action Plans:

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

A. Component 1: People and Programs:

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

B. Component 2: Places:

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

Component 1: People and Programs – Create a Caring and Connected School Climate		
Goal #1	Assure on-going professional development to ensure supportive, nurturing teacher-student relationships in the classroom.	
	Increase teachers and staff members ability to communicate and have positive interactions that minimize conflict and show acceptance towards our diverse student body. Related Activities: ● Include regular and ongoing tiered professional development opportunities for staff in Restorative Justice practices and how to de-escalate difficult situations. Resources needed: Anchor texts Personnel: Counselor and administrators Training: Professional development and observations Administration: Site administration will coordinate with home office staff and work with staff	Persons Responsible: Administrators, teachers, school counselors. Timeline for Implementation: August 2023-ongoing.
Component 2: Places – Create a Physical Environment That Communicates Respect for Learning and for Individuals		
Goal #1	Assure a safe, respectful, accepting, and emotionally nurturing environment.	
	Expansion of student participation in academic activities & the college going culture of the the school Related activities: ● Development of a structured Advisory program ● Continued recognition assemblies & earned privileges ● Celebrate academic successes classroom by classroom and schoolwide Resources needed: Funds to support incentives Personnel: Administration, staff and teachers Training: Naviance and Kickboard training for experienced and novice staff Administration: Administration will work together with staff to establish incentives and programs	Persons Responsible: Administrators, teachers, school counselors. Timeline for Implementation: August 2023-ongoing

School Safety Practices, Policies and Procedures:

A. Bullying Prevention:

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

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

B. Visitors:

Supervision of Students:

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

Visitors:

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

Sample Communications Forms and Postings:

A. Serious injury or other unplanned and unprecedented event:

CEO or CEO Designee's Responsibilities:

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

Site Director's Responsibilities:

1. Identify three rooms/areas for student counseling with available paper, pencils, construction paper, etc.; if age appropriate; and 1 room for staff counseling.
2. Update staff.
3. Develop a fact sheet for the office manager/secretary/clerk to use when responding to inquiries (see attached example).
4. Update students regarding what happened (offer students journaling, poetry, art, sharing of stories, etc. to express their thoughts).
5. Prepare a letter to go home to parents in English and Spanish (see attached example)
6. Make arrangements for staff to be relieved of duties to participate in counseling.
7. Debrief staff at end of school day (share stories)
8. Plan support for the next school day (counseling, food, etc.).
9. If any staff were involved in emergency procedures to save a life, have the CEO's Office contact Richmond Police or Richmond Fire Dept. to access their Critical Incident Stress Teams for debriefing of the school staff members involved.
10. Debrief support staff who helped at the school.
11. Take care of witnesses.
12. Inform staff that all press/news inquiries go to Home Office and CEO.

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

Sample Script of JHHS Registrar/Administrative Assistant

What has happened?

Share the information honestly but ensure all privacy requirements:

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

What actions are being taken?

Security measures, emotional issues, correspondence:

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

When to retrieve students?

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

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

What can the parent/community member do to help?

Immediate and long term:

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

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

C. Lockdown – Sample Parent Square Message – English

Initial message:

Hello JHHS families.

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

All clear message:

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

Lockdown – Sample Parent Square Message – Spanish

Initial message:

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

All clear message:

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

cooperación para garantizar la seguridad de sus niños, que son nuestra mayor prioridad.

Emergency Response Plan:

Disaster Procedures

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

A. Emergency Contact Datasheet:

School/Site: John Henry High School

IC (Incident Commander): Stacy Drakeford, Site Director

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

Release of Students Location: Marina Bay Yacht Parking Lot

Emergency Phone Numbers:

Emergency – 911

Fire/Paramedic Emergency – 911

Non-Emergency RPD - (510) 233-1214

Public Utilities:

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

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

Water: EBMUD 866-403-2683

AMPS Home Office Phone Numbers:

Chief Operating Officer/Acting CEO: Adrienne Barnes - (510) 734-1555

Chief Strategy and Compliance Officer: Maria Arechiga - (510) 660-3308

Hospitals:

Richmond Kaiser - (510) 307-1500

Staff with WalkieTalkies:

Site Directors
School Office
Dean of Students
Office Staff
Athletic Staff
Counseling Staff

B. Communication Signals:

Evacuate: announce "This is not a drill. Please exit the building. Teachers, please have your students leave all items in the classroom. Teachers in classrooms with exterior emergency exit doors will have students exit the building through these doors. Teachers in all other spaces will have students exit through the exterior doors on the water side of the first quad. All teachers will lead their classes to line up in the harbor master's parking lot. Teachers will stay away from the building, leading students by the wooden dock, rather than through the school parking lot, when possible.

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

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

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

Persons responsible:

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

C. Action Evacuate:

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

- Gas leak
- Explosion or threat of explosion
- Post-earthquake
- Other occurrences which make the school building(s) uninhabitable

D. Action "Drop – Take Cover":

- Warning: The warning for this type of emergency is the beginning of the disaster itself.
- Action "Drop – Take Cover" consists of:
  - Command "Drop – Take Cover" is given
  - Move away from buildings, trees, fences and power lines
  - Drop to your knees
  - Clasp both hands behind your neck
  - Bury your face in your arms
  - Make your body as small as possible
  - Follow instructions and stay away from buildings, trees, and fences. Should a power line fall on a fence, it will be electrified and very dangerous.
- Action "Drop – Take Cover" is effective for students and staff who are outdoors, and is considered appropriate for, but not limited to, the following:
  - Earthquake: shaking of the earth
  - Explosion

E. Action Duck Cover and Hold:

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

F. Action "Lockdown"

- Types of Crisis: Dangerous Intruder, Drive-by Shooting, Riot, Unauthorized Weapons on Site, Assault, Battery, or Kidnapping on or near the school site or Crimes or Emergencies in the neighborhood off site.
- Action:
  - Signal "Lockdown" – Staff members closest to crisis announce "Lockdown", then use bells as appropriate. Move away from danger, help students
  - Staff member closest to the crisis call 911 (used landline). Specify if "Intruder" or "Active Assailant."

        - Site Director Contact AMPS Home Office to Initiate Phone Tree. If grounds or maintenance staff is on campus, use the following as a "universal signal" for those who are far away or have earplugs: put wrists together and fists clenched.
        - Set up and man the Command Center.
        - Site Director will contact CEO's Office to update status as soon as the situation is under control.
        - Front Office Administrative Assistant post sign on office door notifying public of lockdown.
        - Activate SEMS (Standardized Emergency Management System) as needed.
- If students are in classrooms (Office staff should lockdown in a safe area of office area with computer):
    - Classroom teachers should quickly scan the hallway for students walking by. Close and lock classroom doors, close and lock windows and close window treatments, if available.
    - Once the Lockdown has started, teachers should not, under any circumstance, open their doors until the end of the lockdown.
    - Teaching activities are to be stopped.
    - Silence all mobile telephones; keep the classroom computer turned on.
    - Continue to check email for updates.
    - Assemble students in one area on the floor. Keep students quiet and away from doors and windows. Maintain a calm environment.
    - Lights should only be left on if it would help the police search, without compromising the safety of the students.
    - If gunshot(s) or an explosion is heard, begin action "Duck, Cover, and Hold."
    - Take roll and prepare a list of missing students.
    - Call or email attendance information to the office, after the threat is contained.
    - If there are no problems, place a green sheet of paper on the front window of the classroom.
    - If there are problems, place a red sheet of paper on the window.
    - If evacuated, bring roll sheets. Office staff takes emergency cards to the designated evacuation area.
- If students are not in classrooms:
    - Go to the safest and closest area or room.
    - DO NOT try to go to your classroom. Instead enter any available room.
    - Physical Education students should be taken to the nearest room, and held there until the end of the lockdown.
    - Follow steps "for students in classrooms" above
- If lockdown is due to Active Assailant:
    - Do not use placards until the situation is resolved.
    - If Assailant enters an occupied Room: Have a Plan of Action (Run, Hide, Fight).

G. Action "Shelter in Place" and "Shelter in Place"

Shelter in Place

- Warning: fire in the community, hazardous material spills, unhealthy air quality outside, or dangerous wildlife on or near campus.
- Action:
    - Lights can remain on, teachers may continue teaching, and students may remain in their

seats.
- Close doors and windows
- No outside activity

Secure Campus

- Warning: threat of violence or police action in the surrounding community requires precautionary measures or medical emergencies
- Action:
    - Lights can remain on, teachers may continue teaching, and students may remain in their seats.
    - Transition from a Secure Campus to Lockdown can happen at any moment
    - During a Secure Campus if students need to leave, only for an urgent need, they must be

H. Action "Directed Transportation"

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

I. Action "Student Release":

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

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

- Provide escort to parent/guardian if necessary

J. Action "Civil Disturbance":

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

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

K. Action "Hazardous Material Incident"

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

Natural gas leak

Science lab spill

Chemical release from a nearby facility

A collision or accident involving a tank truck or railroad car

An unknown powder or substance received in a letter or package

- Warning: Location, quantity, concentration, and other factors affect how a spill will be handled. Unless you are familiar with the material, risks and specific clean-up procedures, do not try to clean up the spill.
- First priority is students and staff safety, then the environment, and then property
- Actions:
  - Supervising staff notify the office immediately.
  - Evacuate all students from the classrooms.
  - All students and teacher leave room where incident occurred
  - If possible, close all doors and windows. Ensure that the heating, ventilation and air conditioning system is off.
  - Office will notify the fire/law enforcement agency and AMPS Home office.
  - Determine the need to implement Action "Evacuate" (fire alarm).
  - Check for adverse medical symptoms (loss of breath, fainting, etc.) and request immediate medical attention.
  - Isolate, identify and get names of students and staff that could have been exposed or contaminated.
  - Account for all students and staff.
  - Site Director will direct other actions as required.
  - Remain in designated area until contacted

L. Action "Medical Emergency"

Medical emergencies including the following:

Heart attack

Stopped breathing

Severe bleeding

Poisoning

Diabetic emergencies
Heat Stroke

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

M. Action "Fire":

- Actions:
    - Supervising staff member signal "Evacuation" fire bell. Close, but do not lock doors. Office staff takes student emergency cards to the evacuation area. Call 911. (Use landline if possible, as cell phone contacts CHP).
    - Site Director notifies (or assigns designee to notify) dean of students, counselors, support staff
    - Site Director activates SEMS Plan (Standardized Emergency Management System) as needed.
    - If students are in classrooms:
    - Evacuate. Close but do not lock doors.
    - Teacher takes roll sheets and office staff takes student emergency cards to the evacuation area.
    - Teacher takes roll and alerts command center of any student not accounted for (telephone, intercom, walkie talkie, runner or email).
    - If students are not in classrooms, reunite with students in evacuation area
    - Follow the instructions of Law Enforcement and/or other competent authorities upon their arrival. Have extra school maps available for authorities.
    - All Clear will be signaled by the Site Director or his/her designee.
    - Site Director debriefs staff, parents/community (School Messenger, etc.) and students.
    - Follow Student Release Procedures (if directed by CEO)

N. Action "Active Assailant on Campus":

A dangerous person could be someone with a legitimate purpose on campus (student, staff, or authorized visitor) or an unauthorized person:
Active assailant/armed suspect

Trespasser
Thief or vandal
Registered sex offender

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

O. Action "Earthquake:

Hazards of ground movement in an earthquake include: items falling from shelves, breaking glass, moving furniture, and building damage and/or collapse
Warning: Earthquakes usually strike without warning.

- Actions: The following actions, as time permits, will be accomplished:
    - Inside school building:
        - The teacher, or staff member in authority, will implement Action "Duck, Cover, and Hold".
        - Try to avoid glass and falling objects, areas where there are large panels of glass and/or heavy suspended light fixtures.
    - Implement Action "Evacuate" when, in the judgment of the staff member, the earthquake is over and tremors have subsided.
    - Special consideration should be given to exit routes as some exits have heavy roof structures over the doorways.
    - Follow the approved route to the assembly area, keep away from trees, power poles, etc.
    - Maintain control of students.
    - Avoid touching electrical wires and metal objects such as chain link fences.
    - Render first aid if necessary.
    - Once outside of school in designated evacuation location, take roll, issue student name tags, alert command center of any injured or missing student(s).
    - If possible, school office will immediately notify appropriate agencies/offices (Call 911) and Home Office as per fire drill.
    - Do not return to building for any reason until they have been declared safe by

authorized official(s).
- The Site Director or designee will determine the advisability or necessity of Action "Student Release." Prior approval must be obtained by the CEO.
- On school grounds:
  - The staff member in authority implements Action "Drop – Take Cover".
- The safest place is in the open. Stay there until the earthquake is over.
- Move away from buildings, playground equipment, utility poles, signs, trees, metal fences, exposed wires, and wet areas. Do not run!
- Activate School Emergency System as/if necessary.

P. Action "Bomb Threat – Bomb or Suspicious Device":

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

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

Q. Pandemic Influenza:

Q.1. General Overview

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

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

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

GOAL
Plan and increase preparedness for the possibility of an influenza or other pandemic.
Stages of Preparation include planning for:

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

Site Director Designee:

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

Implement prevention policies and procedures including

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

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

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

R. Staff "Buddy" List:

When necessary, a "buddy" or buddy group will take charge of the students of other classes. Following the incident and a classroom status check; buddy teachers check with each other to determine: the

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

S. Use of Facilities

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

Evacuation Maps:

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



Evacuation Directions

Check

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

What to Take

- Emergency backpacks

Evacuate to the Designated Area

- Have students evacuate the building in an orderly and calm manner.

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

SEMS (Standardized Emergency Management System Plan)

A. Organization Chart:

Incident Commander:	Stacy Drakeford
Deputy Incident Commander	Omar Padilla
Location of Command Center	Marina Bay Yacht Parking Lot (Hall Ave)
Alternative Location on campus	2nd Open Space
Alternative Location off campus	Craneway Pavilion (Harbor Way South)
Emergency Operations Coordinator (Coordinates with Command Staff):	Tomika Johnson
Liaison to outside agencies:	Stacy Drakeford
Training	Stacy Drakeford
PIO (Public Information Officer)	Stacy Drakeford/Omar Padilla
Crisis Response Leader	Stacy Drakeford, Richmond Police Department
Plans Chief	Stacy Drakeford/Omar Padilla
Documentation	Stacy Drakeford /Omar Padilla
Messages	Omar Padilla
Search/Rescue	Omar Padilla, Tomika Johnson
Procuring food & water	Elvira Maldanado
Staff/student supplies	Vasavi Vempati
Medical Supplies	Tomika Johnson
Medical First Aid	Vasavi Vempati

Damage Assessment	Stacy Drakeford
Disaster Plan Updates	Stacy Drakeford
Crisis Team	Stacy Drakeford /Omar Padilla
Parent Pick-up	Jeanette Guillen, Osiris Polachart, Omar Padilla, Tomika Johnson
Builders/Sanitations	Omar Padilla, Osiris Polachart
Finance Chief	Kimberley Palmore
Claims FEMA/State	Adrienne Barnes

B. Roles and Responsibilities:

1. Incident Commander (Site Director)

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

___1. Assume command
___2. Communicate a "signal" to the students and staff identifying the type of emergency
___3. Call 911
___4. Notify Assistant Principals, Campus Supervisors, Support Staff
___5. Activate the SEMS Plan components as needed (Command Staff, Plans, Operations, Logistics, and/or Finance) and establish a Command Center
___6. Conduct initial briefing with the Command Staff
___7. Monitor local emergency radio stations for local news
___8. Utilize your Deputy Incident Commander to cover the Command Center, take regular breaks (5 minutes each hour, away from the Command Center)
___9. Create an action plan with specific objectives including strategies to review and evaluate
___10. Make provisions for language translators
___11. Release teachers, as appropriate
___12. CEO/Public Information Officer Review all incident information before release to the news media, parents or general public
___13. Signal all-clear (Police Only will signal; if present)
___14. Begin “Student Release Procedures” when appropriate. Only the CEO can direct that students be sent home before the end of the regular school day.
___15. Create an action plan with specific objectives for returning to normal operations
___16. Debrief staff, parents/community, and students

2. Deputy IC (Deputy Incident Commander)

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

___1. Report to, attend briefings, and assist the IC (Site Director)
___2. Keep unauthorized people away from the IC (Site Director)
___3. Responsible for "Plans" in SEMS

3. Command Staff - Emergency Operations Coordinator

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

___1. With the assistance of the Liaison Officer, coordinate outside agencies and define roles/responsibilities
___2. Report to IC (Site Director) and attend briefings
___3. Assist unit coordinators (Plans, Operations, Logistics and Finance), as needed
___4. Indicate the process for emergency declarations
___5. Develop status boards
___6. Maintain a "position" log of staff
___7. Monitor Command Staff for signs of stress or under-performance
___8. Fill any unstaffed positions

4. Command Staff - Liaison Officer

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

___1. Assist the Emergency Operations Coordinator and attend briefings
___2. Ensure proper flow of communication between assisting organizations and agencies outside AMPS (Fire, Police, County, etc.)
___3. Keep records of assisting organizations, agencies and departments

5. Command Staff - Safety Officer

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

___1. Attend briefings with IC (Site Director)
___2. Monitor, assess, and correct operational activities for dangerous and unsafe conditions
___3. Monitor stress levels of personnel involved in the response
___4. If directed by IC (Site Director), turn off gas supply, water supply and/or electricity
___5. Oversee "Logistics" for equipment and supplies

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

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

___1. Attend briefings with IC (Site Director)
___2. Train staff prior to an emergency

7. Command Staff - Crisis Response Leader - Wellness Counselor

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

___1. Attend briefings with IC (Site Director)
___2. Act as referral resource for students, staff and volunteers
___3. Obtain West Contra Costa School District's Crisis Response Manual for resources, materials, etc.
___4. Develop support systems as needed
___5. Conduct group meetings with parents or staff as needed

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

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

___1. Contact Board of Directors, Sr Director of Operations, Other Home Office, Directors
___2. Contact CEO to assign psychologists and counselors to the site and provide bilingual assistance if needed.
___3. Attend briefings with IC (Site Director)
___4. Identify yourself as the "PIO" with a vest, visor, sign, etc.
___5. Establish a media information center away from the command post and students. Advise arriving media that the site is preparing a press release and approximate time of its issue.
___6. Statements to the media should include the following: cause, time, event, current situation, care being given, injuries, evacuation plans, student release location, resources in use, best routes to school, and any other information the school wishes to be released to the public.
___7. Ensure announcements and other information are translated into other languages as needed.
___8. Assist with rumor control
___9. Keep all documentation to support the history of the event
___10. Remind staff and volunteers to refer all questions from the media or waiting parents to the CEO/PIO.
___11. Monitor new broadcasts about the incident; correct any misinformation heard.

9. Plans Chief

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

___1. Attend briefings with IC (Site Director)

___2. Documentation Team. Develop, distribute, and document all actions and site maps. Receive and record student/staff attendance rosters. Collect completed student release forms from the Parent Emergency pick-up location. Complete a list of students/staff missing, absent, and medical for Emergency pick-up location
___3. Message Team. Maintain a message board
___4. Communication Team. Record, collect, and evaluate information (keep all original notes – they are legal documents). Monitor radio for local news § Maintain display boards for shelter status, transportation status, telephone numbers, school status, etc.
___5. Damage Assessment Team. Report damage to Plans Chief who will report to IC (Site Director) Use site and area maps to record site and surrounding area damages (i.e. road closures, utility outages, etc.)
___6. Demobilization Team. Deploy and supervise personnel as needed to gather and assess intelligence information
___7. Disaster Plan Update Team. Provide ongoing analysis of the situation to Plans Chief who will report it to IC (Site Director). Report status of resources. Prepare estimates of incident escalation or de-escalation. Report missing, absent, and medical students/staff to IC (Site Director)
___8. Web Page Update Team § Using the school's or AMPS' web page, communicate disaster updates to the community

10. Finance Chief (Office Manager/Secretary)

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

___1. Attend briefings with IC (Site Director)
___2. Claims/Procurements /Community Helpers Team

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

Policies and Regulations Related to Student Safety

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

1. Bomb Threats:

To maintain a safe and secure environment for students and staff, the CEO or designee shall ensure that

JHHS's emergency and disaster preparedness plan and/or the school's comprehensive safety plan includes procedures for dealing with bomb threats. He/she also shall provide training regarding the procedures to site administrators, safety personnel, and staff members who customarily handle mail, telephone calls, or email.

Receiving Threats Any staff member receiving a telephoned bomb threat shall try to keep the caller on the line in order to gather information about the location and timing of the bomb and the person(s) responsible. To the extent possible, the staff member should also take note of the caller's gender, age, any distinctive features of voice or speech, and any background noises such as music, traffic, machinery, or voices. If the bomb threat is received through the mail system or in writing, the staff member who receives it should handle the letter, note, or package as minimally as possible. If the threat is received through electronic means, such as email or text messaging, the staff member should not delete the message.

Response Procedure
The following procedure shall be followed when a bomb threat is received:
1. Any employee who receives a bomb threat shall immediately call 911 and also report the threat to the CEO or designee. If the threat is in writing, the employee shall place the message in an envelope and take note of where and by whom it was found.
2. Any student or employee who sees a suspicious package shall promptly notify the CEO or designee.
3. The CEO or designee shall immediately use fire drill signals and initiate standard evacuation procedures as specified in the emergency plan.
4. The CEO or designee shall turn off any two-way radio equipment which is located in a threatened building.

- Law enforcement and/or fire department staff shall conduct the bomb search. No school staff shall search for or handle any explosive or incendiary device.
- No one shall reenter the threatened building(s) until the CEO or designee declares that reentry is safe based on law enforcement and/or fire department clearance.
- To the extent possible, the CEO or designee shall maintain communications with staff, parents/guardians, the Board of Directors, other governmental agencies, and the media during the period of the incident.
- Following the incident, the CEO or designee shall provide crisis counseling for students and/or staff as needed.
- Any employee or student found to have made a bomb threat shall be subject to disciplinary procedures and/or criminal prosecution.

2. Bullying:

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

No individual or group shall, through physical, written, verbal, or other means, harass, sexually harass,

threaten, intimidate, retaliate, cyberbully, cause bodily injury to, or commit hate violence against any student or school personnel.

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

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

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

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

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

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

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

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

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

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

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

Reporting and Filing of Complaints

Any student, parent/guardian, or other individual who believes that a student has been subjected to bullying or who has witnessed bullying may report the incident to a teacher, the Site Director, or any other available school employee. Within one business day of receiving such a report, a staff member shall notify the Site Director of the report, whether or not a uniform complaint is filed. In addition, any school employee who observes an incident of bullying involving a student shall, within one business day, report his/her observation to the Site Director or assistant principal whether or not the alleged victim files a complaint.

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

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

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

Discipline:

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

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

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

3. Campus Security:

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

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

Surveillance Systems:

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

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

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

4. Child Abuse and Reporting:

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

Child Abuse Prevention:

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

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

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

Please refer to Board Policy: 5033 Human Trafficking Prevention Policy

Please refer to Board Policy: 5041 Comprehensive Sexual Health Policy

5. Child Abuse Reporting:

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

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

Report must be sent to: https://oag.ca.gov/sites/all/files/agweb/pdfs/childabuse/ss_8572.pdf

Definitions:

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

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

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

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

Reportable Offenses:

A mandated reporter shall make a report using the procedures provided below whenever, in his/her

professional capacity or within the scope of his/her employment, he/she has knowledge of or observes a child whom the mandated reporter knows or reasonably suspects has been the victim of child abuse or neglect. (Penal Code 11166)

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

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

Responsibility for Reporting:

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

When two or more mandated reporters jointly have knowledge of a known or suspected instance of child abuse or neglect, the report may be made by a member of the team selected by mutual agreement and a single report may be made and signed by the selected member of the reporting team. Any member who has knowledge that the member designated to report has failed to do so shall thereafter make the report. (Penal Code 11166)

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

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

Reporting Procedures:

1. Initial Telephone Report

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

Contra Costa County Social Services Agency

1305 Macdonald Ave

Richmond, CA 94801

510- 577-3500

When the initial telephone report is made, the mandated reporter shall note the name of the official

contacted, the date and time contacted, and any instructions or advice received.

2. Written Report:

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

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

a. The name, business address, and telephone number of the person making the report and the capacity that makes the person a mandated reporter

b. The child's name and address, present location, and, where applicable, school, grade, and class

c. The names, addresses, and telephone numbers of the child's parents/guardians

d. The name, address, telephone number, and other relevant personal information about the person who might have abused or neglected the child

e. The information that gave rise to the reasonable suspicion of child abuse or neglect and the source(s) of that information

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

The mandated reporter may give to an investigator from an agency investigating the case, including a licensing agency, any information relevant to an incident of child abuse or neglect or to a report made for serious emotional damage pursuant to Penal Code 11166.05. (Penal Code 11167)

3. Internal Reporting:

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

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

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

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

4. Training:

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

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

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

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

5. Victim Interviews by Social Services:

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

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

1. The purpose of the selected person's presence at the interview is to lend support to the child and enable him/her to be as comfortable as possible.
2. The selected person shall not participate in the interview.
3. The selected person shall not discuss the facts or circumstances of the case with the child.
4. The selected person is subject to the confidentiality requirements of the Child Abuse and Neglect Reporting Act, a violation of which is punishable as specified in Penal Code 11167.5.

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

Release of Child to Peace Officer:

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

Parent/Guardian Complaints:

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

To file a complaint against an AMPS employee or other person suspected of child abuse or neglect at a school site, parents/guardians may file a report by telephone, in person, or in writing with any

appropriate agency identified above under "Reporting Procedures." If a parent/guardian makes a complaint about an employee to any other employee, the employee receiving the information shall notify the parent/guardian of procedures for filing a complaint with the appropriate agency. The employee also is obligated pursuant to Penal Code 11166 to file a report himself/herself using the procedures described above for mandated reporters.

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

Notifications:

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

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

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

1. A mandated reporter who reports a known or suspected instance of child abuse or neglect shall not be held civilly or criminally liable for making a report and this immunity shall apply even if the mandated reporter acquired the knowledge or reasonable suspicion of child abuse or neglect outside of his/her professional capacity or outside the scope of his/her employment. Any other person making a report shall not incur civil or criminal liability unless it can be proven that he/she knowingly made a false report or made a report with reckless disregard of the truth or falsity of the report. (Penal Code 11172)

2. If a mandated reporter fails to timely report an incident of known or reasonably suspected child abuse or neglect, he/she may be guilty of a crime punishable by a fine and/or imprisonment. (Penal Code 11166) 3. No employee shall be subject to any sanction for making a report unless it can be shown that he/she knowingly made a false report or made a report with reckless disregard of the truth or falsity of the report. (Penal Code 11166)

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

6. Comprehensive School Safety Plan

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

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

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

meeting.

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

The Comprehensive School Safety Plan:

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

Tactical Response Plan:

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

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

Public Access to Safety Plan(s):

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

Development and Review of Comprehensive School Safety Plan:

The family staff team shall consult with local law enforcement in the writing and development of the comprehensive school safety plan. When practical, the FST also shall consult with other school site councils and safety committees. (Education Code 32281, 32282)

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

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

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

The Site Director and FST or safety planning committee shall notify, in writing, the following persons and entities of the public meeting: (Education Code 32288)

1. A representative of the local school employee organization
2. A representative of each parent organization at the school, including the parent teacher association and parent teacher clubs
3. A representative of each teacher organization at the school
4. A representative of the school's student body government
5. All persons who have indicated that they want to be notified

In addition, the Site Director or safety planning committee may notify, in writing, the following entities of the public meeting: (Education Code 32288)

1. Representatives of local religious organizations
2. Local civic leaders
3. Local business organizations

Content of the Safety Plan:

Each comprehensive safety plan shall include an assessment of the current status of any crime committed on campus and at school-related functions. (Education Code 32282)

The assessment may include, but not be limited to, reports of crime, suspension and expulsion rates, and surveys of students, parents/guardians, and staff regarding their perceptions of school safety. The plan also shall identify appropriate strategies and programs that will provide or maintain a high level of school safety and address the school's procedures for complying with existing laws related to school safety, including all of the following: (Education Code 32282)

1. Child abuse reporting procedures consistent with Penal Code 11164

2. Routine and emergency disaster procedures.

3. Policies pursuant to Education Code 48915(d) for students who commit an act listed in Education Code 48915(c) and other school-designated serious acts which would lead to suspension, expulsion, or mandatory expulsion recommendations

4. A policy consistent with the prohibition against discrimination, harassment, intimidation, and bullying pursuant to Education Code 200-262.4

5. If the school has adopted a dress code prohibiting students from wearing "gang-related apparel" pursuant to Education Code 35183, the provisions of that dress code and the definition of "gang-related apparel"

6. A safe and orderly school environment conducive to learning

Among the strategies for providing a safe environment, the school safety plan may also include:

1. Development of a positive school climate that promotes respect for diversity, personal and social responsibility, effective interpersonal and communication skills, self-esteem, anger management, and conflict resolution

2. Disciplinary policies and procedures that contain prevention strategies, such as strategies to prevent bullying, hazing, and cyberbullying, as well as behavioral expectations and consequences for violations

3. Curriculum that emphasizes prevention and alternatives to violence, such as multicultural education, character/values education, media analysis skills, conflict resolution, community service learning, and education related to the prevention of dating violence

4. Parent involvement strategies, including strategies to help ensure parent/guardian support and reinforcement of the school's rules and increase the number of adults on campus

5. Prevention and intervention strategies related to the sale or use of drugs and alcohol which shall reflect expectations for drug-free schools and support for recovering students

6. CMO policy related to possession of firearms and ammunition on school grounds

7. Measures to prevent or minimize the influence of gangs on campus

8. Procedures for receiving verification from law enforcement when a violent crime has occurred on school grounds and for promptly notifying parents/guardians and employees of that crime

9. Assessment of the school's physical environment, including a risk management analysis and development of ground security measures such as procedures for closing campuses to outsiders, installing surveillance systems, securing the campus perimeter, protecting buildings against vandalism.

10. Guidelines for the roles and responsibilities of mental health professionals, community intervention professionals, school counselors, and school personnel. Guidelines may include, but are not limited to, the following:

a. Strategies to create and maintain a positive school climate, promote school safety, and increase student achievement.

b. Strategies to prioritize mental health and intervention services, restorative and transformative justice programs, and positive behavior interventions and support.

c. Protocols to address the mental health care of students who have witnessed a violent act at any time, including, but not limited to, while on school grounds, while coming or going from school, during a lunch period whether on or off campus, or during or while going to or coming from a school-sponsored activity.

11. Strategies for suicide prevention and intervention.

12. Procedures to implement when a person interferes with or disrupts a school activity, remains on campus after having been asked to leave, or creates a disruption with the intent to threaten the immediate physical safety of students or staff.

13. Staff development in violence prevention and intervention techniques, including preparation to implement the elements of the safety plan.

14. Environmental safety strategies, including, but not limited to, procedures for preventing and mitigating exposure to toxic pesticides, lead, asbestos, vehicle emissions, and other hazardous substances and contaminants.

7. Conduct:

The staff at John Henry High School believes that all students have the right to be educated in a positive learning environment free from disruptions. Students shall be expected to exhibit appropriate conduct that does not infringe upon the rights of others or interfere with the school program while on school grounds, going to or coming from school, at school activities, or on transportation during field trips.

The Site Director or designee shall ensure that JHHS develops standards of conduct and discipline consistent with AMPS Board policies and administrative regulations. Students and parents/guardians shall be notified of AMPS and school rules related to conduct.

Prohibited student conduct includes, but is not limited to:

1. Conduct that endangers students, staff, or others, including, but not limited to, physical violence, possession of a firearm or other weapon, and terrorist threats

2. Discrimination, harassment, intimidation, or bullying of students or staff, including sexual harassment, hate motivated behavior, cyberbullying, hazing or initiation activity, extortion, or any other verbal, written, or physical conduct that causes or threatens to cause violence, bodily harm, or substantial disruption

3. Conduct that disrupts the orderly classroom or school environment

4. Willful defiance of staff's authority

5. Damage to or theft of property belonging to students, staff, or AMPS

6. Obscene acts or use of profane, vulgar, or abusive language

7. Possession, use, or being under the influence of tobacco, alcohol, or other prohibited drugs

8. Possession or use of a laser pointer, unless for a valid instructional or other school related purpose (Penal Code 417.27)

Prior to bringing a laser pointer on school premises for a valid instructional or school related purpose, a student shall obtain permission from the Site Director or designee.

9. Use of a cellular/digital telephone, pager, or other mobile communications device during instructional time

Such devices shall be turned off in class, except when being used for a valid instructional or other school related purpose as determined by the teacher or other staff, and at any other time directed by an employee. Any device with camera, video, or voice recording function shall not be used in any manner which infringes on the privacy rights of any other person. No student shall be prohibited from possessing or using an electronic signaling device that is determined by a licensed physician or surgeon to be essential for the student's health and the use of which is limited to purposes related to the student's health. (Education Code 48901.5)

10. Plagiarism or dishonesty on school work or tests

11. Inappropriate attire

12. Tardiness or unexcused absence from school

13. Failure to remain on school premises in accordance with school rules

Neither AMPS nor JHHS shall be responsible for students' personal belongings which are brought on campus or to a school activity and are lost, stolen, or damaged.

Employees are expected to provide appropriate supervision to enforce standards of conduct and, if they observe or receive a report of a violation of these standards, to immediately intervene or call for assistance. If an employee believes a matter has not been resolved, he/she shall refer the matter to his/her supervisor or an administrator for further investigation.

When a school official suspects that a search of a student or his/her belongings will turn up evidence of the student's violation of the law or school rules, such a search shall be conducted in accordance with AMPS Board Policy 5039 Campus Search & Seizure Policy.

When a student uses any prohibited device, or uses a permitted device in any unethical or illegal activity, an employee may confiscate the device. The employee shall store the item in a secure manner until an appropriate time. Students who violate AMPS or school rules and regulations may be subject to discipline including, but not limited to, suspension, expulsion, transfer to alternative programs, referral to a student success team or counseling services, or denial of participation in extracurricular or co-curricular activities or other privileges in accordance with AMPS Board policy and administrative regulation.

The Site Director or designee shall notify local law enforcement as appropriate. Students also may be subject to discipline, in accordance with law, AMPS Board policy, or administrative regulation, for any off-campus conduct during non-school hours which poses a threat or danger to the safety of students, staff, or AMPS property, or substantially disrupts school activities.

8. Discipline

JHHS and the AMPS Board of Directors is committed to providing a safe, supportive, and positive school environment which is conducive to student learning and to preparing students for responsible citizenship by fostering self-discipline and personal responsibility. JHHS believes that high expectations for student behavior, use of effective school and classroom management strategies, provision of appropriate intervention and support, and parent involvement can minimize the need for disciplinary measures that exclude students from instruction as a means for correcting student misbehavior.

In addition, the Site Director/CEO or designee's strategies shall reflect the AMPS Board's preference for the use of positive interventions and alternative disciplinary measures over exclusionary discipline measures as a means for correcting student misbehavior.

Disciplinary measures that may result in loss of instructional time or cause students to be disengaged from school, such as detention, suspension, and expulsion, shall be imposed only when required by law or when other means of correction have been documented to have failed. (Education Code 48900.5)

The CEO or designee shall create a model discipline matrix that lists violations and the consequences for each as allowed by law.

The administrative staff at John Henry High School may develop disciplinary rules to meet the school's particular needs consistent with law, AMPS Board policy, and AMPS regulations. The AMPS Board, at an open meeting, shall review the approved school discipline rules for consistency with AMPS Board policy and state law.

At all times, the safety of students and staff and the maintenance of an orderly school environment shall be priorities in determining appropriate discipline. When misconduct occurs, staff shall attempt to identify the causes of the student's behavior and implement appropriate discipline. When choosing between different disciplinary strategies, staff shall consider the effect of each option on the student's health, wellbeing, and opportunity to learn.

Staff shall enforce disciplinary rules fairly, consistently, and in accordance with the AMPS' nondiscrimination policies.

The Site Director or designee shall provide professional development as necessary to assist staff in developing the skills needed to effectively implement the disciplinary strategies adopted for all AMPS schools, including, but not limited to, consistent school and classroom management skills, effective accountability and positive intervention techniques, and development of strong, cooperative relationships with parents/guardians.

AMPS' goals for improving school climate, based on suspension and expulsion rates, surveys of students, staff, and parents/guardians regarding their sense of school safety, and other local measures, shall be included in the AMPS' local control and accountability plan, as required by law.

At the beginning of each school year, the CEO or designee shall report to the Board regarding disciplinary strategies used in AMPS schools in the immediately preceding school year and their effect on student learning.

Site Level Rules:

Site level rules shall be consistent with AMPS policies and administrative regulations. In developing site level disciplinary rules, the Site Director or designee shall solicit the participation, views, and advice of one representative selected by each of the following groups: (Education Code 35291.5)

1. Parents/guardians
2. Teachers
3. School administrators
4. School security personnel, if any

5 Students enrolled in the school

Annually, site level discipline rules shall be reviewed and, if necessary, updated to align with any changes in district discipline policies or goals for school safety and climate as specified in the AMPS' local control and accountability plan.

School rules shall be communicated to students clearly and in an age appropriate manner. It shall be the duty of each employee of the school to enforce the school rules on student discipline.

Disciplinary Strategies:

To the extent possible, staff shall use disciplinary strategies that keep students in school and participating in the instructional program. Except when a student's presence causes a danger to himself/herself or others or he/she commits a single act of a grave nature or an offense for which suspension or expulsion is required by law, suspension or expulsion shall be used only when other means of correction have failed to bring about proper conduct. Disciplinary strategies may include, but are not limited to:

1. Discussion or conference between school staff and the student and his/her parents/guardians
2. Referral of the student to the school counselor or other school support service personnel for case management and counseling
3. Convening of a study team, guidance team, resource panel, or other intervention related team to assess the behavior and develop and implement an individual plan to address the behavior in partnership with the student and his/her parents/guardians
4. When applicable, referral for a comprehensive psychosocial or psychoeducational assessment, including for purposes of creating an individualized education program or a Section 504 plan
5. Enrollment in a program for teaching prosocial behavior or anger management
6. A positive behavior support approach with tiered interventions that occur during the school day on campus
7.. Participation in a social and emotional learning program that teaches students the ability to understand and manage emotions, develop caring and concern for others, make responsible decisions, establish positive relationships, and handle challenging situations capably
8. Participation in a program that is sensitive to the traumas experienced by students, focuses on students' behavioral health needs, and addresses those needs in a proactive manner
9. Afterschool programs that address specific behavioral issues or expose students to positive activities and behaviors, including, but not limited to, those operated in collaboration with local parent and community groups

10. Character Reflection Time after school hours as provided in the section below entitled "Character Reflection Time"

11. Community service as provided in the section below entitled "Community Service"

12. In accordance with AMPS Board policy and administrative regulation, restriction or disqualification from participation in extracurricular activities

13. Reassignment to an alternative educational environment

14. Suspension and expulsion in accordance with law and AMPS Board policy.

When, by law or AMPS policy, other means of correction are required to be implemented before a student could be suspended or expelled, any other means of correction implemented shall be documented and retained in the student's records.

Character Reflection Time After School:

Students may be detained for restorative practices reflection or disciplinary reasons up to one hour after the close of the maximum school day.

The Site Director or designee shall notify parents/guardians of the detention at least one day in advance. The student shall not be detained unless the Site Director or designee notifies the parent/guardian.

Students shall remain under the supervision of a certificated employee during the period of restorative character time hour.

Community Service:

As part of or instead of disciplinary action, the Site Director or Site Director's designee may, at his/her discretion, require a student to perform community service during non-school hours on school grounds or, with written permission of the student's parent/guardian, off school grounds.

Such service may include, but is not limited to, community or school outdoor beautification, campus betterment, and teacher, peer, or youth assistance programs.

This community service option is not available for a student who has been suspended, pending expulsion, pursuant to Education Code 48915. However, if the recommended expulsion is not implemented or the expulsion itself is suspended, then the student may be required to perform community service for the resulting suspension.

Notice to Parents/Guardians and Students:

At the beginning of the school year, the Site Director or designee shall notify parents/guardians, in writing, about the availability of AMPS rules related to discipline.

The Site Director or designee shall also provide written notice of disciplinary rules to transfer students at the time of their enrollment at JHHS.

Suspension & Expulsion Policies and Procedures:

The procedures by which Amethod Public School pupils can be suspended or expelled (California Education Code 47605(c)(5)(J)) are followed for every instance of suspension and expulsion. The purpose of suspension and expulsion procedures are to ensure a safe and effective learning environment for every John Henry High School student. Those who present an immediate threat to the health and

safety of others will be suspended. A student may be subject to suspension when it is determined that he/she:

- Caused, attempted to cause, or threatened to cause physical injury to another person or willfully used force or violence upon the person of another, except in self-defense. (Education Code 48900(a)).
- A student who aids or abets the infliction or attempted infliction of physical injury on another person, as defined in Penal Code 31, may be suspended, but not expelled. However, a student may be suspended or expelled pursuant to Education Code 48900(a) once he/she has been adjudged by a juvenile court to have committed, as an aider or abettor, a crime of physical violence in which the victim suffered great or serious bodily injury. (Education Code 48900(q))
- Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object unless, in the case of possession of an object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Site Director or designee concurrence. (Education Code 48900(b))
- Unlawfully possessed, used, sold, or otherwise furnished, or was under the influence of, any controlled substance as defined in Health and Safety Code 11053-11058, alcoholic beverage, or intoxicant of any kind. (Education Code 48900(c))
- Caused or attempted to deface or destruction of school property including facilities interior and exterior
- Defiance of specific school, or classroom rules
- Stole, or attempted to steal school or private property
- Committed, or attempted to commit robbery or extortion
- Possessed or used tobacco or any product containing nicotine, or tobacco products
- Committed an obscene act or engaged in habitual vulgarity.
- Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties. Such acts include, but are not limited to hazing, cheating, forgery, gambling, and willful disobedience to school personnel
- Possessed an imitation firearm (any replica substantially similar to an existing firearm as determined by school personnel) as to lead a reasonable person to conclude the replica is indeed a firearm
- Committed or attempted to commit a sexual assault or committed sexual battery
- Harassed, threatened, or intimidated a student who is a complaining witness in school disciplinary proceedings
- Harassment because of sex, race, ancestry, physical or mental disability, age or any other protected basis
- Caused, attempted to cause, threatened to cause or participated in an act of hate violence as defined in Education Code 33032.5

A student may be suspended for any of the acts listed above if the activity is related to school attendance and occurs at any time, including but not limited to:

1. While on school grounds
2. While coming or going from school
3. Whether on or off the school campus
4. During or while going or coming from a school sponsored activity.

Expulsion is an action taken by the AMPS Board of Directors for severe or prolonged breaches of discipline by a student. Except for single acts of a grave nature, expulsion is used only when there is a history of misconduct, when other forms of discipline, including suspension, have failed to bring about proper conduct, or when the student's presence causes a continuing danger to him/herself or others. (Education Code 48915) Expulsion is a drastic step that may affect a child’s future, and as such, every

effort will be made to develop an educational program that encourages mutual respect among students, staff, and community. John Henry High School's policy provides all students with the opportunity to due process in accordance with Ed Code 49073-49079. These policies are reviewed annually.

For more details on AMPS Suspension and Expulsion policy, including discipline of students with special needs, please consult the Family Handbook updated annually.

9. Dress and Grooming

The Administration team at JHHS in alignment with the AMPS Board believes that appropriate dress and grooming contribute to a productive learning environment. JHHS expects students to give proper attention to personal cleanliness and to wear the school uniform daily. Students' clothing must not present a health or safety hazard or a distraction which would interfere with the educational process.

Students and parents/guardians areto be informed about dress and grooming standards at the beginning of the school year and whenever these standards are revised. A student who violates these standards shall be subject to appropriate disciplinary action.

Uniforms:

In order to promote student safety and discourage theft, peer rivalry and/or gang activity, the Site Director, staff and parents/guardians at John Henry High School have established a reasonable dress code requiring students to wear uniforms. Such a dress code is included as part of the school safety plan and has been approved by the AMPS Board. More information regarding the JHHS Uniform Guidelines may be found in the John Henry High School Family Handbook 2022-2023. Please also refer to Board Policy 5044: Dress Code and Uniform Policy

In addition, the following guidelines shall apply to all regular school activities:

1. Shoes must be worn at all times. Sandals are not allowed.

2. Clothing and personal items (backpacks, fanny packs, gym bags, water bottles etc.) shall be free of writing, pictures or any other insignia which are crude, vulgar, profane or sexually suggestive, which bear drug, alcohol or tobacco company advertising, promotions and likenesses, or which advocate racial, ethnic or religious prejudice.

3. Hats, caps and other head coverings shall not be worn at school except for religious exceptions.

4. In accordance with the JHHS uniform policy, clothes shall be sufficient to conceal undergarments at all times. See-through or fish-net fabrics, halter tops, off-the-shoulder or low-cut tops, bare midriffs and skirts or shorts shorter than mid-thigh are prohibited.

5. Hair shall be clean and neatly groomed.

10. Earthquake Emergency Procedures System

Earthquake Preparedness:

Earthquake emergency procedures shall be established in every school building having an occupant capacity of 50 or more students, or more than one classroom, and shall be incorporated into the comprehensive safety plan. (Education Code 32282)

Earthquake emergency procedures shall be aligned with the Standardized Emergency Management System and the National Incident Management System. (Government Code 8607; 19 CCR 2400-2450)

Earthquake emergency procedures shall outline the roles and responsibilities of students and staff during and after an earthquake. Earthquake emergency procedures shall include, but not be limited to, all of the following: (Education Code 32282)

1. A school building disaster plan, ready for implementation at any time, for maintaining the safety and care of students and staff

2. A drop procedure whereby each student and staff member takes cover under a table or desk, dropping to his/her knees, with the head protected by the arms and the back to the windows Drop procedures shall be practiced at least once each school quarter in elementary schools and at least once each semester in secondary schools.

3. Protective measures to be taken before, during, and following an earthquake

4 A program to ensure that students and staff are aware of and properly trained in the earthquake emergency procedure system

Staff and students shall be informed of the dangers to expect in an earthquake and procedures to be followed. Students shall be instructed to remain silent and follow directions given by staff in such an emergency. Staff and students also shall be taught safety precautions to take if they are in the open or on the way to or from school when an earthquake occurs.

Earthquake emergency procedures shall designate primary and alternative locations outside of buildings, which may include areas off campus if necessary, where individuals on a school site will assemble following evacuation. In designating such areas, the Site Director or designee shall consider potential post-earthquake hazards outside school buildings including, but not limited to, power lines, trees, covered walkways, chain link fences that may be an electric shock hazard, and areas near buildings that may have debris.

Earthquake emergency procedures also shall outline primary and alternative evacuation routes that avoid areas with potential hazards to the extent possible. The needs of students with disabilities shall be considered when planning evacuation routes.

The Site Director or designee shall identify at least one individual within each building to determine if an evacuation is necessary, the best evacuation location, and the best route to that location when an earthquake occurs.

The Site Director or designee shall identify potential earthquake hazards in classrooms and other AMPS facilities, including, but not limited to, areas where the main gas supply or electric current enters the building, suspended ceilings, pendant light fixtures, large windows, stairwells, science laboratories, storage areas for hazardous materials, shop areas, and unsecured furniture and equipment. To the extent possible, dangers presented by such potential hazards shall be minimized by securing equipment and furnishings and removing heavy objects from high shelves.

Earthquake While Indoors at School:

When an earthquake occurs, the following actions shall be taken inside buildings and classrooms:

1. Staff shall have students perform the drop procedure. Students should stay in the drop position until the emergency is over or until further instructions are given.

2. In the lab, burners should be extinguished, if possible, before taking cover.

3. As soon as possible, staff shall move students away from windows, shelves, and heavy objects or furniture that may fall.

4. After the earthquake, the Site Director or designee shall determine whether planned evacuation routes and assembly locations are safe and shall communicate with teachers and other staff.

5. When directed by the Site Director or designee to evacuate, or if classrooms or other facilities present dangerous hazards that require immediate evacuation, staff shall account for all students under their supervision and shall evacuate the building in an orderly manner.

Earthquake While Outdoors on School Grounds

When an earthquake occurs, the following actions shall be taken by staff or other persons in authority who are outdoors on school grounds:

1. Staff shall direct students to walk away from buildings, trees, overhead power lines, power poles, or exposed wires.

2. Staff shall have students perform the drop procedure.

3.. Staff shall have students stay in the open until the earthquake is over or until further directions are given.

Subsequent Emergency Procedures:

After an earthquake episode has subsided, the following actions shall be taken:

1. Staff shall extinguish small fires if safe.

2. Staff shall provide first aid to any injured students, take roll, and report missing students to the Site Director or designee.

3. Staff and students shall refrain from lighting any stoves or burners or operating any electrical switches until the area is declared safe.

4 All buildings shall be inspected for water and gas leaks, electrical breakages, and large cracks or earth slippage affecting buildings.

5. The Site Director or designee shall post staff at safe distances from all building entrances and instruct staff and students to remain outside the buildings until they are declared safe.

6. The Site Director or designee shall request assistance as needed from the county or city civil defense office, fire and police departments, city and county building inspectors, and utility companies and shall confer with them regarding the advisability of closing the school.

7. The Site Director or designee shall contact the CEO or designee and request further instructions after assessing the earthquake damage.

8. The Site Director/Public Communications Officer or designee shall provide updates to parents/guardians of AMPS students and members of the community about the incident, any safety issues, and follow-up directions.

11. Fire Drills and Fires

Fire Drills:

The Site Director shall hold fire drills not less than twice every school year at the secondary level. (Education Code 32001)

1. The Site Director shall notify staff as to the schedule for fire drills.

2. Whenever a fire drill is held, all students, teachers and other employees shall be directed to leave the building.

3. Teachers shall ascertain that no student remains in the building.

4. Teachers shall be prepared to select alternate exits and shall direct their classes to these exits whenever the designated escape route is blocked.

5. The Site Director or designee shall keep a record of each fire drill conducted

Fires:

When a fire is discovered in any part of the school, the following actions shall be taken:

1. The Site Director or designee shall sound fire signals unless the school and/or building is equipped with an automatic fire detection and alarm system. (Education Code 32001)

2. The Site Director or designee shall call 911.

3. All persons shall be directed to leave the building and shall proceed outside to designated assembly areas.

4. Staff shall give students clear direction and supervision and help maintain a calm and orderly response. 5. In outside assembly areas, teachers shall take roll, report missing students, and provide assistance to any injured students.

6. In outside assembly areas, the Site Director, designee and/or each department head shall account for their staff, report missing staff, and provide assistance to any injured staff.

7. If the fire is extensive, students shall be taken to an alternate location for protective custody until parents/guardians can pick them up or until they can be safely transported to their homes.

12. Hate Motivated Behavior

In order to create a safe learning environment for all students, the AMPS Board desires to protect the right of every student to be free from hate-motivated behavior and will promote harmonious relationships among students so as to enable them to gain a true understanding of the civil rights and social responsibilities of people in society.

AMPS prohibits discriminatory behavior or statements that degrade an individual on the basis of his/her actual or perceived race, ethnicity, culture, heritage, gender, sex, sexual orientation, physical/mental attributes, or religious beliefs or practices.

The CEO or designee shall collaborate with regional programs and community organizations to promote safe environments for youth. These efforts shall be focused on providing an efficient use of AMPS and community resources.

AMPS shall provide age-appropriate instruction to help promote an understanding of and respect for human rights, diversity, and tolerance in a multicultural society and to provide strategies to manage conflicts constructively.

The Site Director/CEO or designee shall ensure that staff receive training on recognizing hate-motivated behavior and on strategies to help respond appropriately to such behavior.

Grievance Procedures:

Any student who believes he/she is a victim of hate-motivated behavior shall immediately contact the Site Director. Upon receiving such a complaint, the Site Director or designee shall immediately investigate the complaint in accordance with school-level complaint process/grievance procedures as described in AMPS Uniform and Complaint Policy.

Sexual Harassment:

A student who has been found to have demonstrated hate motivated behavior shall be subject to

discipline in accordance with law, AMPS Board policy, and administrative regulation. Staff who receive notice of hate-motivated behavior or personally observe such behavior shall notify the Site Director/CEO or designee, and/or law enforcement, as appropriate. As necessary, AMPS shall provide counseling, guidance, and support to students who are victims of hate motivated behavior and to students who exhibit such behavior.

13. Nondiscrimination/Harassment

The AMPS Board and Administrative team at JHHS desires to provide a safe school environment that allows all students equal access and opportunities in the AMPS' academic, extracurricular, and other educational support programs, services, and activities.

The AMPS Board prohibits, at any AMPS school or school activity, unlawful discrimination, including discriminatory harassment, intimidation, and bullying, targeted at any student by anyone, based on the actual or perceived characteristics of mental or physical disability, sex (including pregnancy and related conditions, and parental status), sexual orientation, gender, gender identity, gender expression, immigration status, nationality (including national origin, country of origin, and citizenship), race or ethnicity (including ancestry, color, ethnic group identification, ethnic background, and traits historically associated with race, including, but not limited to, hair texture and protective hairstyles such as braids, locks, and twist), religion (including agnosticism and atheism), religious affiliation, medical condition, genetic information, marital status, age or association with a person or group with one or more of these actual or perceived characteristics or based on any other characteristic protected under applicable state or federal law or local ordinance.

This policy shall apply to all acts related to school activity or to school attendance occurring within an AMPS school, and to acts which occur off campus or outside of school-related or school-sponsored activities but which may have an impact or create a hostile environment at school.

Unlawful discrimination, including discriminatory harassment, intimidation, or bullying, may result from physical, verbal, nonverbal, or written conduct based on any of the categories listed above. Unlawful discrimination also includes the creation of a hostile environment through prohibited conduct that is so severe, persistent, or pervasive that it affects a student's ability to participate in or benefit from an educational program or activity; creates an intimidating, threatening, hostile, or offensive educational environment; has the effect of substantially or unreasonably interfering with a student's academic performance; or otherwise adversely affects a student's educational opportunities.

Unlawful discrimination also includes disparate treatment of students based on one of the categories above with respect to the provision of opportunities to participate in school programs or activities or the provision or receipt of educational benefits or services.

The Board also prohibits any form of retaliation against any individual who reports or participates in the reporting of unlawful discrimination, files or participates in the filing of a complaint, or investigates or participates in the investigation of a complaint or report alleging unlawful discrimination. Retaliation complaints shall be investigated and resolved in the same manner as a discrimination complaint.

The CEO or designee shall facilitate students' access to the educational program by publicizing AMPS' nondiscrimination policy and related complaint procedures to students, parents/guardians, and

employees. He/she shall provide training and information on the scope and use of the policy and complaint procedures and take other measures designed to increase the school community's understanding of the requirements of law related to discrimination.

The CEO or designee shall regularly review the implementation of AMPS' nondiscrimination policies and practices and, as necessary, shall take action to remove any identified barrier to student access to or participation in AMPS' educational program. He/she shall report his/her findings and recommendations to the Board after each review. Regardless of whether a complainant complies with the writing, timeline, and/or other formal filing requirements, all complaints alleging unlawful discrimination, including discriminatory harassment, intimidation, or bullying, shall be investigated and prompt action taken to stop the discrimination, prevent recurrence, and address any continuing effect on students.

Students who engage in unlawful discrimination, including discriminatory harassment, intimidation, retaliation, or bullying, in violation of law, Board policy, or administrative regulation shall be subject to appropriate consequence or discipline, which may include suspension or expulsion when the behavior is severe or pervasive as defined in Education Code 48900.4.

Any employee who permits or engages in prohibited discrimination, including discriminatory harassment, intimidation, retaliation, or bullying, shall be subject to disciplinary action, up to and including dismissal.

Record-Keeping:

The CEO or designee shall maintain a record of all reported cases of unlawful discrimination, including discriminatory harassment, intimidation, or bullying, to enable AMPS to monitor, address, and prevent repetitive prohibited behavior in AMPS schools.

Measures to Prevent Discrimination:

To prevent unlawful discrimination, including discriminatory harassment, intimidation, retaliation, and bullying, of students at AMPS schools or in school activities and to ensure equal access of all students to the educational program, the CEO or designee shall implement the following measures:

1. Publicize AMPS' nondiscrimination policy and related complaint procedures, including the coordinator/compliance officer's contact information, to students, parents/guardians, employees, volunteers, and the general public, posting them on the AMPS' web site and other prominent locations and providing easy access to them through AMPS-supported social media, when available.

2. Provide to students a handbook that contains age-appropriate information that clearly describes the AMPS' nondiscrimination policy, procedures for filing a complaint, and resources available to students who feel that they have been the victim of any such behavior. (Education Code 234.1)

3. Annually notify all students and parents/guardians of AMPS' nondiscrimination policy, including its responsibility to provide a safe, nondiscriminatory school environment for all students, including transgender and gender-nonconforming students. The notice shall inform students and parents/guardians that they may request to meet with the CEO to determine how best to accommodate or resolve concerns that may arise from AMPS implementation of its nondiscrimination policies. The notice shall also inform all students and parents/guardians that, to the extent possible, AMPS will address any individual student's interests and concerns in private.

4. The CEO or designee shall ensure that students and parents/guardians, including those with limited English proficiency, are notified of how to access the relevant information provided in the AMPS nondiscrimination policy and related complaint procedures, notices, and forms in a language they can understand. If 15 percent or more of students enrolled in a particular AMPS school speak a single

primary language other than English, the AMPS policy, regulation, forms, and notices concerning nondiscrimination shall be translated into that language in accordance with Education Code 234.1 and 48985. In all other instances, AMPS shall ensure meaningful access to all relevant information for parents/guardians with limited English proficiency.

5. Provide to students, employees, volunteers, and parents/guardians age-appropriate training and information regarding AMPS nondiscrimination policy; what constitutes prohibited discrimination, including discriminatory harassment, intimidation, retaliation, or bullying; how and to whom a report of an incident should be made; and how to guard against segregating or stereotyping students when providing instruction, guidance, supervision, or other services to them. Such training and information shall include details of guidelines the CMO may use to provide a discrimination-free environment for all AMPS students, including transgender and gender nonconforming students.

6. At the beginning of each school year, inform school employees that any employee who witnesses any act of unlawful discrimination, including discriminatory harassment, intimidation, or bullying, against a student is required to intervene if it is safe to do so. (Education Code 234.1)

7. At the beginning of each school year, inform each Site Director or designee of AMPS' responsibility to provide appropriate assistance or resources to protect students' privacy rights and ensure their safety from threatened or potentially discriminatory behavior.

Enforcement of AMPS Policy:

The CEO or designee shall take appropriate actions to reinforce AMPS Nondiscrimination/Harassment Policies as needed, these actions may include any of the following:

1. Removing vulgar or offending graffiti

2. Providing training to students, staff, and parents/guardians about how to recognize unlawful discrimination, how to report it or file a complaint, and how to respond

3. Disseminating and/or summarizing AMPS policy and regulation regarding unlawful discrimination

4. Consistent with the laws regarding the confidentiality of student and personnel records, communicating the school's response to students, parents/guardians, and the community

5. Taking appropriate disciplinary action against students, employees, and anyone determined to have engaged in wrongdoing in violation of AMPS policy, including any student who is found to have filed a complaint of discrimination that he/she knew was not true.

Process for Initiating and Responding to Complaints:

Any student who feels that he/she has been subjected to unlawful discrimination described above or in AMPS policy is strongly encouraged to immediately contact the Site Directo/CEO or any other staff member. In addition, any student who observes any such incident is strongly encouraged to report the incident to the Site Director, whether or not the alleged victim files a complaint.

Any school employee who observes an incident of unlawful discrimination, including discriminatory harassment, intimidation, retaliation, or bullying, or to whom such an incident is reported shall report the incident to the Site Director within a school day, whether or not the alleged victim files a complaint.

Any school employee who witnesses an incident of unlawful discrimination, including discriminatory harassment, intimidation, retaliation, or bullying, shall immediately intervene to stop the incident when it is safe to do so.

When a verbal report of unlawful discrimination, including discriminatory harassment, intimidation, retaliation, or bullying, is made to or received by the Site Director, he/she shall make a note of the report

and encourage the student or parent/guardian to file the complaint in writing, pursuant to the provisions in the AMPS Uniform Complaint Procedures. Once notified verbally or in writing, the Site Director or designee shall begin the investigation and shall implement immediate measures necessary to stop the discrimination and ensure that all students have access to the educational program and a safe school environment.

Any interim measures adopted to address unlawful discrimination shall, to the extent possible, not disadvantage the complainant or a student who is the victim of the alleged unlawful discrimination. Any report or complaint alleging unlawful discrimination by the Site Director or any other person to whom a report would ordinarily be made or complaint filed shall instead be made to or filed with the CEO or designee who shall determine how the complaint will be investigated.

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

14. Notification of Dangerous Pupils

The AMPS Board desires to provide a safe, orderly working environment for all employees.

In accordance with the AMPS Personnel Policy "Notice to Employees of Potentially Dangerous Persons," the Amethod Public Schools Governing Board will ensure a safe and orderly work environment for all employees. This includes the following procedures:

- Any employee against whom violence or any threat of violence has been directed in the workplace shall notify the CEO or designee immediately and the CEO or designee shall initiate legal and security measures to protect the employee and others in the workplace
- According to Ed Code 48904 and 48905, the CEO or designee may pursue legal action on behalf of an employee against a student or his/her parent/guardian to recover damages to the employee or his/her property caused by the student's willful misconduct that occurred on AMPS or school property or during AMPS or school activity.
- CEO or designee shall ensure employees receive adequate training in crisis prevention, classroom management, effective communication techniques, procedures for responding to active shooter situation, etc.
- CEO or designee shall inform teachers of crimes and offenses committed by students who may pose a danger in the classroom, as well as when the CEO or designee reasonably suspects that students have committed crimes and offenses that may pose a danger in the classroom (Ed Code 48201, 49079)
- CEO or designee will make available 2-way communication with law enforcement and within the school so that emergencies that occur will be communicated effectively and efficiently

This Policy was approved by the AMPS Board of Governance on October 23, 2019.

The CEO or designee shall ensure that employees are informed, in accordance with law, regarding crimes and offenses by students who may pose a danger in the classroom.

Employees may not carry or possess pepper spray on school property or at school activities. On a case-by-case basis, however, the CEO or designee may allow the possession of a pepper spray weapon that meets the requirements of Penal Code 12403.7 when justified by unusual dangerous circumstances. Any employee who is negligent or careless in the possession or handling of pepper spray shall be subject to appropriate disciplinary measures.

Reporting of Injurious Objects:

The Board requires school employees to take immediate action upon being made aware that any person is in possession of an injurious object on school grounds or at a school-related or school-sponsored activity. The employee shall use his/her own judgment as to the dangerousness of the situation and, based upon this analysis, shall do one of the following:

1. Confiscate the object and deliver it to the Site Director immediately.

2. Immediately notify the Site Director, who shall take appropriate action.

3. Immediately notify the local law enforcement agency and the Site Director. When informing the Site Director about the possession or seizure of a weapon or dangerous device, the employee shall report the name(s) of persons involved, witnesses, location, and the circumstances of any seizure.

15. Student Disturbances

The AMPS Board desires to provide orderly campuses that create a positive school environment and are conducive to learning. When students initiate or are involved in a campus disturbance that has the potential to threaten the safety of students or staff, the CEO/Site Director or designee may request law enforcement assistance.

Staff are encouraged to be alert to conditions at school that may lead to a disturbance, such as racial or cultural conflict, student protests, or gang intimidation and confrontations. Staff who believe that a disturbance is imminent, or who see a disturbance occurring, shall immediately contact the Site Director. Students who participate in a campus disturbance shall be subject to disciplinary action in accordance with administrative regulations.

Prohibited Activities:

A student involved or attempting to be involved in any of the following prohibited activities shall be subject to discipline:

1. Disturbing the peace, including, but not limited to, causing or attempting to cause a riot, burning or destroying property, fighting, challenging another to fight, or using offensive words likely to provoke a fight.

2. Disrupting school operations, including, but not limited to, exercising free expression which is obscene, libelous, or slanderous or so incites students as to create a clear and present danger of the commission of unlawful acts on school premises or the violation of lawful school regulations, or substantially disrupting the orderly operation of the school (Education Code 48907)

Other examples of activities that may be considered disrupting school operations include, but are not limited to:

a. Organizing or participating in unauthorized assemblies on school premises

b. Participating in sit ins or stand-ins which deny students or employees normal access to school premises

c. Interfering with or unauthorized use of the AMPS' computer system

3. Refusing to disperse, including, but not limited to, assembling for the purpose of causing a disruption to school operations and refusing to disperse upon the direction of school personnel

4. Boycotting school, including, but not limited to, participating in any protest that involves nonattendance where attendance is required at school, class, or at a school activity Any student who participates in a boycott shall be given an unexcused absence and may be classified as truant, regardless

of any parent/guardian approval of the absence.

Extension of Class Period

During any disturbance in which additional students might become involved while changing classes, the Site Director or designee may notify all staff that any class currently in session will be extended until further notice. Upon receiving this notification, staff shall ensure that all students in their charge remain in one location under their supervision and shall ask all students who are in the halls to return to their classes immediately.

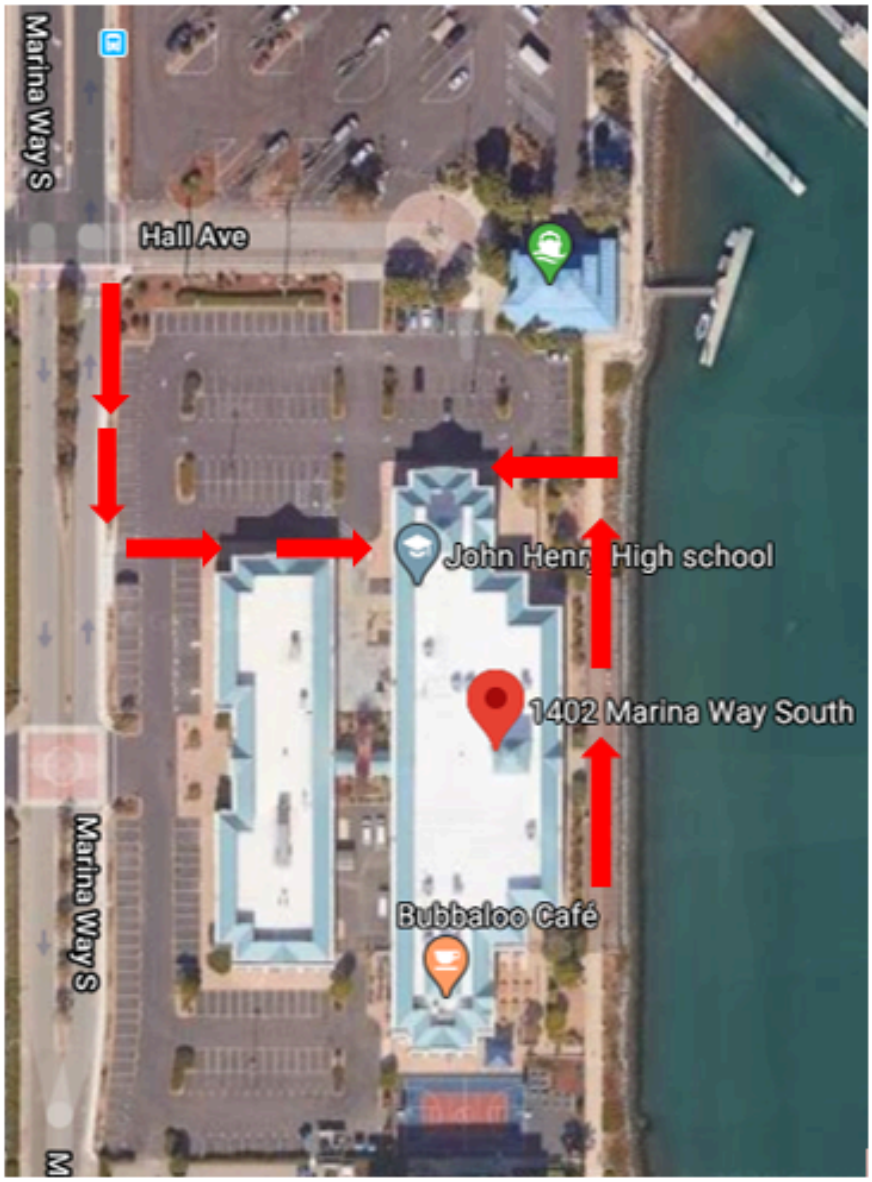
16. Safe Ingress and Egress

Traffic, drop-off and pick-up zone:

The drop-off and pick-up zone will have cones to help direct traffic. A staff member is present to help students cross the street and direct traffic accordingly. Parents are not permitted to park in the drop-off and pick up zones for an extended period of time as this can cause traffic flow problems for the entire street. Staff supervising traffic control work to prevent parents from idling and move promptly through the dropoff and pickup zone.

Security personnel and the JHHS Administration team man and monitor crosswalks before and after school.

The school goal is to encourage 60% of the student body to carpool, walk, ride, or take public transit to school.



17. Sexual Harassment

The AMPS Board is committed to maintaining a safe school environment that is free from harassment and discrimination. The Board prohibits, at school or at school-sponsored or school-related activities, sexual harassment targeted at any student by anyone. The Board also prohibits retaliatory behavior or action against any person who reports, files a complaint or testifies about, or otherwise supports a complainant in alleging sexual harassment.

AMPS strongly encourages any student who feels that he/she is being or has been sexually harassed on school grounds or at a school-sponsored or school-related activity by another student or an adult who has experienced off-campus sexual harassment that has a continuing effect on campus to immediately contact his/her teacher, the Site Director, or any other available school employee. Any employee who

receives a report or observes an incident of sexual harassment shall notify the Site Director. Once notified, the Site Director or designee shall take the steps to investigate and address the allegation.

Complaint Process and Disciplinary Actions:

Sexual harassment complaints by and against students shall be investigated and resolved in accordance with law and the AMPS Uniform Complaint Procedures or Title IX policy, as appropriate. Site Directors are responsible for notifying students and parents/guardians that complaints of sexual harassment can be filed and where to obtain a copy of the procedures.

Upon investigation of a sexual harassment complaint, any student found to have engaged in sexual harassment or sexual violence in violation of this policy shall be subject to disciplinary action. For students in grades 9-12, disciplinary action may include suspension and/or expulsion, provided that, in imposing such discipline, the entire circumstances of the incident(s) shall be taken into account.

Upon investigation of a sexual harassment complaint, any employee found to have engaged in sexual harassment or sexual violence toward any student shall have his/her employment terminated in accordance with law.

Record Keeping:

The CEO or designee shall maintain a record of all reported cases of sexual harassment to enable the CMO to monitor, address, and prevent repetitive harassing behavior in AMPS schools.

18. Visitors/Outsiders

The Site Director or designee shall post at every entrance to each school and school grounds a notice describing registration requirements, school hours or hours during which registration is required, the registration location, the route to take to that location, and the penalties for violation of registration requirements.

Unless otherwise directed by the Site Director or designee, a staff member shall accompany visitors while they are on school grounds.

Registration Procedure

In order to register, a visitor shall, upon request, furnish the Site Director or designee with the following information:

1. His/her name, address, and occupation
2. His/her age, if less than 21
3. His/her purpose for entering school grounds
4. Proof of identity
5. Other information consistent with the provisions of law

Site Director's Registration Authority:

The Site Director or designee may refuse to register any visitor if he/she reasonably concludes that the individual's presence or acts would disrupt the school, students, or employees; would result in damage to property; or would result in the distribution or use of a controlled substance.

The Site Director or designee or school security officer may revoke any visitor's registration if he/she has a reasonable basis for concluding that the individual's presence on school grounds would interfere or is interfering with the peaceful conduct of school activities or would disrupt or is disrupting the school, students, or staff.

When a visitor fails to register, or when the Site Director or designee denies or revokes a visitor's registration privileges, the Site Director or designee may request that the individual promptly leave school grounds. When a visitor is directed to leave, the Site Director or designee shall inform him/her that if he/she reenters the school within seven days he/she may be guilty of a misdemeanor subject to a fine and/or imprisonment.

19. Weapons and Dangerous Instruments

The AMS Board recognizes that students and staff have the right to a safe and secure campus free from physical and psychological harm and desires to protect them from the dangers presented by firearms and other weapons.

Possession of Weapons:

The Board prohibits any student from possessing weapons, imitation firearms, or other dangerous instruments, as defined in law and administrative regulation, in school buildings, on school grounds or buses, at school related or school-sponsored activities away from school, or while going to or coming from school. Under the power granted to the Board to protect the safety of students, staff, and others on AMPS property and to maintain order and discipline in the schools, any school employee is authorized to confiscate any prohibited weapon, imitation firearm, or dangerous instrument from any student on school grounds.

A student possessing or threatening others with any weapon, dangerous instrument, or imitation firearm shall be subject to suspension and/or expulsion in accordance with law, Board policy, and administrative regulations. The Site Director or designee shall notify law enforcement authorities when any student possesses a firearm, explosive, or other prohibited weapon or dangerous instrument, sells or furnishes a firearm, or commits any act of assault with a firearm or other weapon. (Education Code 48902; Penal Code 245, 626.9, 626.10; 20 USC 7151)

Reporting of Dangerous Objects

The Board encourages students to promptly report the presence of weapons, injurious objects, or other suspicious activity to school authorities. The identity of a student who reports such activity shall remain confidential to the extent permitted by law.

The CEO or designee shall develop strategies designed to facilitate student reporting of the presence of injurious objects on school grounds, such as tip hotlines, electronic transmissions, or other methods that preserve the student's anonymity. Incident reports and records shall not identify the student who reported the possession.

The CEO or designee also shall inform staff, students, and parents/guardians that students who report the presence of injurious objects on school campuses are to be protected and their identity shielded.

Prohibited weapons and dangerous instruments include, but are not limited to: (Education Code 48915, 49330; Penal Code 626.10, 1610017350, 30310)

1. Firearms: pistols, revolvers, shotguns, rifles, "zip guns," "stun guns," tasers, and any other device capable of propelling a projectile by the force of an explosion or other form of combustion

2. Ammunition or reloaded ammunition

3. Knives, razor blades, and box cutters: any dirks, daggers, ice picks, or other weapons with a fixed, sharpened blade fitted primarily for stabbing, weapons with a blade fitted primarily for stabbing, weapons with a blade longer than 21/2 inches, folding knives with a blade that locks into place, and razors with an unguarded blade

4. Explosive and/or incendiary devices: pipe bombs, time bombs, cap guns, containers of inflammable fluids, and other hazardous devices

5. Any instrument that expels a metallic projectile, such as a BB or a pellet, through the force of air pressure, carbon dioxide pressure, or spring action, or any spot marker gun

6. Any other dangerous device, instrument, or weapon, including those defined in Penal Code 12020, including a blackjack, slingshot, billy, nunchaku, sandclub, sandbag, metal knuckles, or any metal plate with three or more radiating points with one or more sharp edges designed for use as a weapon

7. Any imitation firearm, defined as a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.

Any employee may take any weapon or dangerous instrument from the personal possession of a student while the student is on school premises or under the authority of AMPS.

In determining whether to take possession of the weapon or dangerous instrument, the employee shall use his/her own judgment as to the dangerousness of the situation and, based upon this analysis, shall take one of the following actions:

1. Confiscate the object and deliver it to the Site Director immediately

2. Immediately notify the Site Director, who shall take appropriate action

3. Immediately notify the local law enforcement agency and the Site Director

When informing the Site Director about the possession of a weapon or dangerous instrument, the employee shall report the name(s) of persons involved, witnesses, location, and the circumstances of the possession.

The Site Director shall report any possession of a weapon or dangerous instrument to the student's parents/guardians by telephone or in person, and shall follow this notification with a letter.

The employee shall retain possession of the instrument until the risk of its use as a weapon has dissipated or, if the Richmond Police determine it is not a dangerous weapon upon the request of the student's parent/guardian, until the parent/guardian appears and personally takes possession. (Education Code 49331, 49332)

20. Adaptations for Students with Disabilities During Disaster Procedures (SB 323)

In recognition of the need for inclusive safety measures, the AMPS Board commits to ensuring that all disaster preparedness and response procedures are fully accessible and accommodate the needs of students with disabilities. The aim is to foster a safe and supportive environment where every student's wellbeing is safeguarded during emergencies.

Policy Statement:

AMPS acknowledges the heightened vulnerability of students with disabilities during disasters and emergencies. Therefore, the Board mandates the incorporation of specific adaptations and

accommodations in all disaster procedures to meet the unique needs of these students. This policy is aligned with our commitment to inclusivity, equity, and the rights of students with disabilities to safety and protection.

Responsibilities:

- The CEO or Designee's Role: The CEO or their designee is tasked with ensuring that all disaster preparedness plans include specific provisions for students with disabilities. This includes collaborating with local emergency services, disability advocacy groups, and other relevant organizations to develop effective and inclusive disaster response strategies.
- Staff Training: All staff members, including educators, administrators, and support personnel, shall receive training on the unique needs of students with disabilities in disaster situations. This training will cover identification of specific needs, emergency communication methods, evacuation procedures, and the use of specialized equipment.
- Individualized Disaster Response Plans: For students with identified disabilities, individualized disaster response plans (IDRPs) shall be developed in collaboration with the student, their parents or guardians, and relevant healthcare professionals. These plans will detail specific accommodations, medical needs, and evacuation procedures tailored to the student's unique needs.

Grievance Procedures:

Should a student with a disability or their guardian feel that the accommodations provided during a disaster were inadequate or not in accordance with their IDRP, they are encouraged to contact the Site Director immediately. The Site Director, or their designee, will investigate the complaint following the AMPS Uniform Complaint Policy and take appropriate action to address and rectify the situation.

Training and Awareness:

AMPS shall provide ongoing training for students, staff, and faculty on the adaptations for students with disabilities during disasters. This will include regular drills that accommodate and practice the specific procedures outlined in IDRPs, ensuring that the AMPS community is prepared and responsive to the needs of all students during emergencies.

Enforcement and Review:

Compliance with this policy shall be monitored by the Site Director/CEO or designee. Regular reviews of disaster procedures and individual plans shall be conducted to ensure effectiveness and relevance. Staff who fail to adhere to these protocols or to implement IDRPs adequately will be subject to disciplinary action in accordance with AMPS Board policy and administrative regulations.

Through the implementation of this policy, AMPS reaffirms its commitment to creating an inclusive and safe educational environment for all students, particularly those with disabilities, during times of disaster and emergency.

21. Procedures to Assess and Respond to Reports of Dangerous, Violent, or Unlawful Activity (SB 671)

In alignment with its commitment to maintaining a secure and supportive educational environment, the AMPS Board adopts a comprehensive approach to promptly and effectively address reports of dangerous, violent, or unlawful activities within the school community. This policy underscores the importance of safeguarding the welfare of students, staff, and faculty, while also upholding the principles of fairness and due process.

Policy Overview:

AMPS is dedicated to fostering a safe learning environment free from threats, violence, and unlawful activities. To this end, the Board mandates the establishment of clear procedures for the assessment and response to any such reports, ensuring the safety and security of the school community while respecting the rights of all individuals involved.

Reporting Mechanism:

- Immediate Reporting: Students, staff, and faculty are encouraged to report any observation or knowledge of dangerous, violent, or unlawful activities to the Site Director or designated safety officer immediately.
- Anonymity and Protection: AMPS shall provide avenues for anonymous reporting and shall take measures to protect the identity of reporters from potential retaliation.

Assessment Procedures:

- Initial Assessment: Upon receiving a report, the Site Director or designee shall conduct a preliminary assessment to ascertain the immediacy and severity of the threat. This may involve consulting with relevant personnel, including security staff and mental health professionals.
- Threat Assessment Team (TAT): For cases deemed to pose a significant threat, a multidisciplinary Threat Assessment Team shall be convened. This team will include representatives from the school administration, mental health professionals, law enforcement (if necessary), and other relevant stakeholders. The TAT will be responsible for conducting a thorough assessment of the situation, including the context, the individuals involved, and the nature of the reported activity.

Response Strategies:

- Immediate Action: If the assessment indicates an imminent threat, immediate measures will be taken to ensure the safety of the school community, which may include lockdowns, evacuations, or involving law enforcement agencies.
- Intervention and Support: For situations that require intervention rather than immediate emergency response, AMPS shall implement appropriate support measures. This may include counseling, conflict resolution, behavioral agreements, or disciplinary action in accordance with AMPS Board policy and administrative regulations.
- Communication: Clear and timely communication with the school community and, when necessary, with parents or guardians will be maintained, respecting confidentiality and legal obligations.

Training and Awareness:

- Regular Training: All staff and faculty will receive regular training on recognizing signs of potential violence or unlawful activity, reporting procedures, and response protocols.
- Student Awareness: Students will be educated on the importance of reporting dangerous activities, the mechanisms in place for reporting, and the school's commitment to their safety.

Review and Improvement:

The effectiveness of these procedures will be regularly reviewed and evaluated by the Site Director/CEO or designee, with input from the Threat Assessment Team and the school community. Adjustments and improvements will be made as necessary to ensure the ongoing safety and security of the AMPS community.

Through the enactment of this policy, AMPS reaffirms its dedication to maintaining a safe and secure educational environment, where all members of the school community are empowered to contribute to the safety and well-being of one another.

22. Protocol for Responding to Opioid Overdoses (SB 10)

Recognizing the growing opioid crisis and its potential impact on the secondary school community, the AMPS Board is committed to implementing a proactive and comprehensive approach to manage and respond to opioid overdoses. This protocol is aimed at safeguarding the health and well-being of students, staff, and visitors by ensuring timely and effective responses to overdoses.

Policy Statement:

AMPS acknowledges the critical importance of being prepared for opioid overdose incidents within the school premises. The Board mandates the adoption of a set of clear, actionable steps to address such emergencies, ensuring that all school personnel are equipped with the necessary training and resources to respond effectively.

Preparedness and Prevention:

- Education and Awareness: AMPS shall initiate awareness programs for students, staff, and parents about the dangers of opioid use, the signs of an overdose, and the importance of immediate action in such situations.
- Staff Training: Designated staff members, including school nurse Interns, health educators, and security personnel, will receive specialized training in identifying opioid overdose symptoms and administering naloxone (an opioid overdose reversal medication), in compliance with state laws and medical guidelines.
- Naloxone Availability: Naloxone kits shall be made readily available in easily accessible locations throughout the school premises, and trained personnel will be informed of these locations.

Response Protocol:

- Immediate Action: In the event of a suspected opioid overdose, trained personnel shall immediately assess the situation and administer naloxone if an overdose is suspected.
- Emergency Services: Simultaneously, 911 or the local emergency number shall be called to ensure that professional medical assistance is on the way.

- Support and Safety Measures: The affected individual will be monitored continuously until emergency medical services arrive. Efforts will be made to ensure the safety and privacy of the individual while minimizing exposure or alarm to other students and staff.
- Post-Incident Support: Following an overdose incident, AMPS shall provide support to the affected individual, peers, and school staff. This may include counseling services, referrals to substance abuse treatment programs, and education on drug abuse prevention.

Reporting and Documentation:

- Incident Reporting: All opioid overdose incidents shall be documented and reported in accordance with school policies and state regulations, respecting confidentiality and privacy laws.
- Review and Learning: Each incident will be reviewed to assess the response and to identify any improvements or adjustments needed in the protocol.

Community Collaboration:

- Partnerships: AMPS will collaborate with local health departments, emergency responders, and substance abuse prevention organizations to enhance the school's preparedness and response to opioid overdoses.
- Family and Community Engagement: The school will engage with families and the wider community to raise awareness about opioid risks and prevention strategies, fostering a supportive network for substance abuse education and prevention.

By adopting this protocol, AMPS demonstrates its dedication to the health and safety of its community, taking a proactive stance in addressing the challenges posed by the opioid crisis. This policy reflects the Board's commitment to creating a safe and supportive environment where students and staff are empowered to act decisively and compassionately in the face of opioid overdose emergencies.

Instructional Continuity Plan

A. Introduction and Purpose

This instructional Continuity Plan ensures that teaching and learning continue during emergency situations such as natural disasters, pandemics, or other unanticipated events that cause prolonged school closures. The plan addresses communication strategies and equitable access to instruction.

Amethod Public Schools adopted this Instructional Continuity Plan (ICP) on June 24, 2025 to ensure all students have access to instruction during a natural disaster or emergency, as mandated by Senate Bill 153, Chapter 38, Statutes of 2024 (SB 153), which adds a provision to California Education Code (EC) Section 32282.

This ICP will be included in the LEA's Comprehensive School Safety Plan (CSSP) by July 1, 2025. Inclusion of this ICP in the CSSP will be required to obtain approval of a Form J-13A waiver request beginning in fiscal year 2026-27.

This plan is intended to minimize disruptions to instruction and provide support for pupils' social-emotional, mental health, and academic needs.

A. Engagement with Pupils and Families

Communication tools are important in this arena and JHHS schools and departments will engage with pupils and their families as soon as practicable. JHHS will publish a weekly staff communication to share pertinent information network-wide for school site leadership. but no later than five calendar days following an emergency. Upon issuance of a need to activate the Learning Continuity Plan, we will provide clear communications on how to access materials (as needed), whether these materials are mandated or optional, and address the need to have all school sites remain in constant communication with their respective communities. In collaboration with the Communications Department, site leaders will communicate with staff and the school community and keep them informed on how the network is responding to the natural disaster or emergency.

Methods for two-way communication
Site leaders will use any communication methods, including but not limited to emails, ParentSquare, phone calls and texts, school marquees, and social media. Other methods will be considered if electricity is not available to keep the communication clear, consistent, and constant. All communication will be in languages representative of student and family populations. Site administrators will also hold a weekly group check-in with all staff and bi-weekly to monthly meetings with parents to address any questions or concerns swiftly.

Teachers will also hold designated hours each day when they will be accessible online to provide consistency and structure.

Plans for unforeseen events
Crisis communication plans include mass notification systems for SMS, phone, and email. In the event of a power outage, redeploy communications staff to other districts/cities with separate power providers, and collaborate with media outlets to inform our communities.

Support for Special Needs
Special Education - IEP services will be delivered virtually or via alternative means as appropriate. Case managers will schedule regular check-ins and provide individualized resources. All accommodations and modifications will be adapted for virtual settings. Lessons and learning tasks for students with disabilities reflect their IEP goals and accommodations in all models. Students with disabilities will be graded in accordance with their individualized education programs (IEPs).

English Learners - Designated and integrated ELD instruction will continue during remote learning. Bilingual support staff will assist EL students and families in navigating digital platforms and assignments.

Low-Income Students - Priority for device and hotspot distribution. Partnerships with local agencies to provide basic needs (e.g., food, hygiene supplies). Access to community learning hubs where feasible.

Community and Family Wellness

Amps will work to share resources for basic and physical health needs: food banks, Medi-Cal, Covered California, energy programs, and provide a link to CDE's Resources for Students in Crisis: https://www.cde.ca.gov/ls/cg/mh/studentcrisishelp.asp and the National Suicide Prevention Lifeline 1-800273-8255 widely.

Staff Wellness

JHHS acknowledges the importance of staff wellness and will work to support staff by implementing staff resilience, consultation, and mental health support in one or more of the following ways: Provide training on secondary traumatic stress and self-care. Promote mindfulness techniques and staff social support. Open and routine communication with staff members, encouraging self-care.

B. Access to Instruction

Timeline for Access
As required, AMPs will provide access to in-person or remote instruction as soon as practicable, but no more than 10 instructional days following the emergency. JHHS is fully equipped to go to remote instruction if an emergency arose, with all staff and students having computer access, Google Suite, and owl projectors if teachers are on campus.

Conditions for Resuming Access to In-Person Instruction.
Outlined below are conditions under which in-person instruction will resume and any alternative sites or arrangements considering various aspects of recovery, including:

- Evacuation orders lifted
- Power and utilities functioning
- Healthy air quality
- Access to safe and clean water
- Campus is free from debris and hazards
- Internet fiber lines are connected and functioning
- Sufficient staff available
- Kitchens are operational for meals

Remote Instruction
As required, JHHS Schools' remote instruction will align with EC sections 51747 and 51749.5, governing Independent Study instruction modalities. Remote instruction will be designed to meet instructional standards that are, at minimum, equivalent to those applicable in independent study programs. Based on student need, remote instruction will be outlined in the JHHS's Remote Instruction Handbook regarding communicating with students and families, online classroom design, student support, work & attendance, and addressing students with special needs.

Access to Instructional Materials
As required, remote instruction will align with access and equity expectations. Instructional lessons can be accessed through Clever, Google Classroom, or Schoology, the Learning Management System (LMS). Students requiring physical copies of materials can pick them up at a designated location in the district. In the event that in-person pick-up is not available or feasible, arrangements will be made to mail materials.

Access to School Work
As required, remote instruction will align with access and equity expectations. Clever, Google Classroom, or Schoology (LMS) is the primary platform designated for in-person and remote instruction. Submitting classwork can be done through Google Classroom or Schoology in either remote or in-person settings. Additionally, all JHHS instructional applications are accessible as single sign-on (SSO) through the Clever Dashboard. In most of these applications, students complete work here, and teachers can enter grades into Google Classroom.

Temporary Reassignment
In the event of an emergency, JHHS provides support to pupils and families to enroll in or be temporarily reassigned to another site, school district, county office of education, or charter school if an emergency or natural disaster disrupts in-person learning. The communication department, in tandem with Enrollment, will provide guidance applicable to the situation and support families via appointments, phone calls, and email exchanges.

C. Instructional Continuity

Communication Protocols

In the event of an emergency, JHHS will communicate information with parents/caregivers via: automated phone calls, email notifications, text messages, announcements on the website, and JHHS social media. JHHS will provide communication weekly. Families, students, and staff will have regular communication from school officials in case of an emergency school closure. JHHS will engage with pupils and families within 5 calendar days following an emergency through these various forms of communication.

Technological Readiness

JHHS is committed to a one-to-one model, ensuring Chromebooks and Wi-Fi are available for every student enrolled. JHHS will continue to communicate information regarding low-cost or no-cost internet access for our students. For students who lack internet access at home, the school site will provide either individual internet hotspot devices, regular access to on-site internet-connected computers (if allowed by the local school board and county health orders), or recorded instruction and electronic materials/assignments. If students do not have access to connectivity, they will be provided with alternate materials and assignments that ensure instructional continuity. We will provide technical support to families to connect and access the online classroom.

Instruction and Assessment

All distance learning will comply with California Education Code Sections 51747 and 51749.5 There will be Synchronous instruction: Live daily check-ins, virtual office hours, and Zoom or Google Meet lessons. Teachers will hold virtual office hours to assist students and maintain the community. Teachers can monitor progress by monitoring student work submissions for competition and correctness. There will also be asynchronous instruction with posted assignments, recorded videos, and self-paced modules on learning platforms like Google Classroom or Schoology. Printed instructional packets will be provided when digital access is not feasible

D. Access (Equity, Accessibility, and Inclusion)

Individualized Education Plans (IEPs)

Special Education - IEP services will be delivered virtually or via alternative means as appropriate. Case managers will schedule regular check-ins and provide individualized resources. All accommodations and modifications will be adapted for virtual settings. Lessons and learning tasks for students with disabilities reflect their IEP goals and accommodations in all models. Students with disabilities will be graded in accordance with their individualized education programs (IEPs).

English Learners

In order to help mitigate the barriers our English learners face, the AMPs will utilize the principles identified in California's English Learner Roadmap to implement instructional programs for English Learners and offer a comprehensive program of Designated and Integrated English Language Development to all EL students, targeted to their specific language proficiency levels. We will prioritize oral language development during synchronous/live distance Learning instruction and encourage oral language practice during asynchronous/self-paced distance Learning instruction. Teachers will regularly monitor student progress, adapt instruction and/or provide interventions when necessary and when available, and will provide bilingual paraprofessionals at each site to support small group instruction and provide translation. Sites and Staff will engage families of English Learners through virtual FST/ELAC meetings and other means to determine how we can best meet the needs of EL students and families as they potentially face additional difficulties due to the emergency. services.

E. Professional Learning

AMP will continue to provide professional learning opportunities for teachers to increase capacity to implement current best practice teaching strategies across all grade levels and curriculum. AMPs will continue to provide the collaborative time necessary to implement new strategies, to review student performance data, and make informed decisions in order to improve curriculum and instruction. Instructional leaders will support teachers in building confidence within the new model by providing opportunities to train on any new platforms, provide dedicated time for planning and collaboration. Continue to have instructional resources available that support including: motivation and engagement techniques, online tools, distance Learning training , Zoom/Google Meets training.

F. Well-Being and Support Services

JHHS remains committed to providing ongoing social-emotional support for all students. To do this JHHS will send tailored communication to students and families regarding the mental health supports available including mental health and wellness resources on district and school websites and in communications with families (newsletters, emails,
texts, robocalls, etc.)

Whole School Safety and Prevention Plan

This will include providing professional development time to increase trauma knowledge and skills. Provide information about mental health and wellness resources on the district and school websites and in communication with families. Dedicated time to have staff conduct routine check-ins using a trauma- and resilience-informed lens and provide the link to CDE's Resources for Students in Crisis: https://www.cde.ca.gov/ls/cg/mh/studentcrisishelp.asp

Community and Family Wellness

AMPs will collaborate with local government and private agencies to provide workshops and support services regarding adult and student mental health, trauma responsiveness, suicide

prevention, and resilience. Including services in languages other than English. AMPs will share resources for basic and physical health needs: food banks, Medi-Cal, Covered California, energy programs, Section 8 housing, prescription and patient
assistance programs, unemployment supports, local job postings, local CalFresh and food distribution, free internet access, etc.

Staff Wellness
AMPs acknowledges the importance of staff wellness and will work to support staff through the implementation of staff resilience, consultation,
and mental health support. Prior to school opening, and ongoing, provide training on secondary traumatic stress and self-care. District and Site Administrators will promote mindfulness techniques and staff social supports. Leadership is committed to open and routine communication with staff members, encouraging self-care (e.g., saying no, accepting oneself and others, not being at 100% all the time).

Plan to provide access back up
Back up supplies and medicines are kept on hand at the school sites in case of an emergency.

Plans to ensure continuity
Special Education Students who are eligible for Special Education services will receive the services and supports listed in their IEPs in the respective instructional model (Distance Learning vs. Hybrid). Special Education providers will work together with general education teachers to create schedules which allow students to access live teaching sessions as well as IEP services. Counseling will continue to implement its PBIS program. Second Step as an additional resource for teachers to support Social Emotional Learning. All teachers are encouraged to utilize these resources. During staff meetings, staff discuss the social and emotional well-being of students and what tiered approach will be utilized for a student of concern. The district has shared numerous resources with our families regarding trauma and links to community resources, which address anxiety and stress, hotlines and websites, time management tips, and information on how to stay productive. The district will partner with local community organizations to ensure all students have access to counseling services.

After-school Programs After Care program, which supports working families, will operate within the guidelines and capabilities that the emergency dictates. They will work closely with the CEO to ensure all students are safe and have access to essential programs.

English Learners English Learners will have dedicated Designated ELD time built into their synchronous learning sessions. Language objectives are built into online learning to support ELs language acquisition through Designated and Integrated ELD.

Food and Nutrition Services while JHHS operates throughout an emergency, students will continue to be offered school breakfasts and lunches. Meals will be available for pick up at identified school campuses

G. Site-Based Collaboration

Return to Site-Based Learning
At the core of this plan, the goal of returning to in-person instruction as quickly as possible once JHHS is able to meet the multiple conditions of reopening is paramount. Following an emergency, the JHHS will consider the following before resuming in-person learning on campus:

- Evacuation orders lifted
- Power and utilities functioning
- Healthy air quality
- Access to safe and clean water
- Campus is free from debris and hazards
- Internet fiber lines are connected and functioning
- Sufficient staff available
- Kitchens are operational for meals

JHHS will set a school reopening target date and communicate that with staff, students, and families.

J. Integration with Comprehensive School Safety Plan (CSSP)
This Instructional Continuity Plan (ICP) will be included as an integral component of AMPs Comprehensive School Safety Plan (CSSP) by July 1, 2025, as required by SB 153. The information in this ICP will be considered in relation to other aspects of the existing safety plan.

K. Review and update of this Instructional Continuity Plan (ICP)
This Instructional Continuity Plan will be reviewed and updated in collaboration with Educational Partners, considering feedback and lessons learned on the following basis: This Instructional Continuity Plan will be reviewed and updated in collaboration with educational partners, considering feedback and lessons learned on the following basis: Annually through the Comprehensive School Safety Plan update process before March 1

References

B. John Henry High School Student and Family Handbook

A copy of the John Henry High School Student & Family Handbook is located in the school office, 1402 Marina Way South, Richmond CA 94804

C. Amethod Public Schools Employee Handbook

A copy of the AMPS Employee Handbook is located at the Human Resources Department, 1450 Marina Way South, Richmond, CA 94804

D. Amethod Public Schools Board Policies referenced:

Title IX, Harassment, Intimidation, Discrimination and Bullying Policy

Board Policy: 5033 Human Trafficking Prevention Policy

Board Policy: 5041 Comprehensive Sexual Health Policy

Mandated Reporter Policy- AMPS Employee Handbook pp. 23-24

Board Policy 5039 Campus Search & Seizure Policy

Board Policy 5044 Dress Code and Uniform Policy

Personnel Policy- Employee Safety – Notice to Employees of Potentially Dangerous Persons

E. Department of Homeland Security Bomb Threat and Checklist is printed and posted in the front office.

Date	Day	Time	Weather	Type of Drill	Drill/Alarm Initiated by	No. Occupants	Evacuation Time (if applicable)	Comments/Notes
10/16/25	Thursday	10:16		Earthquake Drill	Padilla			
10/16/25	Thursday	10:45		Fire Drill	Padilla			
11/6/25	Thursday	9:30		Lockdown drill	Padilla			
2/10/25	Tuesday	10:20		Fire Drill	Padilla			
3/19/25	Thursday	11:20		Earthquake Drill	Padilla			

First Name	Last Name	Number Completed	Total Assignments	Completion Percentage	Positions	Locations
Norman	Abshear	5	5	100 %	Teacher	JHHS
Nicholas	Aleman	5	5	100 %	Teacher	JHHS
Charlani	Banks	6	6	100 %	Administrative Support	JHHS
Paola	Barragan	5	5	100 %	Paraprofessional/ Para Tutor	JHHS
John	Bolles	5	5	100 %	Teacher	JHHS
David	Brown	5	5	100 %	Teacher	JHHS
Cherille	Cade	5	5	100 %	Counselor/ Occ Therapist	JHHS
Cleomayre	Chavez	5	5	100 %	Teacher	JHHS
Hsuan	Chen (Vinogradova)	5	5	100 %	Teacher	JHHS
Stacy	Drakeford	4	4	100 %	Administrator/ Director	JHHS
Victoria	Gardiner	5	5	100 %	Teacher	JHHS
Ruby	Gorrostieta	5	5	100 %	Paraprofessional/ Para Tutor	JHHS
Jeanette	Guillen	6	6	100 %	Administrative Support	JHHS
Tomika	Johnson	5	5	100 %	Administrator/ Director	JHHS
Annika	Kahn	5	5	100 %	Teacher	JHHS
Mahogany	Lee	5	5	100 %	Paraprofessional/ Para Tutor	JHHS
Elvira	Maldonado	5	5	100 %	Food Services	JHHS
Mario	Marquez	5	5	100 %	Teacher	JHHS
Jeff	McGunagle	5	5	100 %	Teacher	JHHS
Christopher	Moreno	5	5	100 %	Teacher	JHHS
Ryan	Notro	5	5	100 %	Teacher	JHHS
Omar	Padilla	5	5	100 %	Counselor/ Occ Therapist	JHHS
Rodrigo	Peregrina	4	4	100 %	Administrator/ Director	JHHS
Osirus	Polachart	5	5	100 %	Counselor/ Occ Therapist	JHHS
Marisol	Rodriguez	5	5	100 %	Food Services	JHHS
Angelica	Rojas Ortiz	5	5	100 %	Paraprofessional/ Para Tutor	JHHS
Salem	Saeed	5	5	100 %	Teacher	JHHS
Robert	Steggall	5	5	100 %	Education Specialist	JHHS
Reshawn	Sumler	5	5	100 %	Teacher	JHHS
Kaylie	Tiura	5	5	100 %	Teacher	JHHS
Mirna	Torres	5	5	100 %	Counselor/ Occ Therapist	JHHS

Behavior Discipline Flowchart

Observe Problem Behavior

Classroom-Managed (Minor) Behaviors:

- Violation of Cell Phone Policy
- Classroom Disruptions (Ex. Attitude/Tone)
- Talking during Class
- Refusals
- Student not prepared for class (Ex. Not having Chromebook Charged)
- Uniform Violation
- Inappropriate Language
- Chewing Gum
- Food/Drink

THINK
Is the behavior office-managed?

Minor Behaviors are expected to be handled in class AND Documented in Power School Observations
PARENT CONTACT IS KEY

Office-Managed (Major) Behaviors:

- Fighting or Aggressive Physical Contact
- Skipping/Truancy
- Stealing
- Bullying/Harassment/Threats
- Repeated Violation of the Uniform Policy
- Cheating
- Vandalism
- Alcohol/Drug Use
- Chronic Minor Infractions (Previously handled in the Classroom)

1st Warning → Redirection

2nd Warning → Change Seat, Change Proximity, Meet with Student/Call Home

Final Warning → Call Home/ Assign Detention/Ask for Conference

1st Step → Student Statement is Taken

Administrator Actions:

- Conference with the Student
- Investigation
- Parent Phone Call
- Appropriate Consequences are Assigned
  Ex. Saturday SchoolISS/OSS

Note: If the behavior continues then write an OBSERVATION in Power School and send the student to the office.

JOHN HENRY HIGH SCHOOL

School Culture Vision

Students at JHHS feel a sense of belonging within and a sense of responsibility to their community as a whole. Students build community by taking ownership of their actions, repairing relationships, and advocating for their needs and the needs of others.

Staff maximize opportunities to celebrate students for their achievement, growth, and effort both inside and outside the classroom. Staff build trust with students, and one another, by communicating expectations clearly and presenting a united front on school policies and procedures. We aim to provide a joyful, inclusive environment by gathering student input and empowering student leaders.

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1. Ladder of Consequences
2. Classroom Behaviors
3. Schoolwide Responses

JOHN HENRY HIGH SCHOOL

Responding to Behavior
We believe that teacher-student relationships are at the core of student learning. Our teachers should feel ownership of their classroom. The following responses have been designed to **maintain the teacher-student relationship, connect behavior to learning whenever possible, preserve the students' dignity, and use logical over punitive thinking**. This is a tool to offer examples of how to respond to student behaviors. While it is not an exhaustive list or something that needs to be followed lock-step, it is meant to offer guidance on how to address various levels of behavior.

Ladder of Consequences	
Reminder #	**Teacher Response**
1	Nonverbal redirection - Proximity, gesture, eye contact, signal etc.
2	Verbal redirection (Name + restate expectation) - *Simone, eyes up here please.* - *Jim, we are working on #1 and #2 with just our partner.*
3	Private conversation when quick redirection doesn't work ● When possible, set the class up with a task. ● Get on eye level and restate expectations or ask students to talk at the door. ● Check if the student is confused or has another need. ● Provide two acceptable options to fix the behavior. ● Give clear follow up to conversation. - *"Michelle, you have been talking repeatedly despite my redirections. Do you need help with the assignment? Do you need a minute to recenter yourself? Since this has been a repeated challenge, we need to make a change. You can either move your seat to be closer to me (point to chair) or you can sit on the side of the room by yourself. Make your choice and re-enter class in the next minute."*
4	Log Behavior in Powerschool/Admin Created Log and issue consequence: - *"Megan, you have not been able to get on task after multiple reminders including our private conversation. At this point, your behavior has interrupted your learning as well as other students. You will receive a phone call home and need to serve detention.*
When behavior improves	Move down the ladder. ● Praise student for fixing behavior and provide a clean slate. (positive narration) - *"Diego, thank you for getting back on task, you're doing really well on the analytical paragraph."*
If behavior doesn't improve (or student refuses to fill out reflection)	● Contact Admin ask them to escort the student to the appropriate grade level office ● Student completes reflection in the first open space ● Schedule restorative conversation with student and teacher ● Admin will determine whether or not student is able to return to class

JOHN HENRY HIGH SCHOOL

Classroom Behaviors		
Behaviors	**In-the-Moment Response**	**Consequence & Owner**
Tier 1 Classroom Behaviors • Talking when not appropriate • Not following directions • Misuse of technology • Out of seat without permission • Uniform Violation • Eating in class without permission • Minor disruptions (1-2 interruptions while the teacher or teammate is talking) • Inappropriate language (not racist or homophobic)	Ladder of Consequences	**Teacher** If behavior doesn't improve (or student refuses to comply): • If behavior doesn't improve (or student refuses to respond to in the moment teacher moves), schedule restorative conversation with student and teacher during office hours or lunch/ recess time • Document conversation and follow-up plan via powerschool/admin created log
Tier 2 Classroom Behaviors • Throwing an object (could potentially cause harm) • Destruction of school property • Elopement (Left designated area without permission) **Culture Team Determined:** • Repeated Tier 1 classroom behaviors	Issue automatic referral to admin	**Teacher** 1. Text/chat Admin directly "Need Support" with a brief description of the incident and student name. 2. Admin will determine if scholar needs to be escorted to the front of the office. Document on powerschool/admin created a log with detailed description of incident and next steps. 3. If student is removed, Admin will determine whether student is able to go back to class Additional possible consequences teacher can assign in addition: • Change of seating and restorative conversation during office hours or lunch/recess(same day) • Parent meeting with clear next steps • Friday school until 3pm • After school detention 1 hour • Teacher created restorative

		project • Loss of weekly incentive
Classroom Behaviors		
Behaviors	**In-the-Moment Response**	**Consequence & Owner**
Tier 2 - Acute Concerns • Skipping class • Racist, sexual or homophobic language • Cursing at a teacher	**Skipping Class:** • Text the chat with students name and class period students should be with at the moment. **Racist, sexual or homophobic language:** • (If Hate Speech) Address it in the moment "*That language is not appropriate and does not reflect our school's values*" • Contact Admin Include location, student name (if you don't know name, include description) **Cursing at a teacher:** • Do not engage • Whole class reset of expectations • 1:1 restorative conversation with consequences and parent contact	**Teacher / Adult Witness** 1. By EOD, complete powerschool/admin created a log with detailed description of incident and next steps.
Tier 2 - Acute Concerns (Multiple Students) • Observed bullying • Verbal Altercation • Exchange of money	• (If Hate Speech) Address it in the moment "*That language is not appropriate and does not reflect our school's values*" • Contact Admin and Include location, student name (if you don't know name, include description)	**Teacher / Adult Witness** 1. By EOD, complete powerschool/admin created a log with detailed description of incident and next steps.e 2. Include as many details as possible about the incident **Admin Response:** 1. Complete investigation 2. Gather witness statements as necessary 3. Contact families regarding consequences 4. Loop back with teacher
Tier 3 - Suspension • Physical fighting / assault	**Physical fighting/assault (1st time)** • Contact Admin immediately	**Teacher** 1. By EOD, complete

(1st time in a year) • Consuming or distributing controlled substances on campus (1st or 2nd time in a year) • Possession of a weapon without intent to harm • Instigating a Physical Fight/serious threat	• Separate Students • Allow them space & time to calm down **Consuming or distributing controlled substances on campus (1st or 2nd time)** • Contact Admin immediately • Assess student for safety risk • Allow them space & time to calm down • Ensure all belongings are visible	powerschool/admin created a log with detailed description of incident and next steps. **Admin** 1. Notify family and ask them to pick up student OR give permission for them to walk home 2. Log incident on Powerschool 3. Re-entry meeting w/family once returning **Principal** 1. Issue a lockdown if necessary

Classroom Behaviors		
Behaviors	**In-the-Moment Response**	**Consequence & Owner**
Tier 3 - Potential Expulsion • Selling controlled substances on campus • Physical fighting / assault (2nd time in a year) • Consuming or distributing controlled substances on campus (3rd time in a year) • Possession of a weapon with intent to harm • Brandishing a weapon	• Contact Admin immediately • Separate Students • Allow them space & time to calm down	**Teacher** 1. By EOD, complete powerschool/admin created a log with detailed description of incident and next steps. **Admin** 1. Issue a lockdown if necessary 2. Notify family and ask them to pick up student OR give permission for them to walk home 3. Loss of year privileges 4. Log incident on Powerschool 5. Re-entry meeting w/family once returning w/plan.

Responding to Student-to-Student Conflict

We believe that positive peer relationships are also an integral part in supporting the holistic child as well as maintaining a supportive environment. By giving students the tools and the space to mediate conflict without the use of violence and aggression we lay the foundation to create a community rooted in problem solving and solutions. When students find themselves in conflict with other students we have parameters in place to make sure conflicts are quelled. Our teachers should feel ownership of their classroom. The following responses have been designed to **maintain the student-student relationship, connect behavior to learning whenever possible, respect the students' dignity and feelings, and use restorative practices to repair harm**. This is a tool to offer examples of how to respond to peer

conflicts. While it is not an exhaustive list or something that needs to be followed lock-step, it is meant to offer guidance on how to address various levels of behavior.

Student Conflict		
Method	**Rationale**	**Owner**
Peace Agreement	Peace agreements are made when a student has a conflict or dilemma with another student. Students sign peace agreements to intervene with disagreements where both students have been involved in behaviors that do not follow our Handbook in concordance with one another..	**Administrative Team** • Dean of Students • Site Director
Student Mediation	Student mediations occur when harm has been caused between one or more two students in an attempt to repair it. Mediations are not a space for each party to discredit the other story but as a way to acknowledge how the other person felt in the moment. By expressing and acknowledging feelings and moving past the incident in a positive way.	**Administrative Team**

Responding to Behavior

We believe that teacher-student relationships are at the core of student learning. Our teachers should feel ownership of their classroom. The following responses have been designed to **maintain the teacher-student relationship, connect behavior to learning whenever possible, preserve the students' dignity, and use logical over punitive thinking**. This is a tool to offer examples of how to respond to student behaviors. While it is not an exhaustive list or something that needs to be followed lock-step, it is meant to offer guidance on how to address various levels of behavior.

Student Conflict		
Method	**Rationale**	**Owner**
Peace Agreement	Peace agreements are made when a student has a conflict or dilemma with another student. Students sign	**Administrative Team** • Dean of Students • Site Director

	peace agreements to intervene with disagreements where both students have been involved in behaviors that do not follow our Handbook in concordance with one another..	
Student Mediation	Student mediations occur when harm has been caused between one or more two students in an attempt to repair it. Mediations are not a space for each party to discredit the other story but as a way to acknowledge how the other person felt in the moment. By expressing and acknowledging feelings and moving past the incident in a positive way.	**Administrative Team**

Student Number	Grade Level	Incident Date	Referred By	Action	Action Plan Date Begin	Action Plan Date End	School
74431	10	8/26/25	Padilla	(100) Out of School Suspension^	8/26/25	8/27/25	John Henry High School
11637	10	10/6/25	Padilla	(100) Out of School Suspension^	10/8/25	10/9/25	John Henry High School
60112	12	10/8/25	Padilla	(100) Out of School Suspension^	10/8/25	10/9/25	John Henry High School

AMETHOD PUBLIC SCHOOLS

Family Handbook
2025-2026

Family Handbook (Rev. 09/2025)

Amethod Public School (AMPS) Campuses

www.amethodschools.org

Oakland Charter Academy Middle School (OCA)

4215 Foothill Blvd. Oakland, CA. 94601
(510) 532-6751 Fax (510) 532-6753

Downtown Charter Academy Middle School (DCA)

2000 Dennison Street, Oakland CA 94606
(510) 535-1580 Fax (510) 535-1597

Richmond Charter Academy Middle School (RCA)

1450 Marina Way South Richmond, CA 94804
(510) 235-2465 Fax (510) 235-2487

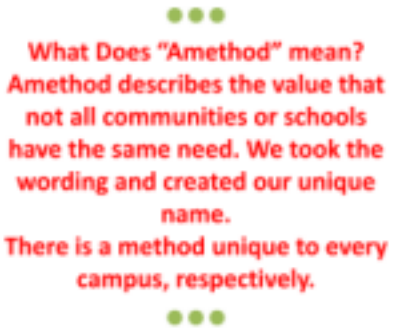
Benito Juarez Elementary School (BJE)

1450 Marina Way South Richmond, CA 94804
(510) 215-7009 Fax: (510) 215- 7016

John Henry High School

1402 Marina Way South Richmond, CA 94804
510-235-2439 Fax:510-235-2487

AMPS: Who We Are



OUR BEGINNING

The Amethod Public Schools (AMPS) organization operates the oldest charter school in the East Bay Area, and one of the oldest in the state. The original "Jingletown" Charter School, later to be named Oakland Charter Academy, opened in 1994 as the 8th charter school established in California. Since then, Oakland Charter Academy has grown from a single middle school site to the present five school, multi-city and multi-county charter school network. The AMPS network has continued to deliver a top-notch free public-school education that has produced a National Blue Ribbon Award school, a California Distinguished School, and some of the highest performing middle and high school programs in the state and country.

Every Amethod Public School campus is characterized by a culture that is structured, supportive, and focused on academic work. The ethos of the AMPS community is rooted in offering a vibrant and rigorous school program that intends to prepare students for life beyond the TK-12 system. The staff and faculty strive to ensure that the policies, core values, objectives and goals are consistently reinforced throughout the year.

It is our organizational intent to make student achievement our highest priority; and through our different programs, we will offer the needed support for success. It is with the same consideration that we expect that families make the same commitment to their child and school to reach the goal of academic success.

AMPS Mission Statement

Amethod Public Schools (AMPS) seeks to provide a rigorous college preparatory education and character development program that will prepare students from underserved communities to succeed in college and beyond.

AMPS Vision

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

AMPS Core Values

The Core Values of the organization are those values we hold which form the foundation on which we perform work and conduct ourselves. Core values are not descriptions of the work we do or the strategies we employ to accomplish our mission. The values underlie our work, how we interact with each other, and which strategies we employ to fulfill our mission. The core values are the basic elements of how we go about our work. They are the practices we use (or should be using) every day in everything we do.

Students First
Perseverance
Responsibility
Adaptability
Commitment to Distinction

Attendance Policy

Absences Procedure

If a student will be absent, parents/guardians are responsible for calling the school before or on the day of the absence *before* the school day begins. Our sites use an automated system that will record your message before and after regular office hours, thus parents/guardians need to leave a message with the following information:

- Child Name
- Grade level
- Parent/Guardian name
- Date of Absence
- Reason for Absence
- Date of return
- Phone number where you can be reached

Children between six and eighteen years of age must attend school. Parents will be held responsible; (Ed. Code 48293)

When the student returns, the student must bring a proof of absence, such as a doctor's note, explaining the absence/s. Parents/guardians are encouraged to pick-up student's homework when they are absent from school any time before 4pm. Parents/guardians will be called in the morning to ask about their child's absence. Students who are absent may be required to attend after school session to make up missing work. Students with more than three (3) unexcused absences are considered truant.

Sample of Non-Excused Absences

- Rain (weather)
- Being tired
- Vacations
- Lack of Transportation
- Child or Parents/guardians overslept
- No alarm clocks

Schedule Appointments for After School Hours

Families are encouraged to schedule appointments or other commitments outlined within the Attendance Policy outside of school time. The best times are on Friday afternoons after 1:45 p.m., or days when school is not in session. In the rare case when a student has an appointment or commitment during school hours, it is expected that the student will come to school before the appointment and return to school after the appointment to finish the remainder of the school day.

Skipping Class

Any student caught skipping class will receive an unexcused absence, which may lead to being truant. Consequences for skipping also include detention and may result in a recommendation to be involuntarily removed from the Charter School. Any student that leaves school without permission may forfeit a field trip and/ or activity participation.

Suspensions Are Considered Absences

If students are absent from school due to suspension, these days will be treated as excused absences.

Dismissal

Students are expected to stay in school until the very end of the school day. All students will be dismissed by their teachers at a time specific to their school site. Early pickups are disruptive to the learning environment. Our learning environment is extremely important to the success of each student, and we strongly discourage any disruption of a class by leaving early. Leaving early also disrupts the teacher from instruction as they will need to prepare a student's homework. Please make sure your child alerts their teachers in the morning if they need to leave early that school day.

Absences and Missed Work

When a student has an unexcused absence, the student must contact the teacher to get the homework assignments for that day. Homework assigned the day of a student's absence is expected to be turned in on the day the student returns unless the student has contacted their teacher prior to returning and the teacher has agreed that the student has an extra day to complete the assignment.

Since missing class affects academic achievement, repeated absences may be reflected in the student's grades. If a student is repeatedly late or absent, the director, teacher(s), student and parent or guardian will meet to address the issue per the truancy process below.

Tardiness

Tardiness is disruptive to the learning process. It has a negative impact on the entire class, not just the child who is tardy. It is the policy of AMPS campuses to have students arrive to class on time.

Each student is expected to be in class each day, on time. A student who arrives after the

morning bell is considered late and must adhere to the consequences listed below. If a student is tardy, they will receive a Tardy Pass documenting the time of arrival.

Definitions

- "*Tardy*": Students shall be classified as tardy if the student arrives after the morning bell
- "*Unexcused Absence*": A student shall have an unexcused absence if the student is absent or is tardy for more than thirty (30) minutes without a valid excuse.
- "*Truant":* A student shall be classified as a truant if the student is absent from school without a valid excuse three (3) full days in one school year, or if the student is tardy or absent for more than any 30-minute period during the school day without a valid excuse on three (3) occasions in one school year, or any combination thereof. Any student who has once been reported as a truant and who is again absent from school without valid excuse one or more days, or tardy on one or more days, shall again be deemed a truant. Such students shall be reported to the Site Director or designee.
- "*Habitual Truant*":This generally occurs when the student is absent from school without a valid excuse for five (5) full days in one school year or if the student is tardy or absent for more than any 30-minute period during the school day without a valid excuse on five (5) occasions in one school year, or any combination thereof.
- "*Chronic Truant*": A student shall be classified as a chronic truant if the student is absent from school without a valid excuse for ten (10) percent or more of the school days in one school year, from the date of enrollment to the current date.

Excused Absences/Tardies for Classroom Based Attendance

The following are excused tardies/absences:

Absence from school shall be excused only for health reasons, family emergencies and justifiable personal reasons, as required by law or permitted under this Attendance Policy.

A student's absence shall be excused for the following reasons:

1. Personal illness, including an absence for the benefit of the pupil's mental or behavioral health
2. Quarantine under the direction of a county or city health officer.
3. Medical, dental, optometric, or chiropractic appointments:
    a. Students in grades 7-12, inclusive, may be excused from school for the purpose of obtaining confidential medical services without the consent of the student's parent or

guardian.

4. For the purpose of attending the funeral services or grieving the death of either a member of the pupil's immediate family, or of a person that is determined by the pupil's parent or guardian to be in such close association with the pupil as to be considered the pupil's immediate family, so long as the absence is not more than five (5) days per incident. "Immediate family" means the parent or guardian, brother or sister, grandparent, or any other relative living in the household of the pupil.

5. For any of the following reasons, if an immediate family member of the pupil, or a person that is determined by the pupil's parent or guardian to be in such close association with the pupil as to be considered the pupil's immediate family, has died:

    a. To access services from a victim services organization or agency.

    b. To access grief support services.

    c. To participate in safety planning or to take other actions to increase the safety of the pupil or an immediate family member of the pupil, or a person that is determined by the pupil's parent or guardian to be in such close association with the pupil as to be considered the pupil's immediate family, including, but not limited to, temporary or permanent relocation.

    Absences under this section shall not be excused for more than three (3) days per incident, unless extended on a case-by-case basis at the discretion of the school administrator. "Immediate family" means the parent or guardian, brother or sister, grandparent, or any other relative living in the household of the pupil.

6. Participation in religious instruction or exercises as follows:

    a. The student shall be excused for this purpose on no more than four (4) school days per month.

7. For the purposes of jury duty in the manner provided for by law.

8. Due to the illness or medical appointment during school hours of a child of whom the student is the custodial parent, including absences to care for a sick child. (The school does not require a note from the doctor for this excuse).

9. To permit the student to spend time with an immediate family member who is an active duty member of the uniformed services, as defined in Education Code section 49701, and has been called to duty for, is on leave from, or has immediately returned from, deployment to a combat zone or combat support position. Absences granted pursuant to this paragraph shall be granted for a period of time to be determined at the discretion of the Charter School.

10. For the purpose of serving as a member of a precinct board for an election pursuant to Election

Code section 12302.

11. Attendance at the student's naturalization ceremony to become a United States citizen.

12. Authorized parental leave for a pregnant or parenting student for up to eight (8) weeks, which may be extended if deemed medically necessary by the student's physician.

13. Due to the student's participation in military entrance processing.

14. Authorization at the discretion of the Site Director or designee, based on the facts of the student's circumstances, are deemed to constitute a valid excuse.

15. A student who holds a work permit to work for a period of not more than five (5) consecutive days in the entertainment or allied industries shall be excused from school during the period that the student is working in the entertainment or allied industry for a maximum of up to five (5) absences per school year subject to the requirements of Education Code section 48225.5.

16. In order to participate with a not-for-profit performing arts organization in a performance for a public-school student audience for a maximum of up to five (5) days per school year provided the student's parent or guardian provides a written note to the school authorities explaining the reason for the student's absence.

17. For the purpose of participating in a cultural ceremony or event. "Cultural" for these purposes means relating to the habits, practices, beliefs, and traditions of a certain group of people.

18. For the purpose of a middle or high school pupil engaging in a civic or political event as indicated below, provided that the pupil notifies the school ahead of the absence. A "civic or political event" includes, but is not limited to, voting, poll working, strikes, public commenting, candidate speeches, political or civic forums, and town halls.

    a. A middle school or high school pupil who is absent pursuant to this provision is required to be excused for only one school day-long absence per school year.

    b. A middle school or high school pupil who is absent pursuant to this provision may be permitted additional excused absences in the discretion of a school administrator.

19. For the following justifiable personal reasons for a maximum of five (5) school days per school year (unless otherwise indicated), upon advance written request by the student's parent or guardian and approval by the Executive Director or designee pursuant to uniform standards:

    a. Appearance in court.

    b. Observance of a holiday or ceremony of the pupil's religion.

    c. Attendance at religious retreats (not to exceed one school day per semester).

d. Attendance at an employment conference.

e. Attendance at an educational conference on the legislative or judicial process offered by a nonprofit organization.

A student who is absent due to an excused absence will be allowed to complete all assignments and tests missed during the excused absence that can be reasonably provided and will receive full credit upon satisfactory completion within a reasonable period of time. The teacher of the class from which a student is absent shall determine which tests and assignments are reasonably equivalent to, but not necessarily identical to, the tests and assignments that the student missed during the excused absence.

Note: All AMPS schools have an "everything earned" culture. Students who are truant may not be allowed to participate in school events, such as field trips and assemblies.

Truancy

Under state law, a pupil who, without a valid excuse, is absent from school for three (3) full days in one school year or is tardy or absent for more than thirty (30) minutes during the school day on three (3) occasions in one school year, is considered truant. Once a student is designated a truant, state law requires schools, and courts to intervene to ensure that parents and pupils receive certain services to assist them in complying with attendance laws.

Student Attendance Review Team ("SART")

AMPS has implemented a Student Attendance Review Team ("SART") process to address attendance and tardy issues. The SART panel is designed to meet with parents/guardians of children who have exceeded the allowable amount of unexcused absences. The purpose of the meeting is to discuss the child's attendance record and to work on solutions, develop strategies, discuss appropriate mental health support and other supportive services for the student and student's family, and develop a plan for the child's regular participation in school drawing from community resources when necessary. The team shall include representatives of the school, including teachers and directors. The Chief Academic Officer or designee shall chair all SART panels.

Procedures for Excessive Absences/ Tardies

1. Each of the first two (2) unexcused absences or unexcused tardies over 30 minutes will result in a call home to the parent/guardian by the Site Director or designee. The student's classroom teacher may also call home.

2. Each of the third (3rd) and fourth (4th) unexcused absences or unexcused tardies over thirty (30) minutes will result in a call home to the parent/guardian by the Executive Director or designee. In addition, the student's classroom teacher may also call home and/or the Charter School may send the parent an e-mail notification. In addition, upon reaching three (3) unexcused absences or unexcused tardies over 30 minutes in a school year, the parent/guardian will receive "Truancy Letter #1 – Truancy Classification Notice" from the Charter School notifying the parent/guardian of the student's "Truant" status. This letter must be signed by the parent/guardian and returned to the Charter School.

This letter shall also be accompanied by a copy of this Attendance Policy. This letter, and all subsequent letter(s) sent home, shall be sent by Certified Mail, return receipt requested, or some other form of mail that can be tracked. This letter shall be re-sent after a fourth (4th) unexcused absence.

3. Upon reaching five (5) unexcused absences or unexcused tardies over 30 minutes, the parent/guardian will receive "Truancy Letter #2 – Habitual Truant Classification Notice and Conference Request," notifying the parent/guardian of the student's "Habitual Truant" status and a parent/guardian conference will be scheduled to review the student's records and develop an intervention plan/contract.

4. Upon reaching six (6) unexcused absences or unexcused tardies over 30 minutes, the parent/guardian will receive a "Truancy Letter #3 – Referral to SART Meeting" and the student will be referred to a Coordination of Services Team (COST) (and the SART.

5. If the conditions of the SART contract are not met, the student may incur additional administrative action up to and including disenrollment from the Charter School, consistent with the Involuntary Removal Process described below.

6. If a student is absent ten (10) or more consecutive school days without valid excuse and the student's parent/guardian cannot be reached at the number or address provided in the registration packet and does not otherwise respond to the Charter School's communication attempts, as set forth above, the student will be in violation of this Policy and the SART contract (if any) and may be subject to disenrollment in compliance with the Involuntary Removal Process described below. If the student is disenrolled after the Involuntary Removal Process has been followed, notification will be sent within thirty (30) days to the student's last known school district of residence.

7. Any documentation received by the Charter School regarding a student's enrollment and attendance at another public or private school (i.e., CALPADS report) shall be deemed evidence of a voluntary disenrollment and shall not trigger the Involuntary Removal Process below.

8. For all communications set forth in this process, the Charter School will use the contact information provided by the parent/guardian in the registration packet. It is the parent's or guardian's responsibility to update the Charter School with any new contact information.

Process for Students Who Are Not in Attendance at the Beginning of the School Year

When a student is not in attendance on the first five (5) days of the school year, the Charter School will attempt to reach the student's parent/guardian on a daily basis for each of the first five (5) days to determine whether the student has an excused absence, consistent with the process outlined in this policy. If the student has a basis for an excused absence, the student's parent/guardian must notify the Charter School of the absence and provide documentation consistent with this policy. However, consistent with process below, students who are not in attendance by the sixth (6th) day of the school

year due to an unexcused absence will be disenrolled from the Charter School roster after following the Involuntary Removal Process described below, as it will be assumed that the student has chosen another school option.

1. Students who are not in attendance on the first (1st) day of the school year will be contacted by phone to ensure their intent to enroll in the Charter School.

2. Students who have indicated their intent to enroll but have not attended by the third (3rd) day of the school year and do not have an excused absence will receive a letter indicating the student's risk of disenrollment.

3. Students who have indicated their intent to enroll but have not attended by the fifth (5th) day of the school year and do not have an excused absence will receive a phone call reiterating the content of the letter.

4. Students who are not in attendance by the sixth (6th) day of the school year and do not have an excused absence will receive an Involuntary Removal Notice and the CDE Enrollment Complaint Notice and Form. The Charter School will follow the Involuntary Removal Process described below, which includes an additional five (5) schooldays for the parent/guardian to respond to the Charter School and request a hearing before disenrollment.
5. The Charter School will use the contact information provided by the parent/guardian in the registration packet.

6. Within thirty (30) calendar days of disenrollment, the Charter School will send the student's last known school district of residence a letter notifying it of the student's failure to attend the Charter School.

7. Any documentation received by the Charter School regarding a student's enrollment and attendance at another public or private school (i.e., CALPADS report) shall be deemed evidence of a voluntary disenrollment and shall not trigger the Involuntary Removal Process below.

Involuntary Removal Process

No student shall be involuntarily removed by AMPS for any reason unless the parent or guardian of the student has been provided written notice of intent to remove the student no less than five (5) school days before the effective date of the action ("Involuntary Removal Notice"). The written notice shall be in the native language of the student or the student's parent or guardian or if the student is a foster child or youth or a homeless child or youth, the student's educational rights holder. The Involuntary Removal Notice shall include the charges against the pupil and an explanation of the pupil's basic rights including the right to request a hearing before the effective date of the action, and the CDE Enrollment Complaint Notice and Form.

The hearing shall be led by the Chief Academic Officer or designee = consistent with the Charter School's expulsion procedures. If the student's parent, guardian, or educational rights holder requests a hearing, the student shall remain enrolled and shall not be removed until Amethod Public Schools issues a final decision. As used herein, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions or expulsions pursuant to the AMPS suspension and expulsion policy.

Upon parent/guardian request for a hearing, AMPS will provide notice of hearing, through which the pupil has a fair opportunity to present testimony, evidence, and witnesses and confront and cross-examine adverse witnesses, and at which the pupil has the right to bring legal counsel or an advocate. The notice of hearing shall be in the native language of the student or the student's parent or guardian or if the student is a foster child or youth or a homeless child or youth, the student's educational rights holder, and shall include a copy of the AMPS expulsion hearing process.

If the parent/guardian is nonresponsive to the Involuntary Removal Notice, the Student will be disenrolled as of the effective date set forth in the Involuntary Removal Notice. If the parent/guardian requests a hearing and does not attend on the date scheduled for the hearing the Student will be disenrolled effective the date of the hearing.

If as a result of the hearing the student is disenrolled, notice will be sent to the student's last known district of residence within thirty (30) calendar days.

A hearing decision not to disenroll the student does not prevent AMPS from making a similar recommendation in the future should a student's truancy continue or reoccur.

Referral to County District Attorney

It is the Charter School's intent to identify and remove all barriers to the student's success, and the Charter School will explore every possible option to address student attendance issues with the family. If a child's attendance does not improve after a SART plan has been developed, or if the parents fail to attend a required SART meeting, the parents and the child may be referred by AMPS to the District Attorney's office for prosecution through the court system. Students 12 years of age and older may be referred to the juvenile court for adjudication. Families need to understand that excessive absences and tardies are counter to a child's well-being.

Please see the Attendance Policy for more information, it can be found on our website under the AMPS Family Handbook tab.

Non-Discrimination

These policies will be enforced fairly, uniformly, and consistently without regard to the characteristics listed in Education Code section 220 (actual or perceived disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Penal Code section 422.55, including immigration status, pregnancy, or association with an individual who has any of the aforementioned characteristics).

Reports

The CEO, or designee, shall gather and report to the Board the number of absences both excused and unexcused as well as students who are truant, and the steps taken to remedy the problem. The Attendance Policy is also posted on the AMPS' website under Public Reporting and Resources

Arrival and Drop-offs; Dismissal and Pick-ups

School Hours
Class begins promptly at the designated start time. If your student is not in an after-school program such as tutorial or detention, then they are not allowed on campus due to a lack of supervision and must be picked up by 4:00 pm. See specific bell schedules for designated start and end times.

Students must decide with their parents in advance to be dropped off and picked up at school at the appropriate time. Students who remain after school must always remain on campus and follow all school rules.

Carpooling
To reduce traffic flow and parking issues, we highly recommend carpooling.

Morning Drop-Off Procedures:
Please be at school at the designated start time. If, arriving after the start time, students must go to the main office, sign-in as tardy, and get a slip before going to their first period class.

- When dropping off your child at school, please make sure you have pulled up to the curb and that your student can safely exit the vehicle and go immediately into the school.
- Do not drop your student off in any area other than the designated drop-off area..
- AMPS provides free breakfast before school starts. Please drop your child off early if they wish to participate in this new program.

Afternoon Pick-Up Procedures

Students are only allowed to stay after school for the following reasons:
- They are participating in After School Education and Safety ("ASES") or a staff sponsored student activity (sports, clubs, student government, etc.).
- They have been assigned detention or the homework center.
- They are receiving tutoring from a staff member.

Students who choose to participate in after school activities, must regularly attend the programs. Students may not leave campus until the program ends, or they are released to their parents. Students who cannot abide by this and other school rules will be removed from their program.

If a student has after school tutoring or detention, they are required to stay for the full duration. A Parent/Guardian may not pick them up early unless there is an emergency, and the student must be

signed out at the office in person.

Early Sign-outs

Please do not take your child out of school earlier than the dismissal time. Only early dismissals for absences per the Attendance Policy (that cannot be scheduled for Fridays after the school's dismissal time), will be excused. All other early pick-ups are considered unexcused.

We will evaluate the early dismissal log on a quarterly basis. If a child has excessive early dismissals, we will start the SART (Student Attendance Review TEAM) process per the Attendance Policy. Since missing class can negatively impact academic achievement, repeated absences and excessive early pick-ups may be reflected in your student's grades and acquisition of new skills.

- In the rare event that a student needs an early dismissal, the following procedures must be followed, the student or parent/guardian must notify the school that an early dismissal is necessary or the student must call their parent/guardian using the office phone;
- The student will remain in class or the main office until a parent/guardian or emergency contact arrives to pick up the student;
- The authorized adult must come in to sign the student out – we will only release students to an adult over the age of 18 who is a parent/guardian or is listed on the emergency contact form; and
- The student must make up all missed work.

School Visitor Policy

A notice setting forth visitor registration requirements will be posted at entry points stating hours during which registration is required, the registration location, and the penalties for violation of registration requirements.

In order to register, visitors shall, upon request, furnish the Executive Director or designee with the following information:

1. Their name, address and occupation

2. Their age, if less than 21

3. The purpose for entering school grounds

4. Proof of identity

5. Other information consistent with the provisions of law

Please see the Visitation and Volunteer Policy for more information on the AMPS . website under the AMPS Family Handbook tab.

Powered by BoardOnTrack

Visitor Code of Conduct

The site administration may refuse to register any outsider if the administration reasonably concludes that the outsider's presence or acts would disrupt the school, students, or employees; would result in damage to property; or would result in the distribution or use of a controlled substance. The Director or designee may revoke a visitor's registration if they have a reasonable basis for concluding that the visitor's presence on school grounds would interfere or is interfering with the peaceful conduct of school activities or would disrupt or is disrupting the school, students, or staff.

The Director or designee may request that a visitor who has failed to register, or whose registration privileges have been denied or revoked, promptly leave school grounds. When an outsider is directed to leave, the Director or designee shall inform the visitor that if they reenter the school within seven days the visitor will be guilty of a misdemeanor subject to a fine and/or imprisonment. (Penal Code 627.7)

Appeal Procedure

The Site Director or designee may withdraw consent to be on campus for up to fourteen (14) days even if the visitor has a right to be on campus whenever there is reason to believe that the person has willfully disrupted or is likely to disrupt AMPS's orderly operation. Consent may be reinstated at the discretion of the Site Director prior to the expiration of the fourteen (14) calendar day timeline whenever the Site Director has reason to believe that the presence of the person will not constitute a substantial and material threat to the orderly operation of the School campus. The person from whom consent has been withdrawn may submit a written request for a hearing on the withdrawal within the two-week period. The written request shall state the address to which notice of hearing is to be sent. The CEO or designee shall grant such a hearing not later than seven (7) days from the date of receipt of the request and shall immediately mail a written notice of the time, place, and date of such hearing to such person.

For more information, please see the Visitation and Volunteer Policy, which can be found as a file attached to our website under the AMPS Family Handbook tab.

Academic Program

The AMPS mission and values drive all aspects of the academic program including content standards, curriculum, teacher domains, instruction, and assessment. Every aspect of the AMPS culture supports high academic performance, instilling in students the academic and character qualities needed to succeed in school, college, and in life.

Our schools are data driven and as such, every AMPS site will have an assessment calendar and dates that will detail the assessment of all students to capture progress and regression in content areas throughout the year and is provided to parents/guardians and student]via progress reports, parent portals or emails. The intent is to restructure needed lessons, tutoring programs, re-teach models, and other programs to assure student progress towards goals.

Classroom Expectations

1. Students are to come to class prepared with completed homework. While the school will provide supplies, a recommended additional list of supplies may be provided by your child's school.

2. Students are to demonstrate respect towards all individuals in the classroom by listening and tracking the speaker and refraining from talking when others are speaking.

3. Students are to stay on task throughout each class period and actively participate in all classroom activities.

4. Students are to ask questions when needing clarification.

5. Students will seek to help each teammate rather than criticize during intense moments of learning.

Grading

Report cards are issued every nine (9) weeks. Parents/guardians may be required to come in for at least one (1) parent-teacher conference during the school year. Report card grades will reflect the effort and work students put forth in these areas. Please note that parents and guardians can access a student's record of attendance and grades at any time through the PowerSchool Portal. If you need assistance with login, please do not hesitate to contact the office.

Homework

Homework is an essential part of the AMPS educational program. The purpose of homework is to reinforce skills taught in the classroom, to help students develop a deeper understanding of concepts, and to promote good study habits. Students must begin to develop a positive work ethic and habits as they prepare their path towards college, and homework is a large part of that preparation. Part of homework is study time for tests and quizzes that make up part of your child's grades. If your child is not submitting assigned homework, then expect this to be reflected in lower grades. Over school breaks, holiday and summer packets will be assigned, and a parent/guardian signature is required.

Homework will be assigned daily and on weekends. This means that families must help students with their homework in ways that include:

- ❏ Checking assigned homework
- ❏ Manage time with extracurricular activities
- ❏ Monitoring reading time and reading logs
- ❏ Monitor screen time (TV, cell phone, iPad, video games, etc.)
- ❏ Creating routines at home for students to complete their homework
- ❏ Provide a quiet, organized place to work

Family assistance is encouraged; however, the student must complete their homework independently in order to benefit from the additional practice. Please do not do your child's homework for them. Adult writing identified in a child's homework will be considered as incomplete.

Homework Methods:

- ❏ Follow teacher instructions for assignments
- ❏ Homework must be completed in full and in accordance with high standards for neatness, hard work and professional presentation, unless a student has accommodations under a Section 504 Plan or an Individualized Education Program ("IEP")
- ❏ All elementary students are provided with homework folders. Homework folders are designed to teach students essential organizational skills. All assigned homework must be completed and, in the folder,
- ❏ All homework must be neat, clean, and thorough
- ❏ If the homework is late, missing, incomplete, or of poor quality, or is not completed properly, students run the risk of receiving no credit. If the problem continues to exist, then the parent/guardian must attend a meeting with the classroom teacher and school administration
- ❏ Students with an IEP will work with AMPS special education staff accordingly for their modified plans for success.

Assessments

At AMPS, students will have multiple and varied opportunities to demonstrate what they know and what they can do in all their classes. Since the school's mission is to prepare students for college and beyond, rigorous and comprehensive course examinations are an important part of student assessment. Major quarterly and final exams for high school students will be used to evaluate students' mastery of course material at the end of each quarter and semester. Additionally, individual grade levels have specific exam requirements. Information regarding assessments will be sent throughout the year via parent square.

Academic Support

All students need extra help at times in order to be successful. We offer several types of academic support to our students. Teachers respond to our students' needs through their curriculum and instructional strategies.

Targeted academic support is also provided for students throughout the day and afterschool in a variety of ways including during the Individualized Learning Block, small group instruction, and English Language Arts ("ELA") and Math Intervention, office hours and afterschool tutoring support.

If you are not enrolled in ASES, homework assistance can be obtained by reaching out to your subject teachers. At AMPS we understand each student has independent needs, and we are here to help meet those needs.

Teachers and instructional aid staff are also available during school hours and after school to help

those who require additional support. Students are explicitly taught and always encouraged to ask questions in class and arrange for tutorials to maximize their understanding.

Summer School

One of the core concepts of our program is the belief in increased educational time needed in school and offered through an extended school day and school calendar. If necessary, some students will attend our summer program as a commitment to being an Amethod Public School student.

Supplies & Daily Checklist

Teachers will provide a recommended supply list at the beginning of the year. It is recommended that students bring these supplies to school. If any student cannot provide them, then the school will provide them for the student.

Students should come to school every day with the following items:

- ❏ Backpack with black and blue pens, pencils, paper, eraser, pencil sharpener
- ❏ School binder
- ❏ Completed homework
- ❏ Class binders, textbooks, and any other required materials
- ❏ Proper uniform

Students are prohibited from bringing Sharpie or permanent markers on campus due to previous defacing of school property. Students who are caught with permanent markers on campus will have the markers confiscated and not returned along with the possibility of additional consequences.

Promotion & Retention Overview

The AMPS school standards for progress are high and considerably more demanding than many of the local school districts and schools. The nature of the high stake's certainty of charter schools and the existing achievement gaps among racial and economic subgroups in public education, merit and justify the need for exceeding academic standards and programs. AMPS expects students to progress through each grade within one school year. To accomplish this, instruction will be made to accommodate the varying interests and needs of individual students and include strategies for addressing academic deficiencies when needed. Students shall progress through grade levels by demonstrating growth and mastery in learning and meeting grade-level standards of expected student achievement.

The following criteria will be reviewed in calculating retention of a student:

- ❏ Grade Point Average (Grades below the mark of C-/2 are considered as failing and will receive 0 credits). More than 2 semester grades below a C-/2 may constitute retention

- ❏ PE and language are included in grade calculations
- ❏ IEP, Section 504 Plan and other modifications and plans will be reviewed during the retention decision phase
- ❏ Multiple measures assessments (including Standardized Testing and Reporting Program and Interim assessments) * these are not used to retain. May be reviewed in conjunction with other areas
- ❏ Attendance record (More than 20 unexcused absences may constitute a retention)
- ❏ Social Emotional learning & growth (Is their maturity level ready for the next grade)

Parent Notification

When a student is identified as being at risk of retention, the Director or designee shall notify the student's parent/guardian at the earliest time possible and convene a Student Support Team ("SST") meeting to review the student's lack of academic progress and offer interventions or accommodations to support the student. In preparation for this meeting, the Director or designee shall provide a copy of the student's grades and provide a copy of the Promotion and Retention Policy to the parents.

School Rules, Expectations, & Policies

Our school is structured to provide a safe and orderly educational experience for our students. A safe and organized setting provides a foundation for effective teaching and learning. Our approach to discipline is two-fold. We believe in practices that are both preventative and restorative.

School rules and policies will apply to ALL students. Rules may be added throughout the year at the discretion of the site administration as needed. Our school's expectations are set high in order for all of our students to be successful.

Behavior Policies

The following are sample situations that AMPS has zero tolerance for:

- ❏ Drug/alcohol possession
- ❏ Bullying (this includes Cyberbullying)
- ❏ Possessing Weapons

We believe that higher education is the surest path to future success for ALL families, and having high expectations of all students is an absolute necessity.

Drawing the best from every student takes immense effort from the teachers, families, administrators, and students; but the results are well worth it.

- ❏ Leaving campus without permission
- ❏ Gang paraphernalia or graffiti
- ❏ Fighting
- ❏ Not following schools' rules & procedures

The AMPS Method: <u>All is Earned Culture</u>
Families and students need to be aware of the disguised and hidden messages of low expectations widespread in many institutions, including public schools that have a negative impact on inner city families and students of color.

Students will earn and lose the following as appropriate for behavior and work ethic: (A sample list)

1. Time in classrooms
2. Field trips
3. School Events
4. Extracurricular trips

<u>Bullying</u>

There is zero tolerance for bullying. If a student bullies another student, the student will be warned with a referral, and the parents/guardians will receive a phone call and a written notice of the incident. If the student is caught in another bullying incident, then the student may be suspended. In order for the student to return to school, the parent must meet with the Site Director/Principal and develop a plan for the bullying to stop. Students can also self-report bullying using the school's self-reporting form for bullying (found in the Dean's office and each classroom). Please see the Suspension and Expulsion Policy and Procedures, the Uniform Complaint Policy and Procedures, and the Harassment, Discrimination, Intimidation and Bullying Policy which are available www.amethodschools.org to file a complaint of bullying.

<u>Cheating and Plagiarism</u>

Cheating/Plagiarism is a serious offense. If a student copies another student's work/homework or if a student gives another student their work/homework, it is considered cheating. Unless a staff member has given the student permission to complete assignments with a teammate(s), all assignments must be completed independently. Please communicate with your teacher for help when in doubt. Plagiarism involves the stealing of someone else's ideas or words as one's own or the imitation of the language, ideas, and thoughts of another author (or person) and representation of

them as one's original work, or the use of artificial intelligence[1] or chatbots without giving credit. Depending on grade level and the degree of the violation, acts of cheating/plagiarism will result in one of the following consequences: detention, community service, in school suspension, out of school suspension, or Saturday schools. .

Classroom Disturbance

The value of "Respect" is of the utmost importance at AMPS, and therefore classroom disturbances will not be tolerated. Any behavior that disrupts the instructional process, distracts students and/or teachers from classroom activities and studies, and/or creates a dangerous or fearful situation for students and/or staff will result in consequences, such as detention. Consistent disruptions will be addressed every time in order to keep the class environment safe and conducive to all learning.

Conduct Outside of School Hours

It is imperative that students recognize that they are representatives of their school at all times as they wear their school uniforms or logoed shirt. Therefore, any conduct outside of school hours or away from school which may cause a substantial disruption to the educational process or endanger the health, safety, or well-being of other students or staff members may result in a consequence by the school, including suspension or expulsion.

Dress Code

This dress code shall be in effect on campus during school and at school sponsored activities except when modified by the site administrator for specific extracurricular activities or in special cases. This dress code is gender neutral.

The following guidelines shall apply to all regular school activities:

1. Appropriate shoes must be worn at all times, which include: tennis shoes, shoes with laces, and slip on shoes. The following shoes are not permitted: high heel or platform shoes, shoes with grind plates, shoes with wheels, slippers, or flip-flop sandals. Black, white or gray shoes

[1]
- *"Artificial Intelligence":* Artificial Intelligence ("AI") is a computer, robot, or other programmed mechanical device having the humanlike capacity to perform operations and tasks analogous to learning and decision making in humans, or question answering. Examples of AI include the following:
  - *"Chatbot"*: a computer program in the form of a virtual e-mail correspondent that can reply to messages from computer users.
  - "*ChatGPT*": ChatGPT is a generative AI chatbot. It is a natural language processing tool driven by AI technology that allows human-like conversations and much more with a chatbot. The language model can answer questions and assist with tasks, such as composing emails, essays, music, images, and code.

only due to gang color associations and student safety. Colors for logos smaller than 2 inches are permitted.

2. Accessories: The following are not permitted: wallet chains, facial piercings, or spiked bracelets.

3. Hats, caps or other head coverings shall not be worn unless it is necessary for medical or religious reasons.

4. Clothes shall be sufficient to conceal undergarments at all times. See-through or fish-net fabrics, and skirts or shorts shorter than knee-thigh are prohibited. No shirts may be worn that expose bare midriff.

5. Hair shall be clean and neatly groomed. Hair may not be sprayed by any coloring. Neatly groomed hair is essential to avoid specific gang associations by use of hair designs and/or color.

6. Coaches and teachers may impose more stringent dress requirements to accommodate the special needs of certain sports and/or classes.

7. No clothing, jewelry, accessories, or hairstyles which are, or include, a picture, writing, or insignia which is: (1) gang related; (2) presents a safety hazard to the wearer or others; (3) advertises or symbolizes any type of alcohol, drugs, tobacco, or gambling; (4) includes weapons or acts which are illegal, violent, obscene, or hazardous to one's health; (5) sexually suggestive, crude, vulgar, profane; discriminatory, obscene, contain threats, libelous; or (6) offensive or degrading to students or staff on the basis of gender, cultural, religious or ethnic values.

Dress Code Violations

If a Charter School staff member determines that a student's attire is inappropriate or disruptive to the educational environment as described hear in, the following may occur:

1. The student may be asked to briefly leave class to change clothing to align with this dress code.
2. The Charter School may confiscate items that violate the dress code.
3. The Charter School may notify the student's parents/guardians of the dress code violation(s).
4. The Charter School may schedule a conference with the student's parents/guardians to discuss the dress code violation(s).

Students may not be disciplined, penalized academically, or removed from class as a consequence for wearing "inappropriate" attire.

For more information, please see the Dress Code Policy, it can be found as a file attached to our website under the AMPS Family Handbook tab.

Closed Campus

Students are not allowed to leave campus under any circumstances once they have arrived on school grounds. All students must be signed out by a parent/guardian or an adult listed on the emergency card, (who must demonstrate a picture ID) filed at the school prior to leaving the campus at any other time other than the student's designated departure time.

Field Trips

AMPS recognizes and supports the concept of connecting our students with the broader community, both locally and globally, by providing field trips, cultural and art experiences, community service opportunities, and environmental education to fulfill AMPS's mission and philosophy. These activities help to promote tolerance, understanding, and acceptance of others, and enrich the educational experiences of the students, as well as meet the Charter School's goal of creating passionate life-long learners.

The safety and security of our students is a primary priority when planning or participating in field trips or excursions. These activities will be carried out in an appropriate manner to maximize and ensure student safety and to minimize the Charter School's legal liability and financial cost.

Disciplinary Rules during a Field Trip or Excursion

Students are under the jurisdiction of the Charter School Board at all times during the field trip or excursion and all AMPS policies continue to be enforced during field trips and excursions. Charter School disciplinary policies are to be adhered to at all times. (e.g. Horseplay, practical jokes, harassment, taunting, rough play, aggressive or violent behavior, profanity, viewing of pornographic material, and use of alcohol and/or controlled substances during the field trip or excursion are strictly prohibited.)

Except as otherwise required by law, a student may be excluded from the trip if their presence poses a safety or disciplinary risk.

For more information, please see the Field trip Policy, which can be found as a file attached to our website under the AMPS Family Handbook tab.

General Maintenance

Students and staff are expected to make every effort to keep all school property and facilities neat and clean. By taking part in keeping their school clean, students will take more pride in their school. As a courtesy and respect for the school facility, and environment, students must not throw trash on the ground or leave trash on tables. All students, staff, and faculty are expected to, and will be required to, assist in helping keep our campuses clean.

Personal Belongings and Gadgets

Students are not allowed to have the following items at school, and should they have personal gadgets, it is their responsibility to store them away through the school day.
(The following is not a complete list)

- Gum
- Toys
- Nail Polish
- Chains
- Any illegal substance
- Sharpie or permanent markers
- Electronics of any kind
- Weapons or any toy weapons
- Video games or any other electronic toys

AMPS will not be held liable for any damage or loss of the above-mentioned items, including electronic items. Items brought to school will be confiscated. A parent/guardian must come to school and schedule an appointment with the Site Director to have confiscated items returned at the school leader's discretion.

Public Displays of Affection

The inappropriate public display of affection at school is unprofessional. Students are expected to exercise self-control and respect for the reputation of others. Specifically, any public display of affection (PDA) and or/ inappropriate sexual physical contact, whether affectionate (i.e., hand holding, kissing) or aggressive (i.e., pushing, grabbing) are not in accordance with policies at AMPS and will result in disciplinary action.

Rude or Disrespectful Behavior

Students are expected to operate with the utmost integrity at all times, and therefore discourteous or inappropriate language and/or behavior or gestures toward a staff member or student will result in penalties ranging from detention to short-term suspension.

Saturday School

Saturday school is assigned to students who do not finish their break packets, or students who receive three (3) or more referrals in one quarter. There will be one (1) Saturday school per quarter, and if your child is assigned Saturday School, they are required to attend.

School Disturbance

Any act that may cause disruption of the school environment and/or threaten the safety or well-being of other students is strictly prohibited at all AMPS sites. Such activities may include, but are not limited to; gang-related activities, walk-outs, sit-downs, rioting, picketing, trespassing,

inciting disturbances, threats to the school, pranks, etc. Penalties for such disturbances may range from lack of privileges to suspension.

Technology Program

At AMPS, we hope to engage our students meaningfully with the use of Technology on campus. We will not only instruct students how to properly use computers, but also concepts around Digital Citizenship and safety.

Cell Phones

Upon entry to the school campus, cell phones must be turned off (not on vibrate or silent) and put in their backpack, and/or kept out of plain sight. Students may also be required to leave the cell phone with a teacher or administrator in the morning and retrieve it at the end of the school day. It is the responsibility of the parent/guardian to hold their students accountable to the policies and procedures of cell phone use.

Cell phones will be confiscated if used or visible during school hours without staff permission and will only be returned to the parent/guardian at the end of the day.

Please see the Cellphone, Smartphones & Other Electronic Devices Policy, which can be found at www.amethodschools.org

Technology Contract

Each student and family will be required to sign a technology contract before that student is allowed to use a school computer. Students must be responsible and only use the websites allowed by their teacher. If caught on a different/inappropriate site, the consequences outlined in the contract will be followed.

Students are responsible for loss or damage to AMPS computers. Please see the Annual Notification Guide for the Lost or Damaged Property notice for more information.

Overview of Internet Safety

AMPS has an Internet safety policy which includes, but not limited to, the following:

- ❏ Access by minors to inappropriate matters on the Internet is prohibited
- ❏ Procedures have been established to ensure the safety and security of minors when using the Internet. To this end, training and information will be provided to children so that they

will refrain from giving out personal details to unknown parties at all times.

- ❏ Constant supervision will be maintained to monitor the activities of vulnerable children and the type of information they may encounter through the internet.

- ❏ AMPS will employ the use of technology such as firewalls and filters to augment the effort to maintain the integrity of the technology and internet-based programs.

It is the policy of AMPS Schools to:

- ❏ Prevent user access and transmission of inappropriate material via the Internet utilizing technology resources

- ❏ Prevent unauthorized access and other unlawful online activity

- ❏ Prevent unauthorized online disclosure, use, or dissemination of personal identification information of minors, and

- ❏ Comply with the Children's Internet Protection Act

The policy applies to all AMPS community members, including students, teachers, staff, and designated contractual or temporary staff.

Technology Protection Measures

AMPS shall filter all Internet traffic originating from any AMPS location to ensure it is appropriate for minors and in compliance with all local, state and federal mandates. The AMPS Home Office support shall maintain the necessary licensing annually to ensure all applicable categories of harmful Internet content is blocked and inaccessible by community members.

AMPS shall also provide for the day-to-day administration of this content filter, which includes, but is not limited to:

- ❏ Manual blocking and unblocking of sites based on requests with legitimate educational purpose

- ❏ Application of appropriate licensing information

- ❏ Selection/de-selection of website categories deemed appropriate or inappropriate by the AMPS leadership community

- ❏ Review and analysis of usage and filtering logs

- ❏ Communication with specific Directorship concerning data and reports generated through the content filtering system

Procedures for the disabling or otherwise modifying any technology protection measure shall be the responsibility of AMPS Technology Support.

Monitoring and Supervision of Online Activities

It will be the responsibility of all members of AMPS staff responsible for allocating AMPS technology resources for student use to supervise and monitor appropriate usage of AMPS technology resources, especially Internet access, in accordance with the Children's Internet Protection Act.

This includes, but is not limited to:

- ❏ Logging and reporting of AMPS technology resource usage, especially Internet access
- ❏ In-classroom monitoring of student use of technology resources
- ❏ Follow-up meetings with students and/or parents concerning student use of technology resources

For more information, please see the Student Use of Technology and Acceptable Use Agreement, which can be found at www.amethodschools.org.

Education of minors

School staff responsible for allocating AMPS technology resources for student use shall be responsible for providing instruction to students concerning appropriate online behavior when utilizing AMPS technology resources. Such instruction shall include review of specific inappropriate behavior, the consequences of such behavior, and an indication of how staff will assist students to be successful with the use of AMPS technology resources while avoiding inappropriate content.

Education of staff

AMPS' Support Office staff shall be responsible for training designated staff within individual schools to further train and support school staff on the appropriate use of AMPS technology resources. Said staff will provide guidance and training to other school staff concerning the appropriate use of AMPS technology resources.

Student Health Programs

Physical Education

Physical education is mandated by the California Department of Education and should be encouraged by parents and families to keep kids active and healthy. AMPS adheres to the state standards and acknowledges the importance of regular Moderate to Vigorous Physical Activity (MVPA).

If your child plays sports either in or out of school and sustains an injury, please make sure to alert the school office. We require a healthcare provider's note for prolonged absence from PE.

Peanut Free and Strawberry Free Campus

In order to keep our campus safe for all students, we will have a peanut and strawberry free school. Therefore, students are not allowed to bring snacks on campus that contain peanuts or strawberries.

Therefore, if students are seen with snacks that contain peanuts or strawberries students will be told to secure the food and take it home and a peanut and strawberry free snack will be given.

Healthy Food Campus

We are also a healthy food campus. We do not allow soda, junk food, cookies or candy on campus. Chips are allowed if they are vegetable based or whole grain. If junk food is seen, students will be told to secure the food and take it home. Please see the Universal Meals Notice in the Annual Notification Guide for more information about the option to have breakfast and lunch.

Administration of Medicine

Any student requiring medication to be dispensed must complete an "Authorization to Administer Medication" form completed by the parent and the student's healthcare provider permitting the school to administer the medication and providing explicit instructions. No prescription medication will be dispensed to a student without this documentation present in their file. Any student who is or may be required to take, during the regular schoolday, prescription auto-injectable epinephrine ("EpiPen") or inhaled asthma medication prescribed or ordered for the student by an authorized health care provider may carry and self-administer prescription an EpiPen or inhaled asthma medication if the Authorization to Administer Medication have been provided to the Charter School. All other medications will be securely stored and administered by the Administrative Assistant in accordance with each student's completed form.

Bathroom Policy

Students are encouraged to use the bathroom before school, during transition times between and during lunch and breaks. Students are expected to use the bathroom responsibly and clean up after themselves. Should the bathroom situation become an issue, the Site Directors may implement a self-monitoring class policy.

Breakfast and Lunch Program

All AMPS schools will be providing a free lunch and breakfast to students. Please see the Annual Notification Guide for the Universal Meals notice.

Parents may pack students a healthy lunch or snack if the child is staying after school or if you wish to opt-out of the lunch program. Students do not have access to a refrigerator or microwave.

As a matter of safety and policy, Parents are not allowed to drop off lunches for students. Students must carry their lunch/snacks with them from the start of the school. All students are to eat in the assigned food court area. We will not allow students to call home during lunchtime for food arrangements. Additionally, students are not allowed to use food delivery services to obtain food. This includes but is not limited to Ubereats, Postmates, Doordash or Grubhub.

Illness during School Hours

If a child becomes ill or injured during the school day and is not well enough to stay in class, the parent/guardian will be called to pick the child up. It is necessary to have updated emergency contact numbers on file in the school office in case the parent/guardian cannot be contacted.

Vision and Hearing Screenings

The California State Department of Education mandates vision and hearing screening in schools. You will be notified when your child is scheduled to be screened for vision and hearing. This screening is a general assessment of your child's vision and hearing. It may indicate possible difficulties your child may have with vision or hearing; it will not provide a confirmed diagnosis. This screening is not a substitute for regular medical visits to your child's doctor and optometrist.

You will be notified of your child's screening results only if they do not pass the test. At that time, your child will receive a referral for further evaluation by a qualified medical professional. If you choose for your child to not have screening at this time, please submit a signed written request to your Director. Please see the opt out instructions in the Annual Notification Guide.

Mandated Reporting

All AMPS staff must follow state policies on reporting child abuse. In California, all school workers must report abuse or neglect if they "have knowledge of or observe" instances of abuse or neglect, or if they "know or reasonably suspect" abuse or neglect have occurred.

All AMPS school personnel are mandated reporters of suspected abuse and/or neglect. Mandated reporters are required to report suspected child maltreatment immediately when they have "reasonable cause to believe that a child who is 17 years of age or younger and known to them in a professional or official capacity has been harmed or is in danger of being harmed – physically, sexually, or through neglect – and that a caregiver either committed the harm or should have taken steps to prevent the child from harm.

Please see the School Director if you have any questions or concerns.

Powered by BoardOnTrack

Miscellaneous Policies

Freedom of Speech & Personal Expression

The Board of Directors of AMPS respects students' rights to express ideas and opinions, take stands, and support causes, whether controversial or not, through their speech, writing, printed materials, including the right of expression in official publications, and/or the wearing of buttons, badges and other insignia.

For more information about the Student's Freedom of Speech and Expression Policy, it can be found as a file attached to our website under the AMPS Family Handbook tab.

Family Involvement Program

Amethod Public Schools believes in the importance of working together to make a positive impact on the academic and social growth of every child. Family involvement is not only welcome, but also critical to the success of the school. While this may be the case, parental involvement is not required for acceptance or continued enrollment to any of our schools. Please see the Parent and Family Engagement Policy for more information, it can be found on our website under the AMPS Family Handbook tab.

Family Involvement Opportunities

AMPS family-school relationships are maintained through opportunities such as:

- ❏ FST - Family & Staff Team
- ❏ School Carnival
- ❏ Field Day
- ❏ School Beautification
- ❏ Communications
- ❏ Sports
- ❏ Youth Truth Surveys
- ❏ Committee Work and or affinity groups (Graduation, Family Staff Team (FST))
- ❏ Conferences with students, families, and teachers
- ❏ Workshops for students and families
- ❏ Community-wide events, celebrations and performances

Amethod Public School families are asked to:

- ❏ Reinforce the academic and behavioral standards at home
- ❏ Send their student scholar to school in the required uniform compliance with the Dress Code Policy

- ❏ Maintain constant respectful communication with teachers and administrators
- ❏ Establish a daily routine for students that sets them up for success
- ❏ Ensure that students are well-rested and receive healthy amounts of rest
- ❏ Provide positive reinforcement of student progress and success
- ❏ Discuss academics and student work among family members
- ❏ Help students with homework and independent reading
- ❏ Ensure that students complete all of their homework and read nightly
- ❏ Attend all required parent meetings such as pre-year Orientations and Open House Nights
- ❏ Provide support for summer sessions to avoid summer learning loss

Forms & Applications

All families must fill out mandatory forms in the school registration packet. They include various forms such as permission slips and contact information.

Changes of Address/Contact Information

Families must provide up–to-date contact information to the school and must notify the school of any changes in phone and/or address as soon as possible. This is essential in case of an emergency.

Emergencies

Taking appropriate action whenever an emergency threatens the safety, health or welfare of a student at school or during school-sponsored activities is of utmost importance. The Chief Executive Officer, Charter School Director or designee shall require parents/guardians to provide emergency information in order to facilitate immediate contact with parents/guardians if an accident or illness occurs. The Charter School Director or designee will use their best judgment and consider the health, and well-being of the student in a given emergency situation. Parents/guardians will be contacted immediately when a serious accident, injury or other health related concern occurs.

In order to facilitate contact in case of an emergency or accident, parents/guardians shall furnish the Director or designee with the information specified below:

1. Home address and telephone number
2. Parent/guardian's business address and telephone number
3. Parent/guardian's cell phone number and email address, if applicable
4. Name, address, and telephone number of a relative or friend to whom the student may be released and who is authorized by the parent/guardian to care for the student in cases of emergency or when the parent/guardian cannot be reached
5. Local healthcare provider to call in case of emergency
6. Health Insurance provider; if applicable

Scheduling Meetings

If the school requests a meeting with you and your child, we need to discuss something important with you. If you would like to schedule a meeting with a teacher or administration, please contact them directly. We document all meetings and appointments.

Providing False Information

Students engaging in any act that entails providing false information to the school will be subject to immediate consequences. Such offenses include such acts as falsifying school records, forging signatures, making or providing false statements, bribery, using an unauthorized User ID or password, etc. Penalties for such infractions may range from detentions to suspensions.

Telephone Use

Students are not permitted to use the school phone without AMPS' staff's explicit permission. Students will be allowed to use the front office phone in case of emergency at the discretion of the Director.

Transportation

Amethod Public Schools DOES NOT provide transportation for students. Parents and/or guardians are responsible for providing their children with transportation to and from school. Students must be dropped off and picked up at assigned zones. Directors will attempt to assist students in utilizing transit programs. If a student with disabilities requires transportation, the IEP team will discuss it within an IEP team meeting.

AMPS site Faculty and staff will not be responsible for students beyond the regular and/or after school program hours. We may be required to call police or California Protective Services (CPS) or police if we cannot contact parents or guardians or through the student's emergency contacts after set hours.

Voluntary Withdrawal

Amethod schools are schools of choice. As such, circumstances may arise in which a parent or guardian wishes to transfer their child to a different school. Families may withdraw students in person at the site by requesting a transcript beforehand to give school time to prepare it, and by returning any school materials.

Please find the Charter Complaint Notice form if you have a complaint regarding a disenrollment:

https://www.cde.ca.gov/sp/ch/documents/rescscomplaints0323.pdf Health care coverage options and enrollment assistance is available here: www.coveredca.com

Verification and Acknowledgement

I have read the student/parent handbook. I have read and understand that families and students must follow the school rules and all policies and procedures that are listed in this handbook. I am aware that I can ask questions and I can make an appointment with the school's Director to discuss any items described in the handbook in more detail as needed.

(Please sign, and submit this page to the appropriate school office)

SCHOOL / PARENT HANDBOOK 2025-2026

Student Name: Grade:

School Name:

Parent/guardian Name:

Phone Number:

Parent/guardian Email:

Mailing Address:

Parent/guardian Signature:
_____

Date: _____

4928-7100-3970, v. 1

PLANNING DEPARTMENT

City of Richmond

January 24, 2017

Amethod Public Schools
c/o Jorge Lopez
345 12th Street
Oakland, CA 94607

PROJECT NO:	**PLN16-071**
PROJECT NAME:	**JOHN HENRY HIGH SCHOOL CONDITIONAL USE PERMIT**
LOCATION:	**1402 MARINA WAY SOUTH**
APN:	**560-181-060**
STATUS:	**APPROVED WITH CONDITIONS**

Dear Mr. Lopez:

At its January 19, 2017 meeting, the Planning Commission voted 5-0 to adopt Resolution 17-02, approving your application for a Conditional Use Permit subject to the conditions as described in the attached document.

The Planning Commission's decision is subject to a 10-day appeal period which ends at **5:00 PM, on January 30, 2017**. The decision becomes final if no appeals are filed by the end of the appeal period. At that time you may prepare an application for building permits. We strongly suggest that you discuss the building permit application submittal requirements and fees with the Building Division prior to submitting your application as they vary by project type. The Building Division can be reached at (510) 620-6868. Your project plans will need to be signed off by the Planning Division prior to submitting your building permit application to the Building Division. This letter must be incorporated onto the first sheet of each plan set you submit.

Please do not hesitate to contact me at (510) 620-6887 for any questions you might have. It has been a pleasure working with you through the planning process and I look forward to coordinating with the Building Department in the next phase of your project's review.

Sincerely,

Jonathan Malagon, Planner II
City of Richmond | Planning Division

450 CIVIC CENTER PLAZA, RICHMOND, CA 94804

Telephone: (510) 620-6706
Fax: (510) 620-6858

City of Richmond

PLANNING & BUILDING SERVICES DEPARTMENT

CONDITIONAL USE PERMIT PLN16-071

JOHN HENRY HIGH SCHOOL CONDITIONAL USE PERMIT
1402 MARINA WAY SOUTH, RICHMOND, CA
ASSESSOR'S PARCEL NUMBER: 560-181-060

At its January 19, 2017 meeting, the Planning Commission voted 5-0 to approve this permit subject to the conditions of approval contained herein. **The Planning Commission's decision is subject to a 10-day appeal period, which ends at 5:00 PM, on January 30, 2017.**

CONDITIONS OF APPROVAL:

General

1. Plans submitted for building permits shall be in conformance with the project plans stamped received by the Planning and Building Services Department on June 27, 2016, except as modified by the conditions below. Any modifications to the approved plans shall be subject to review and approval by the Planning Director to determine the level of review necessary for the proposed change.

2. The applicant shall be responsible for maintaining the parking lot and the areas adjacent to the premises of the lot free of litter at all times. The applicant shall also be responsible for the removal of all graffiti from all surfaces associated with the subject property within 48 hours of its appearance.

3. The applicant shall add ADA-compliant ramps to create an ADA-accessible path of travel to the building from Marina Way South.

4. The applicant shall maintain in good repair all building exteriors, signage, walls, lighting, draining facilities, driveways, and parking areas.

Maximum Enrollment and Staff

5. John Henry High School shall have a maximum enrollment of 455 students and 30 full-time employees. While this condition does not limit the number of students by grade, the total enrollment of John Henry High School shall not exceed 455 students.

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6. The applicant shall submit student enrollment counts annually to the City's Planning and Building Services Division one month after the start of school.

Outdoor Recreation

7. Construction of the outdoor recreation area shall occur by the end of December 2017. The applicant shall obtain building permits for the recreation area contingent on Design Review Board approval. The Planning and Building Services Director may approve extensions due to permitting delays beyond the applicant's control.

8. If required by the City's Parks and Landscaping Division, the applicant shall maintain and renew any joint-use agreements for the use of Lucretia Edwards Shoreline Park.

9. The applicant shall encourage efforts to reduce conflicts with the public in the use of Lucretia Edwards Shoreline Park and the Bay Trail.

Signs

10. New signage shall comply with Article 15.04.609 Signs of the Richmond Municipal Code.

Indoor Air Quality

11. The applicant shall install and operate in good working order an indoor air filtration system that meets or exceeds an efficiency standard of Minimum Efficiency Reporting Value (MERV) 14 (i.e., a filter efficiency of approximately 85 percent of particulates in the range of 1.0 to 3.0 micrometers) to limit DPM and other particulate and gaseous air toxics entry to the project building. The filtration system shall use filters rated by American Society of Heating, Refrigerating and Air Conditioning Engineers (ASHRAE) to attain the prescribed level of pollutant reduction indoors. The indoor air filtration system shall be maintained (e.g. filters changed on a prescribed basis) and repaired when necessary. An operation and maintenance manual shall be prepared for the system and the filters. The manual shall include the operating instructions and the maintenance and replacement schedule.

12. The applicant shall retain a qualified consultant to locate the air intakes of the indoor ventilation system at points that provide the maximum reduction of air toxics (i.e., at the farthest feasible point from site boundaries and the highest feasible point above ground level) to provide the cleanest intake air to the school.

Soil Disturbance and Construction-Related Pollutant Emissions

13. Any soil disturbance activities related to the project shall include the following best management practices to reduce fugitive dust and combustion exhaust emissions per BAAQMD's CEQA Air Quality Guidelines:
    a. All exposed surfaces (e.g., parking areas, staging areas, soil piles, graded areas, and unpaved access roads) shall be watered two times per day.
    b. All haul trucks transporting soil, sand, or other loose material off site shall be covered.

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c. All visible mud or dirt track-out onto adjacent public roads shall be removed using wet power vacuum street sweepers at least once per day. The use of dry power sweeping is prohibited.
d. All vehicle speeds on unpaved roads shall be limited to 15 miles per hour.
e. All roadways, driveways, and sidewalks to be paved shall be completed as soon as possible. Building pads shall be laid as soon as possible after grading unless seeding or soil binders are used.
f. A publically visible sign shall be posted with the telephone number and person to contact at the Lead Agency regarding dust complaints. This person shall respond and take corrective action with 48 hours. The Air District's phone number shall also be visible to ensure compliance with applicable regulations.

14. Idling times shall be minimized either by shutting equipment off when not in use or reducing the maximum idling time to five minutes (as required by the California airborne toxics control measure Title 13, Section 2485 of California Code of Regulations). Clear signage shall be provided for workers at all access points.

15. All off-road equipment shall be maintained and properly tuned in accordance with manufacturer's specifications. All equipment shall be checked by a certified mechanic and determined to be running in proper condition prior to operation.

16. The applicant shall adhere to BAAQMD Regulation 8, Rule 3 for Architectural Coatings, which sets Volatile Organic Compounds (VOC) architectural coating limits for paints and solvents of 100 grams per liter or less for interior and 150 grams per liter or less for exterior surfaces.

Traffic and Circulation

17. The applicant shall actively encourage public transportation for students and staff, including AC Transit, BART, and other public transit that are used by the student body to get to and from school. The school shall document efforts use to promote public transit, including but not limited to:
    a. Providing transit options in the school's parent handbook, offering families local maps that highlight transit routes, distributing transit schedules, and presenting public transit options at family meetings and orientations.
    b. Purchasing transit cards for students.
    c. Promoting safety for students traveling on public transit.
    d. Maintaining a "No-Driving Policy" for its students.

18. The applicant shall develop a reporting program that includes data on how students and staff are arriving to school and leaving school. The reporting template shall include the number of students and staff that use a vehicle, the number of students and staff that carpool, the number of students and staff that take public transportation, and the number of students and staff that walk or bike to and from school. Data on mode of transportation to and from school shall be gathered monthly, and an annual report shall be submitted to the City's Planning and Building Services Division at the end of each school year.

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19. The applicant shall implement policies and procedures to ensure safety of students arriving and leaving school and minimize potential conflicts between automobiles, pedestrians, and cyclists, including the following:
    a. The applicant shall provide a school crossing guard at the Marina Way South and Hall Avenue intersection during school bell times to ensure safe crossing of students using the bus.
    b. The applicant shall provide staff, parent and volunteer support for on-site circulation during student pick-up and drop-off hours. The applicant shall ensure that at least three staff, parents, or volunteers (this number does not include the required crossing guard) support on-site circulation during student pick-up and drop-off hours.
    c. The applicant shall monitor student drop off/pick-up to ensure safe operations, such as adequate drop off/pick-up space on-site, minimal queues on Marina Way South and Hall Avenue, and minimal potential conflicts between automobiles and pedestrians. If necessary, adjust drop off/pick-up policies, such as providing additional queue space. The applicant shall provide monitoring results to the City's Planning and Building Services Division one month after the start of school.
    d. The applicant shall identify dedicated routes for pedestrians and bicyclists to the school and include this information in the school's parent handbook. Additionally, the applicant shall include a statement for parents and employees that parking at Lucretia Edwards Shoreline Park is not allowed for the school use. The applicant shall provide the school's parent handbook to the City's Planning and Building Services Division one month after the start of school.
    e. The applicant shall establish "Good Neighbor" policies for traffic enforcement and methods to address unsafe driving practices. The applicant shall provide the school's parent handbook to the City's Planning and Building Services Division one month after the start of school.

20. Drop-off and pick-up times shall be staggered for grades 9-10 and grades 11-12 by at least 30 minute increments so students do not all arrive and leave at the same time. To ensure compliance with this condition, the applicant shall submit the bell schedule to the City's Planning and Building Services Division one month after the start of school on an annual basis.

21. The applicant shall remark the westbound approach of the Hall Avenue and Marina Way South intersection to provide for a shared through-left lane and an exclusive right turn lane, along with a double yellow centerline. The applicant shall obtain any necessary encroachment permits from the City's Engineering and Capital Improvement Projects Department before initiating this work.

22. The applicant shall provide a minimum of twenty-nine Class 2 bicycle parking spaces in a publicly-accessible, highly visible location on the site.

23. The applicant shall monitor bicycle parking usage and provide additional bicycle parking when the bicycle parking demand approaches capacity.

24. The applicant shall contribute a fair share toward implementing a Class III bike lane on Hall Avenue east of Marina Way South and a Class II bike lane on Marina Way South,

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as indicated in the City of Richmond Bicycle Master Plan and the South Richmond Transportation Connectivity Plan.

25. Once the school becomes operational, if the City determines, based on credible evidence, that significant traffic and on-site operational impacts are occurring from school generated traffic, the City shall notify the applicant. The parties shall cooperatively work together to create operational modifications to address the impacts. Failure to adhere to any operational modifications may result in revocation of the Conditional Use Permit, as indicated below.

26. Parking for school visitors, staff, and students shall be limited to the allocated off-street parking spaces in the school parking lot. Signage shall be posted to indicate where school visitors and employees are not allowed to park.

Composting and Recycling

26. Consistent with the City's Climate Action Plan, the school shall have a "three-bin" recycling program (garbage, recycling, and compost).

Modification and Revocation of the Conditional Use Permit

27. This Conditional Use Permit may only be extended or modified as provided for in Richmond Municipal Code Section 15.04.803 (Common Procedures).

28. This Conditional Use Permit may be revoked pursuant to Richmond Municipal Code Section 15.04.803.130 (Revocation) under any of the following circumstances:
    a. The approval of this Conditional Use Permit was obtained by means of fraud or misrepresentation of a material fact;
    b. The use has been substantially expanded beyond what is set forth in the original permit, thereby causing substantial adverse impacts to the surrounding neighborhood;
    c. The proposed use has ceased to exist or has been suspended for one year or more; or
    d. There is or has been a violation of or failure to observe the terms or conditions of the permit, or the use has been conducted in violation of Article XV of the Richmond Municipal Code or any other applicable law or regulation.

29. This Conditional Use Permit shall expire if not exercised or extended within one year of its issuance. The Conditional Use Permit shall be exercised when a valid building permit has been issued for the alterations of the building, and the permitted use has commenced on the site.

Indemnification

30. The applicant agrees, on behalf of itself, its successor in interest and assigns, to defend, indemnify, and hold harmless the City, its Council, Planning Commission, advisory boards, officers, employees, consultants and agents (hereinafter "City") from any claim, action or proceeding (hereinafter "Proceeding") brought against the City by a third party other than the applicant to attack, set aside, void or annul the City's actions regarding

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any development or land use permit, application, license, denial, approval or authorization, including, but not limited to, variances, use permits, developments plans, specific plans, general plan amendments, zoning amendments, approvals and certifications pursuant to the California Environmental Quality Act, and/or any mitigation monitoring program, or brought against the City due to acts or omissions in any way connected to the applicant's project, but excluding any approvals governed by California Government Code Section 66474.9. This indemnification shall include, but not be limited to, damages, fees and/or costs awarded against the City, if any, and costs of suit, attorney's fees and other costs, liabilities and expenses incurred in connection with such proceeding whether incurred by applicant or City. If applicant is required to defend the City as set forth above, the City shall retain the right to select the counsel who shall defend the City.

Project Planner Contact:

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Planning & Building Services Department
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Adopted/Ratified: December 2, 2024
Revision Date: N/A

AMPS
HONOR HARD WORK

ACCESS TO PUBLIC RECORDS POLICY

Requests for public records shall be made to the office of the Chief Executive Officer. The Chief Executive Officer or designee may then determine the most appropriate employee of Amethod Public Schools ("AMPS" or "Charter School") to assist in assembling any public records for production.

Any person may request a copy of any public record open to the public and not exempt from disclosure. Public access shall not be given to records listed as exempt from public disclosure in the California Public Records Act or other applicable statutes. While a request need not be in writing, if the request is verbal, the requestor will be asked to reduce the request to writing so there is a written record of the records being requested. If the requestor chooses not to reduce the request to writing, the Chief Executive Officer or designee shall reduce the request to writing and confirm the request with the requestor. The request for public records must clearly identify the records requested, along with the name and mailing address of the requestor.

Provisions of the California Public Records Act (Government Code Section 7920.000 *et seq*.) shall not be construed so as to delay access for purposes of inspecting or receiving copies of records open to the public. Any notification denying a request for public records shall state the name and title of each person responsible for the denial.

AMPS may charge for copies of public records or other materials requested by individuals or groups. The charge, based on the direct cost of duplication, has been set by the Board of Directors at ten (.10) cents per page. The direct cost of duplication includes the pro rata expense of the copying equipment used and the pro rata expense in terms of staff time required to produce the copy. It does **not** include the cost of locating, retrieving, or inspecting records. The cost of duplicating an electronic record shall be limited to the direct cost of producing a copy of the record in electronic format. However, the requester shall bear the cost of producing the copy of the electronic record, including the cost to construct the record and the cost of programming and computer services necessary to produce the copy, if:

1. The electronic record is one that is produced only at otherwise regularly scheduled intervals; or
2. The request would require data compilation, extraction, or programming to produce the record.

Board Policy #:
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AMPS
HONOR HARD WORK

Requests to waive associated fees related to the direct cost of duplication shall be submitted to the Chief Executive Officer's office.

In response to a request for public records sent or received on an employee's personal devices or accounts, AMPS shall disclose all public records that can be located with reasonable effort and that are otherwise subject to disclosure under the California Public Records Act. AMPS's search for such public records shall be reasonably calculated to locate responsive documents. To fulfill such a request for public records, employees of AMPS may be asked to search for and disclose all responsive disclosable public records maintained on the employee's personal devices or accounts.

Within ten (10) calendar days of receiving any request for a copy of records, the Chief Executive Officer or designee shall determine whether the request seeks copies of disclosable public records in the possession of AMPS, shall promptly inform the person making the request of AMPS's intent to comply with the request, and shall indicate the date that the disclosable public records shall be made available. The date of the receipt of a request received after business hours or on non-school days when AMPS is closed shall be the next business day.

In unusual circumstances, the Chief Executive Officer may extend the ten (10) calendar day time period for an additional fourteen (14) calendar days by providing written notice to the requestor and setting forth the reasons for the extension and the date on which a determination is expected to be made. Unusual circumstances include, but only to the extent reasonably necessary to properly process the request, the following:

1. The need to search for and collect the requested records from field facilities or other locations that are separate from the office processing the request;

2. The need to search for, collect, and appropriately examine a voluminous amount of separate and distinct records that are demanded in a single request;

3. The need for consultation, which shall be conducted with all practicable speed, with another agency having a substantial interest in the determination of the request, or among two or more components of AMPS having substantial subject matter interest therein;

4. The need to compile data, to write programming language or a computer program, or to construct a computer report to extract data.

Board Policy #:
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Revision Date: N/A

AMPS
HONOR HARD WORK

If an inspection is requested, any person shall have reasonable access, during normal business hours, to the public records of AMPS within the requirements of state law. However, if records are not readily available, or if portions of the records to be inspected must be redacted to protect exempt material, then AMPS must be given a reasonable period of time to perform these functions prior to inspection. Such records shall be examined in the presence of the staff member regularly responsible for their maintenance.

Amethod Public Schools

Welcome to the Public Portal for Amethod Public Schools Board Meetings.

Click on the tabs at the top to view the upcoming and archived **Meetings** or **Public Documents**.

To see the **current agenda** click HERE.

For those who wish to attend our Board Meetings you may join us at
1450 Marina Way South
Richmond, CA 94804

We also offer two-way teleconference locations for the public to attend in our Oakland school sites:
Downtown Charter Academy- 2000 Dennison St, Oakland, CA 94606
Oakland Charter Academy- 4215 Foothill Blvd, Oakland, CA 94601

The calendar of meetings below is for regularly scheduled board meetings, the board may hold special meetings throughout the year and should a special meeting be necessary, the Board will post the agenda 24 hours before a special meeting.

All meetings commence at 6:00 PM, unless otherwise noted on the agenda.

2025-2026 Board Meeting Calendar
July 18, 2025 9:00am-12:00pm (Retreat)
July 18, 2025 12:00pm-1:00pm
July 18, 2025 1:00- 5:00pm (Retreat)
August 21, 2025 (Cancelled)
August 28, 2025
September 18, 2025 (Cancelled. A special board meeting will take its place on September 24)

CONFLICT OF INTEREST CODE FOR

AMETHOD PUBLIC SCHOOLS

The Political Reform Act (Government Code Section 81000, et seq.) requires state and local government agencies to adopt and promulgate conflict of interest codes. The Fair Political Practices Commission ("FPPC") has adopted a regulation (2 Cal. Code of Regs. Sec. 18730) which contains the terms of a standard conflict of interest code, which can be incorporated by reference in an agency's code. After public notice and hearing, it may be amended by the FPPC to conform to amendments in the Political Reform Act. Therefore, the terms of 2 California Code of Regulations Section 18730 and any amendments to it duly adopted by the FPPC are hereby incorporated by reference. This regulation and the attached Appendices, designating officials and employees and establishing disclosure categories, shall constitute the conflict of interest code of **Amethod Public Schools.**

Individuals holding designated positions shall file their statements of economic interest with **Amethod Public Schools**, which will make the statements available for public inspection and reproduction. (Gov. Code Section 81008.) All statements will be retained by **Amethod Public Schools**.

CONFLICT OF INTEREST CODE FOR

AMETHOD PUBLIC SCHOOLS

APPENDIX A

DESIGNATED POSITIONS

Designated Position	Assigned Disclosure Category
Board Members	1, 2, 4
Chief Executive Officer	1, 2
Chief Business Officer	1, 2
Chief Operating Officer	1, 2
Senior Director of Instruction	1, 2
Director of Technology	1, 2
Director of Finance	3
Site Director	3
Consultants/New Positions	*

*Consultants/new positions shall be included in the list of designated positions and shall disclose pursuant to the broadest disclosure category in the code subject to the following limitation:

The Chief Executive Officer may determine in writing that a particular consultant or new position, although a "designated position," is hired to perform a range of duties that is limited in scope and thus is not required to fully comply with the disclosure requirements described in this section. Such written determination shall include a description of the consultant's or new position's duties and, based upon that description, a statement of the extent of disclosure requirements. The Chief Executive Officer's determination is a public record and shall be retained for public inspection in the same manner and location as this conflict of interest code. (Gov. Code Sec. 81008.)

APPENDIX B

DISCLOSURE CATEGORIES

Category l. Designated positions assigned to this category must report:

a. Interests in real property in whole in part within two (2) miles of any facility utilized by Amethod Public Schools, including any leasehold, beneficial, or ownership interest or option to acquire such interest in real property.

b. Investments and business positions in business entities and income (including receipt of gifts, loans, and travel payments) from sources of the type that engage in the acquisition or disposal of real property or are engaged in building construction or design for charter schools.

Category 2. Designated positions assigned to this category must report:

Investments and business positions in business entities and income (including receipt of gifts, loans, and travel payments) that are from business entities engaged in the performance of work or services, or sources that manufacture, sell, repair, rent, or distribute school supplies, books, materials, school furnishings, or equipment, of the type utilized by Amethod Public Schools.

Category 3. Designated positions assigned to this category must report:

Investments and business positions in business entities and sources of income (including receipt of gifts, loans, and travel payments) that are from business entities engaged in the performance of work or services, or sources that manufacture, sell, repair, rent, or distribute school supplies, books, materials, school furnishings, or equipment, of the type utilized by the designated position's department. For the purposes of this category, a Site Director's department is his or her entire school.

Category 4. Designated positions assigned to this category must report:

Investments and business positions in business entities and sources of income (including receipt of gifts, loans, and travel payments) from sources of the type that provide financial accounting auditing services.

This is the last page of the conflict of interest code for **Amethod Public Schools**.

CERTIFICATION OF FPPC APPROVAL

Pursuant to Government Code Section 87303, the conflict of interest code for the **Amethod Public Schools** was approved on 3/7 2022. This code will become effective on 4/6 2022.

John M. Feser, Jr.
Senior Commission Counsel
Fair Political Practices Commission

BYLAWS
of
Amethod Public Schools
(Formerly Oakland Charter Academy)
A California Nonprofit Public Benefit Corporation

ARTICLE I
NAME

Section 1. The name of this corporation is Amethod Public Schools Inc. (formerly Oakland Charter Academy, Inc.) ("Corporation")

ARTICLE II
PRINCIPAL OFFICE OF THE CORPORATION

Section 1. PRINCIPAL OFFICE OF THE CORPORATION. The principal office for the transaction of the activities and affairs of the Corporation is in the City of Oakland, Alameda County, California. The Board of Directors ("Board") may change the principal office from one location to another. Any such change must be noted by the Secretary of the Board. Alternatively, this Section may be amended to state the new location.

Section 2. OTHER OFFICES OF THE CORPORATION. The Board may at any time establish branch or subordinate offices at any place or places where the Corporation is qualified to conduct its activities.

ARTICLE III
GENERAL AND SPECIFIC PURPOSES; LIMITATIONS

Section 1. GENERAL AND SPECIFIC PURPOSES. The purpose of this Corporation is to manage, operate, guide, direct, and promote the Amethod Public Schools ("the Organization" or "the Network") as public schools formed and operating under California' s Charter School legislation, California Education Code Sections 47600, et. seq. The Corporation will manage, operate, guide, and direct the education of elementary, middle and high school-aged children in an environment that respects rigorous academics, hard work , and will carry out the objectives and purposes set forth in its approved school charter petitions ("Charter") and in the Corporation's Articles of Incorporation as amended. Notwithstanding any other provisions of the Articles of Incorporation, the Corporation shall not, except to an insubstantial degree, engage in any other activities or exercise any powers that do not further the purposes of the Corporation. The Corporation shall not carry on any other activities not permitted to be carried on by: (1) a corporation exempt from federal income tax under section 501(c)(3) of the Internal Revenue Code, or the corresponding section of any future federal tax code; or (b) a corporation, contributions to which are deductible under section 170(c)(2) of the Internal Revenue Code, or the corresponding section of any future federal tax code.

ARTICLE IV
DEDICATION OF ASSETS

Section 1. DEDICATION OF ASSETS. Upon the dissolution or winding up of the Corporation, its assets remaining after payment of all debts and liabilities of the Corporation, shall be distributed to a non-profit fund, foundation, or association which is organized and operated exclusively for educational, public or charitable purposes and which has established its tax exempt status under section 501(c)(3) of the Internal Revenue Code, or the corresponding section of any future federal tax code, or shall be distributed to the federal government, or local government, for a public purpose. Any such assets not so disposed of shall be disposed of by a court of competent jurisdiction of the county in which the principal office of the corporation is then located, exclusively for educational, public or charitable purposes or to such organization or organizations, as said court shall determine, which are organized and operated exclusively for such educational, public or charitable purposes.

ARTICLE V
CORPORATION WITHOUT MEMBERS

Section 1. CORPORATION WITHOUT MEMBERS. The Corporation shall have no voting members within the meaning of the Non-Profit Corporation Law. Any action which would otherwise require approval by a majority of all members or approval by the members shall require only approval of the Board of Directors. All rights which would otherwise vest in the members shall vest in the Board. The Board may, in its discretion, admit individuals to one or more classes of nonvoting members; the class or classes shall have such rights and obligations as the Board finds appropriate.

Section 2. ASSOCIATES. Nothing in Article V, Section 1 shall be construed as limiting the right of the Corporation to refer to persons associated with it as "members" even though such persons are not members within the meaning of section 5056 of the California Nonprofit Corporation Law, and no such reference shall constitute anyone a member, within the same meaning. The Corporation may confer by amendment of its Articles or of these Bylaws some or all of the rights of a member, as set forth in the California Nonprofit Corporation law, upon any person or persons who is without the right to vote in the election of directors or on a disposition of substantially all of the assets of the Corporation or on a merger or on a dissolution or on changes to the Corporation's Articles or Bylaws. No such person, however, shall be a member within the meaning of said section 5056.

ARTICLE VI
BOARD OF DIRECTORS

Section 1. GENERAL CORPORATE POWERS. Subject to the provisions and limitations of California Nonprofit Public Benefit Corporation Law, the Articles of Incorporation, these Bylaws, and the Charter Schools Act of 1992, and any other applicable laws, the Corporation's activities, business, and affairs shall be managed, and all corporate powers shall be exercised, by or under the direction of the Board, except that the board may delegate dao to day management, and hiring and removal of subordinate employees to the Chief Executive Officer /CEO pursuant to the provisions of these Bylaws or by resolution.

Section 2. SPECIFIC POWERS. Without prejudice to the general powers set forth in Article VI, section 1 of these Bylaws, but subject to the same limitations, the Board shall have the following powers in addition to other powers enumerated in these Bylaws and permitted by law:

a. To select and remove at the pleasure of the Board, the Chief Executive Officer prescribe powers and duties for them as may be consistent with law, the Articles of Incorporation, and these Bylaws; to fix their compensation; and to require from them security for faithful service;

b. To conduct, manage, and control the affairs and activities of the Corporation and to make such rules and regulations for this purpose, consistent with law, the Articles of Incorporation, and these Bylaws, as it deems best;

c. Fix their compensation for corporate officers and employees; and to require from them security for faithful service;

d. To adopt, make and use a corporate seal, and alter the form of the seal from time to time, as it deems best;

e. To borrow money and incur indebtedness on behalf of the Corporation, and cause to be executed and delivered for the Corporation's purposes, in the corporate name, promissory notes, debentures, bonds, deeds of trust, mortgages, hypothecations, pledges, and other evidence of debt or securities;

f. To carry on a business at a profit and apply any profit that results from the business activity to any activity in which it may lawfully engage;

g. To act as trustee under any trust incidental to the principal object of the Corporation, and to receive, hold, administer, exchange and expend funds and property subject to such trust;

h. To acquire by purchase, exchange, lease, gift, devise, bequest, and to hold, improve, sublease, mortgage, transfer in trust, encumber, convey or otherwise dispose of real personal property;

i. To assume any obligations, enter into any contracts or other instruments, and do any and all other things incidental or expedient to the attainment of any corporate purpose;

j. To carry out such other duties as are described in the Charter.

Section 3. DELEGATION OF MANAGEMENT. The Board may delegate the management of the Corporation's activities to any person or persons, management company, or committees, however composed, provided the activities and affairs of the Corporation shall be managed and all corporate powers shall be exercised under the ultimate direction of the Board. No assignment, referral, or delegation of authority by the Board or anyone acting under such

delegation shall preclude the Board from exercising full authority over the conduct of the Corporation's activities, and the Board may rescind any such assignment, referral, or delegation at any time.

Section 4. NUMBER AND QUALIFICATION OF DIRECTORS. The number of directors shall be no less than three (3) and no greater than nine (9) unless changed by amendment to these Bylaws. The desired and coveted qualifications for directors are as follows:

a. One to two (1-2) Director(s) will be business owners /managers, employees, or executives of corporations, organizations, municipalities, or companies from the San Francisco Bay Area.

b. One (1) Director will be affiliated with a college or University.

c. One Director may be a university student, and/or alumni of the Amethod/Academy Program.

d. One to two (1-2) Director(s) will be a person with background in finance, investments, city business and/or banking.

e. The Chief Executive Officer may be a director.

f. A person with a K-12 charter school leadership experience and background

g. One (1) Director may be a lawyer affiliated with a professional law corporation.

h. One Director may be a person affiliated or familiar with commercial real estate expertise and city planning and zoning regulations.

Section 5. RESTRICTION ON INTERESTED PERSONS AS DIRECTORS. No more than 49 percent of the persons serving on the Board may be interested persons. An interested person is:

a. Any person compensated by the Corporation for services rendered to it within the previous 12 months, whether as a full- time or part- time employee, independent contractor, or otherwise, excluding any reasonable compensation paid to a director as director; and/or

b. Any brother, sister, ancestor, descendent, spouse, brother- in-law, sister- in-law, son- in law , daughter- in-law, mother- in-law or father- in-law of such person. However, any violation of the provisions of this paragraph shall not affect the validity or enforceability of any transaction entered into by the Corporation.

Section 6. NOMINATIONS, ELECTION, DESIGNATION, AND TERM OF OFFICE. The President of the board shall appoint a Board Nominating committee to nominate qualified candidates for election to the board at least 45 days before the date of any election of directors. The Board Nominating Committee shall make its report at least 10 days before the date

of the election, or as such other time that the board may set, and the secretary or president shall forward to each member of the board of directors, with notice of meeting required by the Bylaws, a list of candidates nominated by the committee.

Each director shall hold office for a term of three (3) years or until the director's death, removal, or resignation, whichever occurs first. Upon completion of an initial (3) year term, each director may serve one (1) additional three (3) term, subject to approval by a majority of the Board of Directors. No Directors shall serve in excess of two (2) consecutive terms, except as set forth herein. Nothing shall prevent a former director from rejoining the Board of Directors as long as that director has not been a member of the board with the preceding twelve (12) months. In the event that the Board of Directors consists of three (3) members or fewer, then those directors shall hold office until their respective successors are duly elected.

The Board Nominating Committee shall maintain and update the board roster as necessary after each election. Any director who is elected on or before June 30 shall be treated as though elected January 1 of that year for the purpose of term limits. Any director who is elected after June 30 of a given year shall be treated as though elected in January of the following year, effectively giving that director an additional six months during the director's first term.

Section 7. VACANCIES ON THE BOARD. A vacancy or vacancies on the Board shall exist on the occurrence of the following:

a. The death or resignation of any director;

b. The declaration by Board resolution of a vacancy of the office of a director who has been declared of unsound mind by an order of court or convicted of a felony or found by final order or judgment of any court to have breached a duty under California Non-Profit Public Benefit Corporation Law, Chapter 2, Article 3; or found to have neglected or violated his or her duties and responsibilities provided that notice of that meeting at which vote is taken and of the removal questions are given to each member of the board and to the director subject to the removal questions are given at least 10 days prior to the meeting. Any vacancy caused by the removal of a director shall be filled as provided in these Bylaws.

c. Any director who does not attend three (3) successive board meetings will automatically be removed from the board without board resolution unless (a) the director requests a leave of absence for a limited time, and the leave is approved by the directors at a regular or special meeting(if such granted, the number of the board members will be reduced by one in determining quorum is present), (b) the director suffers from an illness or disability that prevents him or her from attending meetings and the board resolution waives the automatic removal procedure of this subsection; or (c) the board resolution of the majority of board members must agree before a director who has missed three meetings may be reinstated.

Section 8. RESIGNATION OF DIRECTORS. Except as provided below, any director may resign by giving written or verbal notice to the Chairperson of the Board, if any, or the President or the Secretary of the Board. The resignation shall be effective when the notice is given unless it specifies a later time for the resignation to become effective. If a director's resignation is effective at a later time, the Board may elect a successor to take office as of the date when the resignation becomes effective. The Board has the authority to declare that any director who has been absent without excuse from three or more Board meetings in one term has voluntarily resigned.

Section 9. DIRECTOR MAY NOT RESIGN IF NO DIRECTOR REMAINS. Except on notice to the California Attorney General, no director may resign if the Corporation would be left without a duly elected director or directors.

Section 10. VACANCIES FILLED BY BOARD. Vacancies on the Board may be filled by approval of the Board or, if the number of directors then in office is less than a quorum, by:

a. the unanimous vote of the directors then in office;

b. the affirmative vote of a majority of the directors then in office at a meeting held according to notice or waivers of notice complying with Corporations Code section 5211; or

c. A sole remaining director.

Section 11. NO VACANCY ON REDUCTION OF NUMBER OF DIRECTORS. Any reduction of the authorized number of directors shall not result in the removal of any director before his or her term of office expires.

Section 12. LOCATION OF BOARD MEETINGS. Meetings of the Board shall be held at any place within California, in accordance with any applicable laws, as designated by resolution of the Board or in the notice of the meeting, or, if not so designated, at the principal office of the Corporation. Board meetings will be held quarterly.

Section 13. MEETINGS BY TELEPHONE OR OTHER TELECOMMUNICATIONS EQUIPMENT. Any Board meeting may be held by telephone conference, video screen communication, or other communications equipment. Participation in such a meeting shall constitute in person presence if all the following apply:

a. Each member participating in the meeting can communicate concurrently with all other members;

b. Each member is provided the means of participating in all matters before the Board, including the capacity to propose, or to interpose an objection to, a specific action to be taken by the Corporation;

c. The Board has adopted and implemented a means of verifying both of the following: A person communicating by telephone, video screen, or other communications equipment is a director entitled to participate in the Board meeting; and

d. All statements, questions, actions or votes were made by that director and not by another person not permitted to participate as a director.

The meeting must meet all the requirements of the Brown Act (Government Code section 54950 et seq.).

Section 14. ANNUAL AND OTHER MEETINGS. Pursuant to sufficient notice, the Board shall hold an annual meeting for the purposes of organization, selection of directors and officers, and the transactions of other business.

Section 15. REGULAR MEETINGS. Regular meetings of the Board shall be held at regularly as established by the majority of the board, unless otherwise noted. Such meetings shall comply with the notice and open meeting provisions of the Brown Act (Government Code section 54950 et seq.).

Section 16. SPECIAL MEETINGS. Special meetings of the Board for any purpose may be called by the chairperson of the Board, if any, the president, any vice president, the secretary or any two directors.

a. Manner of Giving Notice. Notice of the time and place of special meetings shall be given to each director by one of the following methods:
   1. By personal delivery of written notice;
   2. By first-class mail, postage prepaid;
   3. By telephone, either directly to the director or to a person at the director's office who would reasonably be expected to communicate that notice promptly to the director; or
   4. By facsimile or telegram, charges prepaid.

All such notices shall be given or sent to the director's address or telephone number as shown on the records of the Corporation.

b. Time Requirements. Special meetings of the Board may be held only after each director has received at least twenty-four (24) hours notice given personally or by telephone, telegraph, fax, or other similar means of communication in accordance with provisions of the Brown Act (Government Code section 54950 et seq.).

c. Notice Content. The notice of a special meeting shall state the time and location of the meeting and shall briefly describe the items on the agenda.

Section 17. EMERGENCY MEETINGS. Emergency meetings may be held for those limited purposes as specified in the Brown Act. Notice and posting of agendas shall be

made in accordance with the Brown Act. An "emergency" as defined in Government code section 54956.5 includes "matters upon which prompt action is necessary due to the disruption of public facilities" such as a "work stoppage or other activity which severely impairs public health, safety, or both" or a "crippling disaster which severally impairs public health, safety, or both."

Section 18. NOTICE OF REGULAR MEETINGS. Notice of the time and place of meetings shall be given to each director either by:

a. personal delivery of written notice;

b. first-class mail, postage prepaid;

c. telephone, including via a voice messaging system or other system or technology designed to record and communicate messages, either director to the director, or to a person a the director's office who would reasonably be expected to communicate that notice promptly to the director;

d. telegram;

e. facsimile;

f. electronic mail; *or*

g. other electronic means.

All such notices shall be given or sent to the director's address or telephone number as shown on the Corporation's records.

Notice sent by first-class mail shall be deposited in the U.S. mail at least four (4) days before the time set for the meeting. Notices given by personal delivery, telephone, electronic mail, or telegraph shall be delivered in accordance with the notice provisions of the Brown Act.

The notice shall state the time of the meeting and the place of the meeting if other than the Corporation's principal office. The notice need not specify the purpose of the meeting.

Section 19. QUORUM. A majority of the current number of directors shall constitute a quorum for the transaction of business, except adjournment. Every action taken or decision made by a two- thirds vote of the directors present at a duly held meeting at which a quorum is present shall be the act of the Board, subject to the more stringent provisions of the California Nonprofit Public Benefit Corporation Law, including, without limitation, those provisions relating to: approval of contracts or transactions in which a director has a direct or indirect material financial interest; approval of certain transactions between Corporations having common directorships; creation of and appointments to committees of the Board; and indemnification of directors.

A meeting at which a quorum is initially present may continue to transact business, despite the withdrawal of directors, if any action taken or decision made is approved by at least a majority of the required quorum for that meeting.

Section 20. WAIVER OF NOTICE. Notice of a meeting need not be given to any director who, either before or after the meeting, signs a waiver of notice, a written consent to the holding of the meeting, or an approval of the minutes of the meeting. The waiver or notice or consent need not specify the purpose of the meeting. All such waivers, consents, and approvals shall be filed with the corporate records or made a part of the minutes of the meetings. Notice of a meeting need not be given to any director who attends the meeting and does not protest, before or at the commencement of the meeting, the lack of notice to him or her.

Section 21. ADJOURNMENT. A majority of the directors present, whether or not a quorum is present, may adjourn any meeting to another time and place.

Section 22. NOTICE OF ADJOURNED MEETING. Notice of the time and place of holding an adjourned meeting must be given at least 24 hours before the time of the meeting specified in the notice. Notice of any adjournment to another time and place shall be given, before the time of the adjourned meeting, to the directors who were not present at the time of the adjournment.

Section 23. CONFLICT OF INTEREST. Any Director, officer, key employee, or committee member having an interest in a contract, or transaction, or program presented to or discussed by the Board or committee for authorization ,approval, or ratification shall make a prompt and clear disclosure of his or her interest to the board or committee prior to its acting on such contract or transaction.

Such disclosure shall include all relevant and material facts known to such person about the contract or transaction which might reasonably be construed to exist. If a conflict is deemed to exist, such person shall not vote on, nor use his or her personal influence on, nor be present during in the discussion or deliberations with respect to, such contract or transaction (other than to present factual information or to respond to questions prior to the discussion). The minutes of the meeting shall reflect the disclosure made the vote thereon and, where applicable, the abstention from voting.

The policy requires:

- Regular annual statements from directors, officers, key employees to disclose existing and potential conflict of interest, and;

- Corrective and disciplinary actions with respect to transgressions of such policies.

Section 24. COMPENSATION AND REIMBURSEMENT. Directors and members of committees shall receive no compensation for their services as directors, but may receive just and reasonable reimbursement for expenses.

Section 25. STANDARD OF CARE. A director shall perform all duties of a director, including duties as a member of any committee of the Board on which the director may serve, in good faith, in a manner the director believes to be in the best interests of the corporation and with such care, including the duty to make reasonable inquiries, as an ordinarily prudent person in a like situation would use under similar circumstances.

In performing the duties of a director, a director may rely on information, opinions, reports or statements, including financial statements and other financial data, in each case prepared or presented by:

a. One or more officers or employees of the corporation whom the director believes to be reliable and competent in the matters presented;

b. Legal counsel, independent accountants or other persons as to matters that the director believes to be within such person's professional or expert competence; or

c. A committee of the Board upon which the director does not serve as to matters within its designated authority, provided the director believes that the committee merits confidence and the director acts in good faith, after reasonable inquiry when the need therefore is indicated by the circumstances, and without knowledge that would cause such reliance to be unwarranted.

Except with respect to assets that are directly related to the Corporation's charitable programs, the Board shall avoid speculation in investing, reinvesting, purchasing, acquiring, exchanging, selling and managing the Corporation's investments. Instead, the Board is to consider the permanent disposition of funds, the probable income, the probable safety of the Corporation's capital, and is to comply with the express terms of the instrument or agreement, if any, pursuant to which the assets were contributed to the Corporation.

Section 26. RULES OF PROCEDURE. All meetings of the Board and of the committees shall be conducted in accordance with Robert' s Rules of Order.

Section 27. COMPLIANCE WITH LAWS GOVERNING STUDENT RECORDS. The Charter School and the Board of Directors shall comply with all applicable provisions of the Family Education Rights Privacy Act ("FERPA") as set forth in Title 20 of the United States Code Section 1232g and attendant regulations as they may be amended from time to time.

Section 28. CONTRACTS WITH DIRECTORS AND OFFICERS. No director of this Corporation nor any other corporation, firm, association, or other entity in which one or more of this Corporation's directors are directors or have a material financial interest, shall be interested, directly or indirectly, in the contract or transaction, unless (a) the material facts regarding that director's financial interest in such contract or transaction or regarding such common directorship, officership, or financial interest are fully disclosed in good faith and noted in the minutes, or are known to all members of the Board prior to the Board's consideration of such contract or transaction; (b) such contract or transaction is authorized in good faith by a

majority of the Board by a vote sufficient for that purpose without counting the votes of the interested directors; (c) before authorizing or approving the transaction, the Board considers and in good faith decides after reasonable investigation that the Corporation could not obtain a more advantageous arrangement with reasonable effort under the circumstances; (d) the corporation for its own benefit enters into the transaction, which is fair and reasonable to the corporation at the time the transaction was entered into.

This section does not apply to a transaction that is part of an educational or charitable program of this Corporation if it (a) is approved or authorized by the Corporation in good faith and without unjustified favoritism and (b) results in a benefit to one or more directors or their families because they are the class of persons intended to be benefited by the educational or charitable program of this Corporation. All actions taken under this Section must be made in compliance with all applicable conflict of interest laws.

Section 29. LOANS TO DIRECTORS AND OFFICERS. This Corporation shall not lend any money or property to, or guarantee the obligation of any director or officer without the approval of the California Attorney General; provided, however that the Corporation may advance money to a director or officer of the Corporation for expenses reasonably anticipated to be incurred in the performance of his or her duties if that director or officer would be entitled to reimbursement for such expenses by the Corporation.

Section 30. TRAINING. Every director who has not previously served on the Corporation's Board must commence attendance at a comprehensive, authorized training(s) regarding Board governance within 12 months of joining the Board as a director.

ARTICLE VII
COMMITTEES

Section 1. COMMITTEES. To facilitate the consideration and management of the Corporation under the Charter and as a corporate legal entity, the following committees may be created as set forth within this section. Any two committees or any particular duties of a committee may be combined, in the interest of efficiency or management. Unless otherwise directed by the Board, committees are empowered only to consider and make recommendations upon matters referred to them by the Board. All committees shall be composed of at least one board member. By majority vote of the committee members, each committee shall elect one of its members who are also Board members to act as chairperson of the committee.

a. Executive Committee. The Executive Committee shall have the power to act in all matters pertaining to the Corporation, as directed by the Board, and, working in concert with the goals established by the committees, shall determine the Corporation's short-range and long-range goals. The Executive Committee shall review annually the conditions of employment of the Chief Executive Officer or Principal. The Executive Committee shall be composed of the President, Vice-President of the Board, Secretary and Treasurer.

b. Audit Committee: The Corporation shall have an audit committee consisting of at least one director and may include nonvoting advisors. Board Directors who are employees or officers of the corporation or who receive, directly or indirectly in any consulting, advisory or other compensatory fee from the corporation (other than for service as a director) may not serve on audit committee. The audit committee shall perform the duties and adhere to the guidelines set forth in the audit committee description as amended from time to time by the board. Such duties include: (1) Assisting the board in choosing an auditor, if necessary; (2) Negotiating the auditor's compensation; (3) Conferring with the auditor regarding the corporation's financial affairs; and (4) Reviewing and accepting or rejecting the audit.

c. Finance Committee: The Board President select the chairperson of the finance committee. The Treasurer should be a member of committee. The Finance Committee shall be responsible for the developing , recommending , and reviewing fiscal procedures , for the preparation and review of financial reports and projections of revenues and expenses, subject to approval by the board.

d. Other Committees of the Board. The corporation or Board, may, from time to time be designated by resolution of the Board of Director. Such other committees may consist of persons who are not also members of the board. These additional committees shall act in an advisory capacity only to the board and shall be clearly titled "advisory" committees.

Meetings and actions of committees of the Board shall be governed by, held and taken in accordance with the provisions of these Bylaws, except that the time for regular meetings of such committees and the calling of special meetings of such committees may be determined by resolution of the committee of the Board or of the Board. Minutes of each meeting of any committee of the Board shall be kept and filed with the corporate records. The Board may adopt rules for the government of any committee that are consistent with these Bylaws or, in the absence of rules adopted by the Board, the committee may adopt such rules.

ARTICLE VIII
OFFICERS OF THE CORPORATION

Section 1. OFFICERS OF THE CORPORATION. The officers of the Corporation shall be a President , Vice-President, a secretary, director and a treasurer. . Any number of offices may be held by the same person, except that neither the secretary nor the treasurer may serve concurrently as either the president or the chairperson of the Board.

Section 2. ELECTION OF OFFICERS. The officers of the Corporation, and the officers of the School, except as appointed under Section 3 of this Article, shall be elected annually by the Board and each shall serve at the pleasure of the Board, subject to the rights, if any, of any officer under any contract of employment.

Section 3. OTHER OFFICERS. The Board may appoint and may authorize the president or other officer to appoint any other officers that the School or Corporation may require, each of whom shall have the title, hold office for the period, have the authority, and perform the duties determined by the Board.

Section 4. DUPLICATION OF OFFICE HOLDERS. Any number of offices may be held by the same person, except that neither the Secretary nor the Treasurer may serve concurrently as either the President or Chairman of the Board.

Section 5. REMOVAL OF OFFICERS. Without prejudice to any rights of an officer under any contract of employment, any officer may be removed, with or without cause, by the Board or by an officer on whom the Board may confer that power of removal. An officer that was not chosen by the Board may be removed by any other officer on whom the Board confers the power of removal.

Section 6. RESIGNATION OF OFFICERS. Any officer may resign at any time by giving written notice to the Corporation. The resignation shall take effect as of the date the notice is received or at any later time specified in the notice and, unless otherwise specified in the notice, the resignation need not be accepted to be effective. Any resignation shall be without prejudice to the rights, if any, of the Corporation under any contract to which the officer is a party.

Section 7. VACANCIES IN OFFICE. A vacancy in any office due to death, resignation, removal, disqualification, or any other cause shall be filled in the manner prescribed in these Bylaws for regular appointments to that office, provided that such vacancies shall be filled as they occur and not on an annual basis.

Section 8. PRESIDENT. Subject to such supervisory powers as the Board may give to the President of the Board, if any, the president shall, subject to the control of the Board, and in conjunction with the Officers of the School, assist in supervising and directing the business, activities, affairs and the officers of the Corporation.

Section 9. VICE PRESIDENT. In the absence or disability of the president, the vice presidents, if any, in order of their rank as fixed by the Board or, if not ranked, a vice president designated by the Board, shall perform all duties of the president. When so acting, a vice president shall have all powers of and be subject to all restrictions on the president. The vice presidents shall have such other powers and perform such other duties as the Board or the Bylaws may prescribe.

Section 10. SECRETARY. The secretary shall keep or cause to be kept, at the Corporation's principal office or such other place as the Board may direct, a book of minutes of all meetings, proceedings, and actions of the Board, or committees of the Board. The minutes of meetings shall include the time and place the meeting was held, whether the meeting was general or special and, if special, how authorized, the notice given, the names of those present at Board and committee meetings.

The secretary shall keep or have kept at the principal office in California, a copy of the Articles of Incorporation and Bylaws, as amended to date.

The secretary shall give, or cause to be given, all required notices of all meetings of the Board and of committees of the Board. The secretary shall keep the corporate seal in safe custody, and shall have such other powers and perform such other duties as the Board or the Bylaws may prescribe.

Section 11. TREASURER. The treasurer shall keep and maintain, or cause to be kept and maintained, adequate and correct books and records of accounts of the Corporation's properties and business transactions, including accounts of its assets, liabilities, receipts, disbursements, gains, losses, capital, retained earnings, and other matters customarily included in financial statements. The treasurer shall send or cause to be given to the directors such financial statements and reports as are required to be given by law by these Bylaws, or by the Board. The books of account shall be open to inspection by any director at all reasonable times.

The treasurer shall deposit, or cause to be deposited, all money and other valuables in the name and to the credit of the Corporation with such depositories as the Board may designate, shall disburse the Corporation's funds as the Board may order, shall render to the president and directors, when requested, an account of all transactions as treasurer and of the financial condition of the Corporation, and shall have such other powers and perform such other duties as the Board or the Bylaws may prescribe.

If required by the Board, the treasurer shall give the Corporation a bond in the amount and with the surety or sureties specified by the Board for faithful performance of the duties of his or her office and for restoration to the Corporation of all its books, papers, vouchers, money, and other property of every kind in his or her possession or under his or her control on his or her death, resignation, retirement, or removal from the office.

ARTICLE IX
SCHOOL OFFICERS

Section 1. NUMBER, APPOINTMENT AND TERMS OF SCHOOL OFFICERS. The officers of the School shall include an Chief Executive Officer or CEO. The Board may also elect, at its discretion, one or more assistants to the Chief Executive Officer, or CEO, and such other officers as may be appointed in accordance with Article VIII, section 3 of these Bylaws. All School officers shall be elected in accordance with Article VIII, section 2 of these Bylaws. The Chief Executive Officer, within general guidelines approved by the Board, may appoint other administrative staff as necessary to conduct the business of the School.

Section 2. DUTIES AND AUTHORITY OF CHIEF EXECUTIVE OFFICER The Chief Executive Officer shall be the executive and educational head of the Schools, organization, and shall carry out the policies of the Board, attend to all matters entrusted to his or her care by the Board and shall exercise such general supervision and direction over School affairs as will promote the highest efficiency of the School, including the following duties:

a. Be the chief administrator of the School Network, responsible to the Board for the execution of all administrative functions;

b. Report to the Board the appointment , reduction, or promotion of or change in the number of faculty and staff of the organization;

c. Report to the Board at each of its meetings on matters of importance to the organization and schools and make a report at each meeting on the business and affairs of the schools during the preceding academic year and on its condition at the end of such year;

d. Present for consideration at any Board meeting measures deemed necessary or expedient for the welfare of the School;

The Chief Executive Officer may be member of all committees. If the office of the Chief Executive Officer becomes vacant by reason of disability, death, resignation, removal or otherwise, the Board shall appoint an Acting Chief Executive Officer of the organization and schools.

Section 3. DUTIES AND AUTHORITY OF ASSISTANTS TO THE CHIEF EXECUTIVE OFFICER. If any assistant to the Chief Executive Officer is appointed, he or she shall be concerned with the administration of educational policies and regulations and with such other matters as may be delegated by the Chief Executive Officer of the organization and schools and approved by the Board.

Section 4. OTHER OFFICERS. Such other officers shall have such duties and responsibilities as shall be recommended by the Chief Executive Officer and approved by the Board.

ARTICLE X
INDEMNIFICATION

Section 1. DEFINITIONS. For the purpose of this Article X, "agent" means any person who is or was a director, officer, employee, or other agent of the Corporation, or is or was serving at the request of the Corporation as a director, officer, employee, or agent of another foreign or domestic corporation, partnership, joint venture, trust, or other enterprise, or was a director, officer, employee, or agent of a foreign or domestic corporation which was a predecessor corporation of the Corporation or of another enterprise at the request of such predecessor corporation; "proceeding" means any threatened, pending or completed action or proceeding, whether civil, criminal, administrative, or investigative; and "expense" includes, without limitation, attorneys' fees and any expenses of establishing a right to indemnification under Section 5 of this Article.

Section 2. INDEMNIFICATION. To the fullest extent permitted by law, this Corporation may indemnify its directors, officers, employees, and other persons described in Corporation Code section 5238(a), including persons formerly occupying any such positions, against all expenses, judgments, fines, settlements, and other amounts actually and reasonably

incurred by them in connection with any "proceeding," as that terms is used in that section. "Expenses," as used in this Bylaw, shall have the same meaning as in that section of the Corporations Code.

On written request to the Board by any person seeking indemnification under the Corporations Code section 5238(b) or section 5238(c), the Board shall promptly decide under Corporations Code section 5238(e) whether the applicable standard of conduct set forth in Corporations Code section 5238(b) or section 5238(c) has been met and, if so, the Board shall authorize indemnification.

The Corporation shall have the power to indemnify any person who was or is a party or is threatened to be made a party to any threatened, pending, or completed action by or in the right of the Corporation, or brought under Section 5233 of the California Nonprofit Public Benefit Corporation Law, or brought by the Attorney General or a person granted relater status by the Attorney General for breach of duty relating to assets held in charitable trust, to procure a judgment in its favor by reason of the fact that such person is or was an agent of the Corporation, against expenses actually and reasonably incurred by such person in connection with the defense or settlement of such action if such person acted in good faith, in a manner such person believed to be in the best interests of the Corporation, and with such care, including reasonably inquiry, as an ordinarily prudent person in alike position would use under similar circumstances.

No indemnification shall be made under this Section:

a. In respect of any claim, issue, or matter as to which such person shall have been adjudged to be liable to the Corporation in the performance of such person's duty to the Corporation, unless and only to the extent that the court in which such proceeding is or was pending shall determine upon application that, in view of all the circumstances of the case, such person is fairly and reasonably entitled to indemnity for the expenses which such court shall determine;

b. Of amounts paid in settling or otherwise disposing of a threatened or pending action, with or without court approval; or

c. Of expense incurred in defending a threatened or pending action which is settled or otherwise disposed of without court approval, unless it is settled with the approval of the Attorney General.

Section 3. INDEMNIFICATION AGAINST EXPENSES. To the extent that an agent of the Corporation has been successful on the merits in defense of any proceeding referred to in Sections 2 of this Article or in defense of any claim, issue, or matter therein, the agent shall be indemnified against expenses actually and reasonably incurred by the agent in connection therewith.

Section 4. REQUIRED DETERMINATIONS. Except as provided in Section 3 of this Article, any indemnification under this Article shall be made by the Corporation only if authorized in the specific case, upon a determination that indemnification of the agent is proper

in the circumstances because the agent has met the applicable standard of conduct set forth in Section 2 of this Article, by:

a. a majority vote of a quorum consisting of directors who are not parties to such proceeding; or

b. the court in which such proceeding is or was pending upon application made by the Corporation or the agent or the attorney or other person rendering services in connection with the defense, whether or not such application by the agent, attorney, or other person is opposed by the Corporation.

Section 5. ADVANCE OF EXPENSES. Expenses incurred in defending any proceeding may be advanced by the Corporation prior to the final disposition of such proceeding upon receipt of an undertaking by or on behalf of the agent to repay such amount unless it shall be determined ultimately that the agent is entitled to be indemnified as authorized in this Article.

Section 6. OTHER INDEMNIFICATION. No provision made by the Corporation to indemnify its or its subsidiary's directors or officers for the defense of any proceeding, whether contained in the Articles, Bylaws, a resolution of members or directors, an agreement, or otherwise, shall be valid unless consistent with this Article. Nothing contained in this Article shall affect any right to indemnification to which persons other than such directors and officers may be entitled by contract or otherwise.

Section 7. FORMS OF INDEMNIFICATION NOT PERMITTED. No indemnification or advance shall be made under this Article except as provided in Sections 3 and 4 (b) of this Article, in any circumstances where it appears: that it would be inconsistent with a provision of the Articles, these Bylaws, or an agreement in effect at the time of the accrual of the alleged cause of action asserted in the proceeding in which the expenses were incurred or other amounts were paid, which prohibit or otherwise limit indemnification; or that it would be inconsistent with any condition expressly imposed by a court in approving a settlement.

Section 8. NONAPPLIACIBLITY TO FIDUCIARIES OF EMPLOYEE BENEFIT PLANS. This Article does not apply to any proceeding against any trustee, investment manager, or other fiduciary of an employee benefit plan in such person's capacity as such, even though such person may also be an agent of the Corporation. The Corporation shall have power to indemnify such trustee, investment manager, or other fiduciary to the extent permitted by Section 207 (f) of the California General Corporation Law.

ARTICLE XI
INSURANCE

Section 1. INSURANCE. The Corporation shall have right, and use its best efforts, to purchase and maintain insurance to the full extent permitted by law on behalf of is officers, directors, employees, and other agents, to cover any liability asserted against or incurred by any officer, director, employee or agent in such capacity or arising from the officer's, director's, employee's or agent's status as such.

ARTICLE XII
MAINTENANCE AND INSPECTION OF CORPORATE RECORDS

Section 1. MAINTENANCE OF CORPORATE RECORDS. The Corporation shall keep both adequate and correct books and records of accounts and written minutes of the proceedings of its Board, and committees of the Board.

Section 2. INSPECTION BY DIRECTORS. Every director shall have the absolute right at any reasonable time to inspect and copy all books, records, and documents of every kind and to inspect the physical properties of the Corporation for a purpose reasonably related to the director's interests as a director.

ARTICLE XIII
ENDORSEMENT OF DOCUMENTS; CONTRACTS

Section 1. ENDORSEMENT OF DOCUMENTS; CONTRACTS. Any contract or conveyance made in the name of the Corporation, which is authorized or ratified by the Board or done within the scope of authority conferred by the Board or within the agency power of the officer executing it, except as the Board's authority is limited by law, binds the Corporation and the Corporation acquires rights thereunder whether the contract is executed wholly or in part.

ARTICLE XIV
REQUIRED REPORTS

Section 1. ANNUAL REPORTS. The Board may cause an annual report to be sent to directors within 120 days after the end of the Corporation's fiscal year. That report shall contain the following information, in appropriate detail:

a. The assets and liabilities, including the trust funds, or the Corporation as of the end of the fiscal year;

b. The principal changes in assets and liabilities, including trust funds;

c. The Corporation's revenue of receipts, both unrestricted and restricted to particular purposes;

d. The Corporation's expenses or disbursement for both general and restricted purposes;

e. An independent accountants' report or, if none, the certificate of an authorized officer of the corporation that such statements were prepared without audit from the Corporation's books and records; and

f. Any other information the Board deems relevant.

This requirement of an annual report shall not apply if the Corporation receives less than $25,000 in gross receipts during the fiscal year, provided, however, that the information

specified above for inclusion in an annual report must be furnished annually to all directors and to any member who requests it in writing.

Section 2. ANNUAL STATEMENT OF CERTAIN TRANSACTIONS AND INDEMNIFICATIONS. As part of the annual report to all directors, or as a separate document if no annual report is issued, the Corporation shall, within 120 days after the end of the Corporation's fiscal year, annually prepare and mail or deliver to each director a statement of any transaction or indemnification of the following kind:

a. Any transaction (i) in which the Corporation, or its parent or subsidiary, was a party, (ii) in which an 'interest person' had a direct or indirect material financial interest, and (iii) which involved more than $50,000 or was one of several transactions with the same interested person involved, in the aggregate, more than $50,000. For this purpose, an 'interested person is either:

   - Any director or officer of the Corporation, its parent, or subsidiary (but mere common directorship shall not be considered such an interest); or

   - Any holder of more than 10 percent of the voting power of the Corporation, its parent, or its subsidiary. The statement shall include a brief description of the transaction, the names of interested persons involved, their relationship to the Corporation, the nature of their interest, provided that if the transaction was with a partnership in which the interested person is a partner, only the interest of the partnership need be stated.

b. Any indemnification or advances aggregating more than $10,000 paid during the fiscal year to any officer or director of the Corporation as permitted under these Bylaws, unless the indemnification has already been approved by the directors under Corporation's code section 5238(e)(2).

ARTICLE XV
OTHER PROVISIONS

Section 1. CONSTRUCTION AND DEFINITIONS. Unless the context requires otherwise, the general provisions, rules of construction, and definitions in the California Nonprofit Corporation Law and in the California Nonprofit Public Benefit Law shall govern the construction of these Bylaws. Without limiting the generality of foregoing, words in these Bylaws shall be read as the masculine or feminine gender and as the singular or plural, as the context requires. The term "person" includes both a legal entity and a natural person. The captions and headings in these Bylaws are for convenience of reference only and are not intended to limit or define the scope or effect of any provision.

Section 2. AMENDMENT OF BYLAWS. New Bylaws may be adopted, or these Bylaws may be amended or repealed, by a majority vote of the Board.

Section 3. VALIDITY OF INSTRUMENT. Subject to the provisions of applicable law, any note, mortgage, evidence of indebtedness, contract, conveyance or other written instrument and any assignment or endorsement thereof executed or entered into between the Corporation and any other person, shall be valid and binding on the Corporation when signed by the President, Co-President, Vice-President, Secretary or Treasurer of the Corporation unless the other person has actual knowledge that the signing officers had no authority to execute the same. Any such instruments may be signed by any other person(s) and in such manner and from time to time shall be determined by the Board and, unless so authorized by the Board, no officer, agent or employee shall have any power or authority to bind the Corporation by any contract or engagement, to pledge its credit, or to render it liable for any purpose or amount.

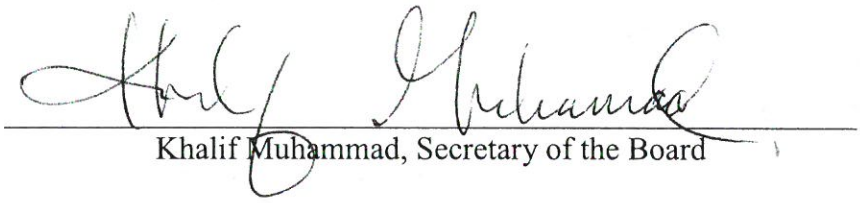
Section 4. FISCAL YEAR. The fiscal year of the Corporation shall be will be July 1, through June 30 or set by the Board.

Section 5. INTERPRETATION OF THE CHARTER. In any instance in which the provisions of these Bylaws are in conflict with the provisions of the Charter, the provisions of the Charter will prevail.

CERTIFICATE OF SECRETARY

I certify that I am the duly elected and acting Secretary of the Amethod Public Schools , a California non-profit public benefit corporation; that these Bylaws are the Bylaws of this corporation as adopted by the Board of Directors on; and that these Bylaws have not been amended or modified since that date.

Executed on **13th of June, 2011** at Oakland, California.



Khalif Muhammad, Secretary of the Board

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HONOR HARD WORK

(AMENDED)
BYLAWS OF
AMETHOD PUBLIC SCHOOLS
(Formerly Oakland Charter Academy)
A California Nonprofit Public Benefit Corporation

Amended by
The Board of Directors
January 18, 2023

Adopted by
The Board of Directors
June 16, 2006

AMPS

HONOR HARD WORK

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BYLAWS OF

AMETHOD PUBLIC SCHOOLS

(Amendment Date: January 18, 2023)
A California Nonprofit Public Benefit Corporation

ARTICLE I
NAME

Section 1. NAME. The name of this corporation is Amethod Public Schools, a California Nonprofit Public Benefit Corporation ("Corporation"), (formerly Oakland Charter Academy, Inc.).

ARTICLE II
PRINCIPAL OFFICE OF THE CORPORATION

Section 1. PRINCIPAL OFFICE OF THE CORPORATION. The principal office for the transaction of the activities and affairs of the Corporation shall be within the City of Oakland, Alameda County, California. The Board of Directors of the Corporation ("Board") may change the location of the principal office. Any such change of location must be noted by the Secretary of the Board; alternatively, this Section may be amended to state the new location.

Section 2. OTHER OFFICES OF THE CORPORATION. The Board may, at any time, establish branch or subordinate offices at any place or places where the Corporation is qualified to conduct its activities.

ARTICLE III
GENERAL AND SPECIFIC PURPOSES

Section 1. GENERAL PURPOSE AND SPECIFIC PURPOSES. The Corporation is a nonprofit public benefit corporation and is not organized for the private gain of any person. It is organized under the Nonprofit Corporation law of California for public and charitable purposes. The specific purposes for which this Corporation is organized are to manage, operate, guide, direct and promote one or more California public charter schools ("Charter Schools").

The Corporation is organized and operated exclusively for educational and charitable purposes pursuant to and within the meaning of Section 501 (c) (3) of the Internal Revenue Code or the corresponding provision of any future United States Internal Revenue law. Notwithstanding any other provision of these articles, the Corporation shall not, except to an insubstantial degree, engage in any other activities or exercise of power that do not further the purposes of the Corporation. The Corporation shall not carry on any other activities not permitted to be carried on by: (a) a corporation exempt from federal income tax under Section 50l(c) (3) of the Internal Revenue code, or the corresponding section of any future federal tax code; or (b) by a corporation, contributions to which are deductible under Section 170(c) (2) of the Internal Revenue Code, or the

corresponding section of any future federal tax code.

ARTICLE IV
DEDICATION AND DISTRIBUTION OF ASSETS

Section 1. DEDICATION OF ASSETS. The Corporation's assets are irrevocably dedicated to public benefit and/or charitable purposes. No part of the net earnings, properties, or assets of the Corporation, on dissolution or otherwise, shall inure to the benefit of any private person or individual, or to any Director or officer of the Corporation.

Section 2. DISTRIBUTION OF ASSETS UPON DISSOLUTION. Upon dissolution or winding up of the Corporation, its assets remaining after payment of all debts and liabilities of the Corporation shall be distributed to a nonprofit fund, foundation, or corporation which is organized and operated exclusively for educational, public or charitable purposes and which has established it tax exempt status under section 501(c)(3) of the Internal revenue Code, or the corresponding section of any future federal tax code, or shall be distributed to the federal government, or to a state or local government, for public purposes. Any such assets not so disposed of shall be disposed of by a court of competent jurisdiction of the county in which the principal office of the Corporation is then located, exclusively for educational, public or charitable purposes or to such organization or organizations, as said court shall determine, which are organized and operated exclusively for such educational, public or charitable purposes.

ARTICLE V
CORPORATION WITHOUT MEMBERS

Section 1. CORPORATION WITHOUT MEMBERS. The Corporation shall have no "members" as that term is used in the California Nonprofit Public Benefit Corporation Law. All rights, which would otherwise vest in the members, shall vest in the Board.

ARTICLE VI BOARD OF DIRECTORS

Section 1. GENERAL POWERS. Subject to the provisions and limitations of the California Nonprofit Public Benefit Corporation Law, the Articles of Incorporation of the Corporation, these Bylaws. The Charter Schools Act of 1992, and any other applicable laws, the Corporation's activities, business, and affairs shall be managed, and all corporate powers shall be exercised, by or under the direction of the Board, except as provided in Section 3 hereof. The Board may not delegate the responsibilities of budget approval or approval of fiscal and performance audits.

Section 2. SPECIFIC POWERS. Without prejudice to the general powers set forth in Section 1 above, but subject to the same limitations, the Board shall have the power to:

a. To select and remove, at the pleasure of the Board, the Chief Executive Officer ("CEO"), and

his/her subordinates, prescribe powers and duties for him/her, as may be consistent with law, the Articles of Incorporation, and these Bylaws; to fix his/her compensation and to require from her/him security for faithful performance.

b. To conduct, manage, and control the affairs and activities of the Corporation and to make such rules and regulations for this purpose, consistent with law, the Articles of Incorporation, and these Bylaws, as it deems best;

c. Fix the compensation for corporate officers and employees; and to require from them security for faithful service;

d. To adopt, make and use a corporate seal, and alter the form of the seal from time to time, as it deems best;

e. To borrow money and incur indebtedness on behalf of the Corporation, and cause to be executed and delivered for the Corporation's purposes, in the corporate name, promissory notes, debentures, bonds, deeds of trust, mortgages, hypothecations, pledges, and other evidence of debt or securities;

f. To act as trustee under any trust incidental to the principal object of the Corporation, and to receive, hold, administer, exchange and expend funds and property to such trust;

g. To acquire by purchase, exchange, lease, gift, devise, bequest, and to hold, improve, sublease, mortgage, transfer in trust, encumber, convey or otherwise dispose of real personal property;

h. To assume any obligations, enter into any contracts or other instruments, and do any and all other things incidental or expedient to the attainment of any corporate purpose.

1. To carry out such other duties as are described in the Charter of each school.

Section 3. DELEGATION OF MANAGEMENT. The Board may delegate the management of the Corporation's activities to any person or persons, management company, or committees, however composed, provided the activities and affairs of the Corporation shall be managed and all corporate powers shall be exercised under the ultimate direction of the Board. No assignment, referral, or delegation of authority by the Board or anyone acting under such delegation shall preclude the Board from exercising full authority over the conduct of the Corporation's activities, and the Board may rescind any such assignment, referral, or delegation at any time.

Section 4. NUMBER OF DIRECTORS. The authorized number of Directors shall be no less than five (5) and no more than eleven (11), with the exact number to be fixed by the Board by resolution from time to time.

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Section 5. RESTRICTION ON INTERESTED PERSONS AS DIRECTORS. No more than 49 percent of the persons serving on the Board may be interested persons. An interested person is:

a. Any person compensated by the Corporation for services rendered to it within the previous 12 months, whether as a full-time or part-time employee, independent contractor, or otherwise, excluding any reasonable compensation paid to a Director as Director; and/or

b. Any brother, sister, ancestor, descendant, spouse, brother-in-law, sister-in-law, son-in- law, daughter-in-law, mother-in-law, or father-in-law of such person.

The Board may adopt other policies circumscribing potential conflicts of interest.

Section 6. NOMINATIONS BY COMMITTEE. In the event that there is a vacancy pursuant to Section 9 below, the Chair, will appoint an ad hoc advisory committee to nominate qualified candidates for election to the Board ("Nominating Committee"), which in turn will select a Chairman of the committee. The Nominating Committee's shall not be less than three (3) members and its duties are as follows:

(1) Identify a need/priority for the Corporation based on the Board composition and the expertise need described in Section 4 herein;

(2) Review every candidate(s) thoroughly, including meeting the candidate(s) in person, at which meeting a majority of the Nominating Committee is present;

(3) Vote as a majority to move the candidate(s) forward; if there is no majority then the candidate(s) cannot move forward.

(4) Schedule a meeting between the candidate(s) and the CEO; the meeting shall occur no later than thirty (30) days after the candidate(s) meets with the Nominating Committee;

(5) The candidate(s) who is voted to move forward shall attend a board meeting and meet the current Board Members;

(6) The Nominating Committee shall make an oral presentation on the candidate(s) to the Board at a regularly scheduled meeting.

Section 7. TERM OF OFFICE. Each Director shall hold office for a term of four (4) years or until the Director's death, removal, or resignation, and until a successor Director has been designated and qualified. Upon completion of an initial four (4) year term, each Director may serve one (1) additional four (4) term, subject to approval by a majority of the Board of Directors. No Directors shall serve in excess of two (2) consecutive terms, except as set forth herein. Nothing shall prevent a former Director from rejoining the Board as long as that Director has not been a member of the Board with the preceding twelve months.

Section 8. BOARD ROSTER. The Secretary shall maintain and update the Board roster as necessary after each election. Any director who is elected on or before June 30 shall be treated as though elected January

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l of that year for the purpose of term limits. Any Director who is elected after June 30 of a given year shall be treated as though elected in January of the following year, effectively giving that Director up to an additional six months during the Director's first term.

Section 9. EVENTS CAUSING VACANCIES ON BOARD. A vacancy or vacancies on the Board of Directors shall occur in the event of:

The death, resignation, or removal of any Director;

The declaration by Board resolution of a vacancy of the office of a Director who has been declared of unsound mind by an order of court or convicted of a felony or found by final order or judgment of any court to have breached a duty under California Non -Profit Public Benefit Corporation Law, Chapter 2, Article 3; or found to have neglected or violated his or her duties and responsibilities provided that notice of that meeting at which vote is taken and of the removal questions are given to each member of the Board and to the Director subject to the removal questions are given at least 10 days prior to the meeting. Any vacancy caused by the removal of a Director shall be filled as provided in these Bylaws.

Any Director who does not attend three (3) successive board meetings will automatically be removed from the Board without Board resolution unless the Director suffers from an illness or disability that prevents him or her from attending meetings and the Board adopts a resolution waiving the automatic removal procedure of this subsection. A Director that has been removed from the Board pursuant to this subsection may be reinstated as a Director by resolution of the Board if the Director's seat on the Board remains vacant.

Section 10. RESIGNATION OF DIRECTORS. Except as provided below, any Director may resign by giving oral or written notice to the Chairman of the Board, or to the Secretary of the Board. The resignation shall be effective when the notice is given unless the notice specifies a later time for the resignation to become effective. If oral notice is given, confirmation of the resignation will be confirmed in writing by the Chairman of the Board within 72 hours of receiving oral notice. If a Director's resignation is effective at a later time, the Board may elect a successor to take office as of the date when the resignation becomes effective.

Section 11. DIRECTOR MAY NOT RESIGN IF NO DIRECTOR REMAINS. Except on notice to the California Attorney General, no Director may resign if the Corporation would be left without a duly elected director or directors.

Section 12. NO REMOVAL ON REDUCTION OF NUMBER OF DIRECTORS. No reduction of the authorized number of Directors shall have the effect of removing any Director before that Director's term of office expires unless the reduction also provides for the removal of that specified Director in accordance with these Bylaws and California Nonprofit Corporation Law.

Section 13. REMOVAL OF DIRECTORS. Any Director, other than a representative chosen by a chartering authority, may be removed, with or without cause, by the vote of the majority of the members of the entire Board at a special meeting called for that purpose, or at a regular meeting, provided that notice of that

meeting and of the removal questions are given in compliance with the provisions of the Ralph M. Brown Act (Chapter 9 [commencing with Section 54950] of Division 2 of Title 5 of the Government Code). Any vacancy caused by the removal of a Director shall be filled as provided by the Bylaws. If a chartering authority has appointed a representative to the Board pursuant to Education Code Section 47604(c), the governing Board of the chartering authority may remove that Director at any time, with or without cause.

Section 14. VACANCIES FILLED BY BOARD. Vacancies on the Board may be filled by approval of the Board of Directors or, if the number of Directors then in office is less than a quorum, by:

(a) the unanimous consent of the Directors then in office;

(b) the affirmative vote of a majority of the Directors then in office at a meeting held according to notice or waivers of notice complying with Corporations Code Section 5211; or

(c) a sole remaining Director.

Section 15. COMPENSATION AND REIMBURSEMENT. Directors shall serve without compensation except that they shall be allowed reasonable advancement or reimbursement of actual reasonable expenses incurred in carrying out his or her duties. Directors shall not otherwise be compensated.

Section 16. NON-LIABILITY OF DIRECTORS. No Director shall be personally liable for the debts, liabilities, or other obligations of the Corporation.

Section 17. COMPLIANCE WITH LAWS GOVERNING STUDENT RECORDS. The Corporation and the Board shall comply with all applicable provisions of the Family Education Rights Privacy Act ("FERPA") as set forth in Title 20 of the United States Code Section 1232g and attendant regulations as they may be amended from time to time.

ARTICLE VII
MEETINGS OF THE BOARD OF DIRECTORS

Section 1. LOCATION OF BOARD OF DIRECTORS MEETINGS. The Board may designate that a meeting be held at any place within the physical boundaries of the county in which the greatest number of pupils enrolled in Amethod Public Schools reside. All meetings of the Board shall be called, held and conducted in accordance with the terms and provisions of the Ralph M. Brown Act, California Government Code Sections 54950, *et seq.*, as said chapter may be modified by subsequent legislation and Education Code Section 47604.1.

1.1. Meetings by Telephone or Similar Communication Equipment. A teleconference meeting is a meeting in which one or more Directors attend the meeting from a remote location via telephone or other electronic means, transmitting audio or audio/video. Any meeting may be held by conference telephone or other communications equipment permitted by California Nonprofit Corporation Law, and all

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Directors shall be deemed to be present in person at such meetings as long as all Directors participating in the meeting can communicate with one another and all other requirements of California Nonprofit Corporation Law are satisfied. Such meeting must also be noticed and conducted in compliance with Section 54953(b) of the Brown Act, including without limitation the following:

(a) At a minimum, a quorum of the Board shall participate in the teleconference meeting from within the physical boundaries of the county in which the greatest number of pupils enrolled in Amethod Public Schools reside;

(b) All votes taken during a teleconference meeting shall be by roll call;

(c) The Board shall post agendas at all teleconference locations with each such location being identified in the notice and agenda of the meeting;

(d) All locations where a Director participates in a teleconference meeting must be fully accessible to members of the public and shall be listed on the agenda .

(e) Members of the public must be able to hear what is said during the meeting and shall be provided with an opportunity to address the Board directly at each teleconference location; and

(f) The agenda shall indicate that members of the public attending a meeting conducted via teleconference need not give their name when entering the conference call.

Section 2. ANNUAL MEETINGS. Pursuant to sufficient notice, the Board shall hold an annual meeting for the purposes of organization, selection of directors and officers, and the transaction of other business.

Section 3. REGULAR MEETINGS. Regular meetings of the Board shall be held at regularly scheduled times as established by the majority of the Board, unless otherwise noted. Such meeting shall comply with the notice and open meeting requirements of the Brow Act (Govt. Code section 5490, *et seq.)* and Education Code Section 47604.1.

Section 4. SPECIAL MEETINGS. Special meetings of the Board for any purpose may be called at any time by the Chair of the Board, if there is such an officer, the Vice-Chair, the Secretary, or any two Directors. The party calling a special meeting shall determine the place, date, and time thereof.

Section 5. NOTICE OF MEETINGS.

5.1. Notice of Regular or Annual Meetings. At least seventy-two (72) hours before an annual meeting or a regular meeting, the Board, or its designee, shall post an agenda containing a brief general description of each item of business to be transacted or discussed at the meeting, including items to be discussed

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in closed session. A brief general description of an item generally need not exceed twenty (20) words. The agenda shall specify the time and location of the meeting and shall be posted in a location that is freely accessible to members of the public, as well as on either the Corporation's or the charter school's website homepage with a prominent and direct link. The posting of the agenda and the contents of the agenda shall be in accordance with Section 54954.2 of the Brown Act. No action or discussion shall be undertaken at any annual or regular meeting on any item not appearing on the posted agenda, except as set forth in Section 54954.2 of the Brown Act.

5.2. Notice of Special Meetings.

5.2.1 Manner of Giving Notice. Notice of the time and place of all regular and special meetings shall be given to each Director by one of the following methods:

(a) Personal Delivery of written notice;

(b) First-class mail, postage paid;

(c) Telephone, including a voice messaging system or other system or technology designed to record and communicate messages; or

(d) Facsimile, electronic mail ("e-mail") or other means of electronic transmission if the recipient has consented to accept notices in this manner.

All such notices shall be given or sent to the Director's address, phone number, facsimile number or e-mail address as shown on the records of the Corporation.

Notice of the time and place of all regular and special meetings shall be given to members of the public in the following ways:

(a) Posting on the Corporation's website homepage with a prominent and direct link;

(b) Posting in a location freely accessible location within the charter schools' jurisdiction to members of the public .

5.2.2. Time Requirements. Notices of special meetings of the Board sent by first-class mail shall be deposited in the United States mail at least 72 hours before the time set for the meeting. Notices given by personal delivery, telephone, or electronic transmission shall be delivered, telephoned, or transmitted at least twenty four (24) hours before the time set for the meeting. In addition to the foregoing, notice of the meeting shall comply with Section 54956 of the Brown Act, and the call of the meeting and notice shall also be posted at least twenty four (24) hours prior to the special meeting in a location within the charter schools' jurisdiction that is freely accessible to members of the public and on the Corporation's website homepage with a prominent and direct link.

5.2.3. Notice of Content. The call and notice of a special meeting of the Board shall state the time and place of the special meeting and the business to be transacted or discussed. No other business

shall be considered at the special meeting. The notice of a special meeting shall comply with the requirements for special meetings set forth in The Brown Act.

Section 6. EMERGENCY MEETINGS. If there is an "emergency situation," as defined in Section 54956.5 of the Brown Act, involving matters upon which prompt action is necessary due to the disruption or threatened disruption of public facilities, the Board may hold an emergency meeting without complying with either the 24 hour posting requirement of Section 54956 of the Brown Act or both of the notice and posting requirements. The emergency meeting must be noticed and held in compliance with Section 54956.5 of the Brown Act.

Section 7. QUORUM AND ACTION OF THE BOARD.

7.1. **Quorum.** A majority of the voting Directors then in office shall constitute a quorum for the transaction of business, except adjournment.

7.2. **Minimum Vote Requirements for Valid Board Action.** Every action taken or decision made by a majority vote of the Directors then in office at a duly held meeting at which a quorum is present shall be the act of the Board, unless a greater number is expressly required by California Nonprofit Corporation Law, the Articles of Incorporation or these Bylaws. A meeting at which a quorum is initially present but due to the withdrawal of Directors, is no longer present, may not transact business; those Directors present may either: (a) elect to continue as a committee; or (b) adjourn to a future date. Directors may not vote by proxy.

Section 8. WAIVER OF NOTICE. Notice of a meeting need not be given to any Director who, either before or after the meeting, signs a waiver of notice, a written consent to the holding of the meeting, or an approval of the minutes of the meeting. The waiver or notice or consent need not specify the purpose of the meeting. All such waivers, consents, and approvals shall be filed with the corporate records or made a part of the minutes of the meetings. Notice of a meeting need not be given to any Director who attends the meeting and does not protest, before or at the commencement of the meeting, the lack of notice to him or her.

Section 9. ADJOURNMENT. A majority of the Directors present, whether or not a quorum is present, may adjourn any Board of Directors meeting to another time or place. If a meeting is adjourned for more than twenty-four (24) hours, notice of such adjournment to another time or place shall be given, prior to the time schedule for the continuation of the meeting, to the Directors who were not present at the time of the adjournment, and to the public in the manner prescribed by any applicable public open meeting law.

Section 10. CONFLICT OF INTEREST.

a) Contracts with Directors: The Corporation shall not enter into a contract or transaction in which a director directly or indirectly has a material financial interest (nor shall the Resolute Academy enter not any contract or transaction with any other corporation, firm association, or other entity in which one or more of the Corporation's directors are directors and have a material financial interest.)

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b) Contracts with Non-Director Designated Employees: The Corporation shall not enter into a contract or transaction in which a non-director designated employee (e.g., officers and other key decision-making employees) directly or indirectly has a material financial interest in compliance with Government Code Section 1090, et seq., as set forth in Education Code Section 47604.1, unless all of the requirements in the Corporation's Conflict of Interest Code have been fulfilled.

Section 11. STANDARD OF CARE. A Director shall perform all duties of a Director, including duties as a member of any committee of the Board on which the Director may serve, in good faith, in a manner the Director believes to be in the best interests of the Corporation and with such care, including the duty to make reasonable inquiries, as an ordinarily prudent person in a like situation would use under similar circumstances.

In performing the duties of a Director, a Director may rely on information, opinions, reports or statements, including financial statements and other financial data, in each case prepared or presented by:

a. One or more officers or employees of the Corporation whom the Director believes to be reliable and competent in the matters presented;

b. Legal counsel, independent accountants or other persons as to matters that the Director believes to be within such person's professional or expert competence; or

c. A committee of the Board upon which the Director does not serve as to matters within its designated authority, provided the Director believes that the committee merits confidence and the Director acts in good faith, after reasonable inquiry when the need therefore is indicated by the circumstances, and without knowledge that would cause such reliance to be unwarranted.

Except with respect to assets that are directly related to the Corporation's charitable programs, the Board shall avoid speculation in investing, reinvesting, purchasing, acquiring, exchanging, selling and managing the Corporation's investments. Instead, the Board is to consider the permanent disposition of funds, the probable income, the probable safety of the Corporation's capital, and is to comply with the express terms of the instrument or agreement, if any, pursuant to which the assets were contributed to the Corporation.

Section 12. CONDUCT OF MEETINGS. Meetings of the Board shall be presided over by the Chair, or, if there is no Chair or the Chair is absent, the Vice-Chair or, in the absence of each of these persons, by a chair of the meeting, chosen by a majority of the Directors present at the meeting. The Secretary shall act as secretary of all meetings of the Board, provided that, if the Secretary is absent, the presiding officer shall appoint another person to act as secretary of the meeting. Meetings shall be governed by rules of procedure as may be determined by the Board from time to time, insofar as such rules are not inconsistent with or in conflict with these Bylaws, with the Articles, or with any provisions of law applicable to the Corporation.

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Section 13. RULES OF PROCEDURE. All meetings of the Board and of the committees shall be conducted in accordance with Robert's Rules of Order.

Section 14. LOANS TO DIRECTORS ND OFFICERS. The Corporation shall not lend any money or property to, or guarantee the obligation of any Director or officer without the approval of the California Attorney General; provided, however that the Corporation may advance money to a Director or officer of the Corporation for expenses reasonably anticipated to be incurred in the performance of his or her duties if that Director or officer would be entitled to reimbursement for such expenses by the Corporation.

Section 15. TRAINING. Every Director who has not previously served on the Corporation's Board must commence attendance at a comprehensive, authorized training(s) regarding Board governance within 12 months of joining the Board as a Director.

ARTICLE VIII
COMMITTEES

Section 1. CREATION AND COMPOSITION OF COMMITTEES. The Board may, by resolution adopted by a majority of the Directors then in office, create one or more Board Committees ("Committees"), each consisting of two or more Directors, and no persons who are not Directors, to serve at the discretion of the Board. Any two Committees or any particular duties of a Committee may be combined, in the interest of efficiency or management. Unless otherwise directed by the Board, Committees are empowered only to consider and make recommendations upon matters referred to them by the Board. All Committees shall be composed of at least one board member. By majority vote of the Committee members, each committee shall elect one of its members who are also Board members to act as chair of the committee. Any Committee, to the extent provided in the resolution of the Board and allowed by law, may be given the authority of the Board except that no Committee may:

(a) approve any action for which the California Nonprofit Corporation Law also requires approval of the members or approval of a majority of all members;

(b) fill vacancies on the Board or in any Committee which has the authority of the Board;

(c) fix compensation of the Director for serving on the Board or on any Committee·

(d) amend or repeal any resolution of the board which by its express terms is not so amendable or repealable;

(e) appoint any other Committees or the members of these Committees;

(f) expend corporate funds to support a nominee for Director after more person have been nominated than can be elected; or

(g) approve any transaction (i) between the Corporation and one or more of its Director or

between the Corporation and any entity in which one or more of its directors have a material financial interest.

To facilitate the consideration and management of the Corporation under the Charter and as a corporate legal entity, the following Committee may be created as set forth within this section:

a. Executive Committee. The Executive Committee shall have the power to act in all matters pertaining to the Corporation, as directed by the Board, and working in concert with the goals established by the committees, shall determine the Corporation's short-range and long-range goals. The Executive Committee shall review annually the conditions of employment of the Chief Executive Officer or Principal. The Executive Committee shall be composed of the Chair, Vice- Chair and such other members of the Board as the Board may elect.

b. Audit Committee: The Corporation shall have an audit committee consisting of at least one Director and may include nonvoting advisors. Directors who are employees or officers of the Corporation or who receive, directly or indirectly in any consulting, advisory or other compensatory fee from the Corporation (other than for service as a Director) may not serve on audit committee. The audit committee shall perform the duties and adhere to the guidelines set forth in the audit committee description as amended from time to time by the board. Such duties include:
(I) Assisting the Board in choosing an auditor, if necessary; (2) Negotiating the auditor's compensation; (3) Conferring with the auditor regarding the Corporation's financial affairs; and (4) Reviewing and accepting or rejecting the audit.

c. Finance Committee: The Board Chair shall select the chair of the finance committee. The Treasurer should be a member of the committee. The Finance Committee shall be responsible for developing, recommending, and reviewing fiscal procedures, for the preparation and review of financial reports and projections of revenues and expenses, subject to approval by the board.

d. Other Committees of the Board: Other committees may, from time to time, be designated by resolution of the Board. Such other Committees may consist of persons who are not also members of the board. These additional Committees shall act in an advisory capacity only to the board and shall be clearly titled "advisory" committees.

Section 2. MEETINGS AND ACTION OF COMMITTEES. Meetings and action of Committees shall be governed by, and held and taken in accordance with, the provisions of Article VIII concerning meetings of Directors, with such changes in the context of Article VIII as are necessary to substitute the Committee and its members for the Board and its members, except that the time for regular meetings of Committees may be determined by resolution of the Board, and special meetings of Committees may also be called by resolution of the Board. Minutes shall be kept of each meeting of any Committee and shall be filed with the corporate records. The Committee shall report to the Board from time to time as the Board may require. The Board may adopt rules for the governance of any Committee not inconsistent with the provisions of these Bylaws. In the absence of rules adopted by the Board, the Committee may adopt such rules.

Section 3. QUORUM RULES FOR COMMITTEES. A majority of the Committee members shall

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constitute a quorum for the transaction of Committee business, except to adjourn. A majority of the Committee members present, whether or not constituting a quorum, may adjourn any meeting to another time and place. Every act taken or decision made by a majority of the Committee members then in office at a meeting duly held at which a quorum is present shall be regarded as an act of the Committee, subject to the provisions of the California Nonprofit Corporation Law relating to actions that require a majority vote of the entire Board. Each Committee will hold its meetings in compliance with the Brown Act.

Section 4. REVOCATION OF DELEGATED AUTHORITY. The Board may, at any time, revoke or modify any or all of the authority that the Board has delegated to a Committee, increase or decrease (but not below two) the number of members of a Committee, and fill vacancies in a Committee from the members of the Board.

Section 5. ADVISORY COMMITTEES. The Board may create one or more advisory committees to serve at the pleasure of the Board. The action to create such advisory committees must be made pursuant to Brown Act requirements, meaning at a publicly noticed meeting with the item on the agenda. Appointments to such advisory committees need not, but may be, Directors. The Board shall appoint and discharge advisory committee members. All actions and recommendations of an advisory committee shall require ratification by the Board before being given effect. These advisory committee meetings are not subject to the notice and posting requirements of the Brown Act so long as the committee is comprised solely of Board members; consists of less than the number of Board members who, if present at a meeting, would be able to make a decision; a defined purpose and a time frame to accomplish that purpose; and is advisory.

ARTICLE IX
OFFICERS OF THE CORPORATION

Section 1. OFFICERS OF THE CORPORATION. The officers of the Corporation ("Officers") shall be a Chair, Vice-Chair, Chief Executive Officer ("CEO"), Secretary and Treasurer. The Corporation may also have, at the Board's discretion, one or more assistant secretaries, one or more assistant treasurers and such other officers as the Board may appoint. Other than the Chair and Vice-Chair, these persons may, but need not be, selected from among the Directors.

Section 2. DUPLICATION OF OFFICE HOLDERS. Any number of offices may be held by the same person, except that neither the Secretary, nor the Treasurer, may serve concurrently as the Chair of the Board.

Section 3. ELECTION OF OFFICERS. The Officers shall be chosen annually by the Board during the first meeting of the fiscal year, and shall serve at the discretion of the Board until his or her successor shall be elected, or his or her earlier resignation or removal.

Section 4. TERM OF CHAIR AND VICE-CHAIR. The Chair and the Vice-Chair shall serve for a term of one **(1)** year. The Chair and Vice-chair may serve a maximum of two (2) consecutive terms in the same office. Any officer may be removed at any time, with or without cause, by the affirmative vote of a majority of the Board.

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Section 5. REMOVAL OF OFFICERS. Subject to the rights, if any, of an Officer under any contract of employment, any Officer may be removed, with or without cause (i) by the Board, at any regular or special meeting of the Board or at the annual meeting of the Corporation; or (ii) by an Officer on whom such power of removal may be conferred by the Board.

Section 6. RESIGNATION OF OFFICERS. Any officer may resign at any time by giving written notice to the Corporation. The resignation shall take effect on the date the notice is received or at any later time specified in the notice; and, unless otherwise specified in the notice, the resignation need not be accepted to be effective. Any resignation shall be without prejudice to the rights, if any, of the Corporation under any contract to which the Officer is a party.

Section 7. VACANCIES IN OFFICE. A vacancy in any office due to death, resignation, removal, disqualification, or any other cause shall be filled in the manner prescribed in these Bylaws for regular appointment to that office, provided that such vacancies shall be filled as they occur and not on an annual basis.

Section 8. RESPONSIBILITIES OF OFFICERS.

Section 8.1. Chair. The Chair of the Corporation shall preside at all meetings of the Board and exercise and perform such other powers and duties as may from time to time be assigned to him by the Board or prescribed by these bylaws. Subject to the supervisory powers as the Board may give to the Chair of the Board, if any, the Chair shall, subject to the control of the Board, and in conjunction with the officers of the Charter School, shall assist in supervising and directing the business, activities, affairs and the Officers of the Corporation.

Section 8.2. Vice-Chair. In the absence or disability of the Chair, the Vice-Chair, if any, shall perform all duties of the Chair. When so acting, the Vice-Chair shall have all powers of and be subject to all restrictions on the Chair. The Vice-Chair shall have such other powers and perform such other duties as the board or the Bylaws may prescribe.

Section 8.3. CEO. Subject to the control of the Board, the CEO shall be the chief executive officer and general manager of the corporation and shall have general supervision, direction and control of the business and officers of the corporation. He or she shall have the general power and duties of management usually vested in the office of chief executive officer of a corporation and shall have such other powers or duties as may be prescribed by the Board or these Bylaws. Subject to such limitations as may be imposed by the Board, any powers or duties vested in the CEO may be delegated by him or her to such subordinates as he or she may choose.

Section 8.4. Secretary. The Secretary of the Corporation attend to the following:

8.4.1. Bylaws. The Secretary shall certify and keep or cause to be kept at the principal office of the Corporation the original or a copy of these Bylaws as amended to date.

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8.4.2. Minute Book. The Secretary shall keep or cause to be kept a minute book as described herein in Article XV.

8.4.3. Notices. The Secretary shall give, or cause to be given, notice of all meetings of the board in accordance with these Bylaws.

8.4.5. Corporate Records. Upon request, the Secretary shall exhibit or cause to be exhibited at all reasonable times to any Director, or to his or her agent or attorney, these Bylaws and the minute book.

8.4.6. Corporate Seal. The Secretary shall keep or cause to be kept the seal of the Corporation, if any, in safe custody, and shall have such other powers and perform such other duties incident to office of Secretary as may be prescribed by the Board or these Bylaws.

Section. 8.5. Treasurer. The Treasurer of the Corporation shall attend to the following:

8.5.1. Books of Account. The Treasurer shall keep and maintain, or cause to be kept and maintained, adequate and correct books and records of accounts of the Corporation's properties and business transactions, including accounts of its assets, liabilities, receipts, disbursements, gains, losses, capital, retained earnings, and other matters customarily included in financial statements. The books of account shall be open to inspection by any Director at all reasonable times.

8.5.2. Financial Reports. The Treasurer shall send or cause to be given to the Directors such financial statements and reports as are required to be given by law, by these Bylaws, or by the Board.

8.5.3. Deposit And Disbursement Of Money And Valuables. The Treasurer shall deposit, or cause to be deposited, all money and other valuables in the name and to the credit of the Corporation with such depositories as the Board may designate, shall disburse the Corporation's funds as the Board may order, shall render to the Chair, and the Board, when requested, an account of all transactions as Treasurer and of the financial condition of the Corporation, and shall have such other powers and perform such other duties as the Board or the Bylaws may prescribe.

8.5.4. Bond. If required by the Board, the Treasurer shall give the Corporation a bond in the amount of and with the or sureties specified by the board for faithful performance of the duties of his or her office and for restoration t the Corporation of all its books, papers, vouchers, money, and other property of every kind in his or her possession or under his or her control on his or her death, resignation, retirement, or removal from the office.

Section 9. <u>COMPENSATION OF OFFICERS.</u>

9.1. Salaries Fixed By Board. The salaries of Officers of the Corporation shall be fixed from time to time by resolution of the Board. In all cases, any salaries received by Officers of the Organization

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Corporation shall be reasonable and given in return for services actually rendered for the Corporation. No salaried Officer of the Corporation may serve as a Director.

9.2. Fairness Of Compensation. The Board shall periodically review the fairness of compensation, including benefits, paid to every person, regardless of title, with powers, duties, or responsibilities comparable to the CEO, or chief financial officer: (i) once such person is hired; (ii) upon any extension or renewal of such person's term of employment, and (iii) when such person's compensation is modified.

ARTICLE X
INDEMNIFICATION

Section 1. DEFINITIONS. For the purpose of this Article XII,

1.1. Agent. "Agent" means any person who is or was a Director, officer, employee, or other agent of the Corporation, or is or was serving at the request of the Corporation as a Director, officer, employee, or agent of another foreign or domestic corporation, partnership, joint venture, trust, or other enterprise, or was a director, officer, employee, or agent of a foreign or domestic corporation which was a predecessor corporation of the Corporation or of another enterprise at the request of such predecessor corporation.

1.2. Proceeding. "Proceeding" means any threatened, pending or completed action or proceeding, whether civil, criminal, administrative, or investigative.

1.3. Expenses. "Expenses" includes, without limitation, all reasonable attorneys' fees, costs and any other expenses reasonably incurred in the defense of any claims or proceedings against an Agent by reason of his or her position or relationship as Agent and all attorneys' fees, costs and other expanses reasonably incurred in establishing a right to indemnification under this Article XII.

Section 2. APPLICABILITY OF INDEMNIFICATION PROVISIONS.

2.1. Successful Defense by Agent. To the extent that an Agent has been successful on the merits in the defense of any proceeding referred to in this Article XII, or in the defense of any claim, issue, or matter therein, the Agent shall be indemnified against expenses actually and reasonably incurred by the Agent in connection with the claim.

2.2. Settlement or Unsuccessful Defense by Agent. If an Agent either settles any proceeding referred to in this Article XII, or any claim, issue, or matter therein, or sustains a judgment rendered against him, then the provisions of Section 3 through Section 7 shall determine whether the Agent is entitled to indemnification.

Section 3. ACTIONS BROUGHT BY PERSONS OTHER THAN THE CORPORATION. This Section 3 applies to any proceeding other than an action "by or on behalf of the Corporation" as defined in Section 4 below. Such proceedings that are not brought by or on behalf of the

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Corporation are referred to in this Section 3 as "Third Party proceedings."

3.1. Scope of Indemnification in Third Party Proceedings. Subject to the required findings to be made pursuant to Section 3.2 the Corporation may indemnify any person who was or is a party, or is threatened to be made a party, to any Third Party proceeding, by reason of the fact that such person is or was an Agent, for all expenses, judgments, fines, settlements, and other amounts actually and reasonably incurred in connection with the proceeding.

3.2. Required Standard Of Conduct For Indemnification in Third Party Proceedings. Any indemnification granted to an Agent in Section 3.1 above is conditioned on the following: the Board must determine, in the manner provided hereof, that the Agent seeking reimbursement acted in good faith, in a manner he or she reasonably believed to be in the best interest of the Corporation, and, in the case of a criminal proceeding, he or she must have had no reasonable cause to believe that his or her conduct was unlawful. The termination of any proceeding by judgment, order, settlement, conviction, or on a plea of *nolo contendere* or its equivalent shall not, of itself, create a presumption that the person did not act in good faith or in a manner he or she reasonably believed to be in the best interest of the Corporation or that he or she had reasonable cause to believe that his or her conduct was unlawful.

Section 4. ACTION BROUGHT BY OR ON BEHALF OF THE CORPORATION.

This Section 4 applies to any proceeding brought (i) by or in the right of the Corporation, or (ii) by an Officer, Director or person granted relator status by the Attorney General, or by the Attorney General, on the ground that the defendant Director was or is engaging in self-dealing within the meaning of section 5233 of the California Nonprofit Corporation Law, or (iii) by the Attorney General or person granted relator status by the Attorney General for any breach of duty relating to assets held in charitable trust (any such proceeding is referred to in these Bylaws as a proceeding "by or on behalf of the Corporation").

4.1. Scope Of Indemnification In Proceeding By Or On Behalf Of The Corporation. Subject to the required findings to be made pursuant to Section 4.2 and except as provided in Sections 4.3 and 4.4, the Corporation may indemnify any person who was or is a party, or is threatened to be made a party, to any proceeding by or on behalf of the Corporation, by reason of the fact that such person is or was an Agent, for all expenses actually and reasonably incurred in connection with the defense or settlement of such action.

4.2. Required Standard Of Conduct For Indemnification In Proceeding By Or On Behalf Of The Corporation. Any indemnification granted to an Agent in Section 4.1 is conditioned on the following. The Board must determine, in the manner provided in Section 5 hereof, that the Agent seeking reimbursement acted in good faith, in a manner he or she believed to be in the best interest of the Corporation and with such care, including reasonable inquiry, as an ordinarily prudent person in a like position would use under similar circumstances.

4.3. Claims Settled Out Of Court. If any Agent settles or otherwise disposes of a threatened or pending action brought by or on behalf of the Corporation, with or without court approval, the Agent shall receive no indemnification for amounts paid pursuant to the terms of the settlement or other disposition. Also, in cases settled or otherwise disposed of without court approval, the Agent shall receive no indemnification for expenses reasonably incurred in defending against the proceeding, unless the proceeding is settled with the

approval of the Attorney General.

4.4. Claims And Suits Awarded Against Agent. If any Agent is adjudged to be liable to the Corporation in the performance of the Agent's duty to the Corporation, the Agent shall receive no indemnification for amounts paid pursuant to the judgment, and any indemnification of such Agent under Section 4.1 for expenses actually and reasonably incurred in connection with the defense of that action shall be made only if both of the following conditions are met:

(a) the determination of good faith conduct required by Section 4.2 must be made in the manner provided for in Section 5 hereof; and

(b) upon application, the court in which the action was brought must determine that, in view of all of the circumstances of the case, the Agent is fairly and reasonably entitled to indemnity for the expenses incurred. If the Agent is found to be so entitled, the court shall determine the appropriate amount of expenses to be reimbursed.

Section 5. DETERMINATION OF AGENT'S GOOD FAITH CONDUCT. The indemnification granted to an Agent in Section 3 and Section 4, hereof, is conditioned on the findings required by those Sections being made by:

(a) the Board by a majority vote of the Directors then in office, not counting any vote of parties to the proceeding; or

(b) the court in which the proceeding is or was pending. Such determination may be made on application brought by the Corporation or the Agent or the attorney or other person rendering a defense to the Agent, whether or not the application by the Agent, attorney, or other person is opposed by the Corporation.

Section 6. LIMITATIONS. No indemnification or advance shall be made under this Article XII, except as provided in Section 2 or Section 7(b), in any circumstances when it appears:

(a) that the indemnification or advance would be inconsistent with a provision of the Articles of Incorporation, as amended, or an agreement in effect at the time of the accrual of the alleged cause of action asserted in the proceeding in which the expenses were incurred or other amounts were paid, which prohibits or otherwise limits indemnification; or

(b) that the indemnification would be inconsistent with any condition expressly imposed by a court in approving a settlement.

Section 7. ADVANCE OF EXPENSES. Expenses incurred in defending any proceeding may be advanced by the Corporation before the final disposition of the proceeding on receipt of an undertaking by or on behalf of the Agent to repay the amount of the advance unless it is determined ultimately that the Agent is entitled

to be indemnified as authorized in this Article XII.

Section 8. CONTRACTUAL RIGHTS OF NON-DIRECTORS AND NON-OFFICERS. Nothing contained in this Article XII shall affect any right to indemnification to which persons other than Directors and Officers of the Corporation, or any of its subsidiaries, may be entitled by contract or otherwise.

Section 9. INSURANCE. The Board may adopt a resolution authorizing the purchase and maintenance of insurance on behalf of any Agent, as defined in this Article XII, against any liability asserted against or incurred by any Agent in such capacity or arising out of the Agent's status as such, whether or not the Corporation would have the power to indemnify the Agent against the liability under the provisions of this Article XII.

Pursuant to the purchase and maintenance of such insurance, any indemnification under this Article shall be made by the Corporation only if authorized in the specific case, upon a determination that indemnification of the Agent is proper in the circumstances because the Agent has met the applicable standard of conduct set forth in Section 7 of this Article XII, by:

a majority vote of the Directors then in office, not counting any vote of parties to such proceeding; or

the court in which such proceeding is or was pending upon application made by the Corporation or

the agent or the attorney or other person rendering services in connection with the defense, whether or not such application by the agent, attorney, or other person is opposed by the Corporation.

ARTICLE XI MAINTENANCE OF CORPORATE RECORDS

Section 1. MAINTENANCE OF CORPORATE RECORDS. The Corporation shall keep:

a. Adequate and correct books and records of account;

b. Written minutes of the proceedings of its members, Board, and committees of the Board; and

c. Such reports and records as required by law.

Section 2. INSPECTION BY DIRECTORS. Every Director shall have the absolute right at any reasonable time to inspect the Corporation's books, records, documents of every kind, physical properties, and the records of each subsidiary, if any, as permitted by California and federal law. The inspection may be made in person or by the Director's agent or attorney. The right of inspection includes the right to copy and make extracts of documents as permitted by California and federal law. This right to inspect may be circumscribed in instances where the right to inspect conflicts with California or federal law (e.g., restrictions on the release of educational records under FERPA) pertaining to access to books, records, and documents.

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Section 3. ACCOUNTING RECORDS AND MINUTES. On written demand on the Corporation, any Director may inspect, copy, and make extracts of the accounting books and records and the minutes of the proceedings of the Board and committees of the Board at any reasonable time for a purpose reasonably related to the Director's interest as a Director. Any such inspection and copying may be made in person or by the Director's agent or attorney. This right of inspection extends to the records of any subsidiary of the Corporation.

Section 4. MAINTENANCE AND INSPECTION OF ARTICLES AND BYLAWS. This corporation shall keep at its principal California office the original or a copy of the articles of incorporation and bylaws, as amended to the current date, which shall be open to inspection by the Directors at all reasonable times during office hours. If the corporation has no business office in California, the Secretary shall, on the written request of any Director, furnish to that Director a copy of the articles of incorporation and bylaws, as amended to the current date.

ARTICLE XII
ENDORSEMENT OF DOCUMENTS; CONTRACTS

Section 1. ENDORSEMENT OF DOCUMENTS; CONTRACTS. Any contract or conveyance made in the name of the Corporation which is authorized or ratified by the Board or done within the scope of authority conferred by the Board or within the agency power of the Officer executing it, except as the Board's authority is limited by law, binds the Corporation and the Corporation acquires rights thereunder whether the contract is executed wholly or in part.

ARTICLE XIII
REQUIRED REPORTS

Section 1. ANNUAL REPORTS. The Board of Directors shall cause an annual report to be sent to itself (the Board) within 120 days after the end of the Corporation's fiscal year. That report shall contain the following information, in appropriate detail:

a. The assets and liabilities, including the trust funds, or the Corporation as of the end of the fiscal year;

b.. The principal changes in assets and liabilities, including trust funds;

c. The Corporation's revenue or receipts, both unrestricted and restricted to particular purposes;

d. The Corporation's expenses or disbursement for both general and restricted purposes;

e. Any information required under these bylaws; and

f. An independent accountant's report or, if none, the certificate of an authorized officer of the Corporation that such statements were prepared without audit from the Corporation's books and records.

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This requirement of an annual report shall not apply if the Corporation receives less than $25,000 in gross receipts during the fiscal year, provided, however, that the information specified above for inclusion in an annual report must be furnished annually to all Directors and to any member who requests it in writing.

Section 2. ANNUAL STATEMENT OF CERTAIN TRANSACTIONS AND INDEMNIFICATIONS. As part of the annual report to the Board, or as a separate document if no annual report is issued, the Corporation shall, within 120 days after the end of the Corporation's fiscal year, annually prepare and mail or deliver to each Director and furnish to each Director a statement of any transaction or indemnification of the following kind:

a. Any transaction (i) in which the Corporation, or its parent or subsidiary, was a party, (ii) in which an "interested person" had a direct or indirect material financial interest, and (iii) which involved more than $50,000 or was one of several transactions with the same interested person involving, in the aggregate, more than $50,000. For this purpose, an “interested person: is either:

    1) Any Director or officer of the Corporation, its parent, or subsidiary (but mere common directorship shall not be considered such an interest) ; or

    2) Any holder of more than 10 percent of the voting power of the Corporation, its parent, or its subsidiary. The statement shall include a brief description of the transaction, the names of interested persons involved, their relationship to the Corporation, the nature of their interest, provided that if the transaction was with a partnership in which the interested person is a partner, only the interest of the partnership need be stated.

b. Any indemnification or advances aggregating more than $10,000 paid during the fiscal year to any officer or Director of the Corporation as permitted und er these by bylaws, unless the indemnification has already been approved by the Directors under Corporation' Code Section 5238(d)(2).

ARTICLE XIV
OTHER PROVISIONS

Section 1. CONSTRUCTION AND DEFINITIONS. Unless the context requires otherwise the general provisions, rules of construction, and definitions in the California Nonprofit Corporation Law and in the California Nonprofit Public Benefit Law shall govern the construction of these Bylaws. Without limiting the generality of foregoing, words in these Bylaws shall be read as the masculine or feminine gender and as the singular or plural, as the context requires. The term "person" includes both a legal entity and a natural person. The captions and headings in these Bylaws are for convenience of reference only and are not intended to limit or define the scope or effect of any provision.

Section 2. AMENDMENT OF BYLAWS. The Board may adopt, amend, or repeal these Bylaws by a majority vote of the Directors then in office at a meeting duly held at which a quorum is present.

Section 3. VALIDITY OF INSTRUMENTS. Subject to the provisions of applicable law. any note, mortgage, evidence of indebtedness, contract, conveyance or other written instrument and any assignment or

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endorsement thereof executed or entered into between the Corporation and any other person, shall be valid and binding on the Corporation when signed by the Chair, Vice-Chair, CEO, Chief Financial Officer, Secretary or Treasurer of the Corporation unless the other person has actual knowledge that the signing officers had no authority to execute the same. Any such instruments may be signed by any other person(s) and in such manner and from time to time shall be determined by the Board and, unless so authorized by the Board, no officer, agent or employee shall have any power or authority to bind the Corporation by any contract or engagement, to pledge its credit. or to render it liable for any purpose or amount.

Section 4. FISCAL YEAR. The fiscal year of the Corporation shall be will be July 1, through June 30 or as set by the Board.

CERTIFICATE OF SECRETARY

I certify that I am the duly elected and acting Secretary of the Amethod Public Schools, a California Nonprofit Public Benefit Corporation; that these Bylaws, are the Bylaws of this Corporation as adopted by the Board of Directors on June 6, 2006, and amended on

Executed on January 18, 2023 at Richmond, California.

Sally Li

Secretary, Board of Directors

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Uniform Complaint Policy and Procedure

Board Policy Number: 1051
Adopted/Ratified: July 20, 2020
Revised: April 17, 2024

Amethod Public Schools ("AMPS") complies with applicable federal and state laws and regulations. AMPS is the local agency primarily responsible for compliance with federal and state laws and regulations governing educational programs. Pursuant to this policy, persons responsible for compliance and/or conducting investigations shall be knowledgeable about the laws and programs which they are assigned to investigate.

Scope

This complaint procedure is adopted to provide a uniform system of complaint processing ("UCP") for the following types of complaints:

(1) Complaints alleging unlawful discrimination, harassment, intimidation or bullying against any protected group on the basis of the actual or perceived characteristics of age, ancestry, color, mental disability, physical disability, ethnic group identification, immigration status, citizenship, gender expression, gender identity, gender, genetic information, nationality, national origin, race or ethnicity, religion, medical condition, marital status, sex, or sexual orientation, or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics in any AMPS program or activity. Unlawful discrimination includes, but is not limited to, noncompliance with Education Code section 243(a).

(2) Complaints alleging a violation of state or federal law or regulation governing the following programs:

- Accommodations for Pregnant, Parenting or Lactating Students;
- Adult Education Programs;
- Career Technical and Technical Education and Training Programs
- Child Care and Development Programs;
- Migrant Child Education Programs;
- Consolidated Categorical Aid;
- Education or graduation of Students in Foster Care, Students who are Homeless, former Juvenile Court Students now enrolled in a public school, Migratory Children and Children of Military Families;
- Every Student Succeeds Act;
- Regional Occupational Centers and Programs School Safety Plans.

(3) Complaints alleging that a student enrolled in a public school was required to pay a pupil fee for participation in an educational activity as those terms are defined below.

a. "Educational activity" means an activity offered by the charter school that constitutes an integral fundamental part of elementary and secondary education, including, but not limited to, curricular and extracurricular activities.

b. "Pupil fee" means a fee, deposit or other charge imposed on students, or a student's parents/guardians, in violation of Education Code section 49011 and Section 5 of Article IX of the California

Constitution, which require educational activities to be provided free of charge to all students without regard to their families' ability or willingness to pay fees or request special waivers, as provided for in *Hartzell v. Connell* (1984) 35 Cal.3d 899. A pupil fee includes, but is not limited to, all of the following:

i. A fee charged to a student as a condition for registering for school or classes, or as a condition for participation in a class or an extracurricular activity, regardless of whether the class or activity is elective or compulsory or is for credit.

ii. A security deposit, or other payment, that a student is required to make to obtain a lock, locker, book, class apparatus, musical instrument, uniform or other materials or equipment.

iii. A purchase that a student is required to make to obtain materials, supplies, equipment or uniforms associated with an educational activity.

c. A pupil fees complaint and complaints regarding local control and accountability plans ("LCAP") only, may be filed anonymously (without an identifying signature), if the complaint provides evidence or information leading to evidence to support an allegation of noncompliance with Education Code sections 52060 - 52077, including an allegation of a violation of Education Code sections 47606.5 or 47607.3, as referenced in Education Code section 52075, regarding local control and accountability plans.

d. If AMPS finds merit in a pupil fees complaint, or the California Department of Education ("CDE") finds merit in an appeal, AMPS shall provide a remedy to all affected students, parents/guardians that, where applicable, includes reasonable efforts by AMPS to ensure full reimbursement to all affected students and parents/guardians, subject to procedures established through regulations adopted by the state board.

e. Nothing in this Policy shall be interpreted to prohibit solicitation of voluntary donations of funds or property, voluntary participation in fundraising activities, or AMPS and other entities from providing student prizes or other recognition for voluntarily participating in fundraising activities.

(4) Complaints alleging noncompliance with the requirements governing the Local Control Funding Formula ("LCFF") or LCAP under Education Code sections 47606.5 and 47607.3, as applicable. If AMPS adopts a School Plan for Student Achievement in addition to its LCAP, complaints of noncompliance with the requirements of the School Plan for Student Achievement under Education Code sections 64000, 64001, 65000, and 65001 shall also fall under this Policy.

Complaints alleging noncompliance regarding child nutrition programs established pursuant to Education Code sections 49490-49590 are governed by Title 7, Code of Federal Regulations ("C.F.R.") sections 210.19(a)(4), 215.1(a), 220.13(c), 225.11(b), 226.6(n), and 250.15(d) and Title 5, California Code of Regulations ("C.C.R.") sections 15580 - 15584.

Complaints alleging noncompliance regarding special education programs established pursuant to Education Code sections 56000-56865 and 59000-59300 are governed by the procedures set forth in 5 C.C.R. sections 3200-3205 and 34 C.F.R. sections 300.151-300.153.

AMPS acknowledges and respects every individual's right to privacy. Unlawful discrimination, harassment,

intimidation or bullying complaints shall be investigated in a manner that protects (to the greatest extent reasonably possible and as permitted by law) confidentiality of the parties, including but not limited to the identity of the complainant, and maintains the integrity of the process. AMPS cannot guarantee the anonymity of the complainant. This includes keeping the identity of the complainant confidential. However, AMPS will attempt to do so as appropriate. AMPS may find it necessary to disclose information regarding the complaint/complainant to the extent required by law or necessary to carry out the investigation or proceedings, as determined by the Chief Executive Officer or designee on a case-by-case basis. AMPS shall ensure that complainants are protected from retaliation.

Compliance Officer

The Board of Directors designates the following compliance officer(s) to receive and investigate complaints and to ensure AMPS's compliance with law:

Maria Arechiga, Director of Operations and Compliance
marechiga@amethodschools.org
Amethod Public Schools
1450 Marina Way South Suite 300
Richmond CA, 94804
Telephone: (510) 436-0172

The Chief Executive Officer or designee shall ensure that the compliance officer(s) designated to investigate complaints are knowledgeable about the laws and programs for which they are responsible. The compliance officer may have access to legal counsel as determined by the Chief Executive Officer or designee.

Should a complaint be filed against the Chief Executive Officer, the compliance officer for that case shall be the President of the AMPS Board of Directors.

Notifications

The Chief Executive Officer or designee shall make available copies of this Policy free of charge. The annual notice of this Policy may be made available on AMPS's website.

AMPS shall annually provide written notification of AMPS's UCP to employees, students, parents/guardians, advisory committees, private school officials or representatives, and other interested parties as applicable.

The annual notice shall be in English. When necessary, under Education Code section 48985, if fifteen (15) percent or more of the students enrolled in AMPS speak a single primary language other than English, this annual notice will also be provided to the parent/guardian of any such students in their primary language.

The annual notice shall include the following:

(a) A list of the types of complaints that fall under the scope of the UCP and the state and federal provisions that govern complaints regarding child nutrition programs and special education programs.

(b) A statement clearly identifying any California State preschool programs that AMPS is operating as exempt from licensing pursuant to Health and Safety Code section 1596.792(o) and corresponding Title 5 health and safety regulations, and any California State preschool programs that AMPS is operating pursuant to Title 22

licensing requirements.

(c) A statement that AMPS is primarily responsible for compliance with federal and state laws and regulations.

(d) A statement that a student enrolled in a public school shall not be required to pay a pupil fee for participation in an educational activity.

(e) A statement identifying the title of the compliance officer, and the identity(ies) of the person(s) currently occupying that position, if known.

(f) A statement that if a UCP complaint is filed directly with the CDE and the CDE determines that it merits direct intervention, the CDE shall complete an investigation and provide a written decision to the complainant within sixty (60) calendar days of receipt of the complaint, unless the parties have agreed to extend the timeline or the CDE documents exceptional circumstances and informs the complainant.

(g) A statement that the complainant has a right to appeal AMPS's decision to the CDE by filing a written appeal within thirty (30) calendar days of the date of AMPS's decision, except if AMPS has used its UCP to address a complaint that is not subject to the UCP requirements.

(h) A statement that a complainant who appeals AMPS's decision on a UCP complaint to the CDE shall receive a written appeal decision within sixty (60) calendar days of the CDE's receipt of the appeal, unless extended by written agreement with the complainant or the CDE documents exceptional circumstances and informs the complainant.

(i) A statement that if AMPS finds merit in a UCP complaint, or the CDE finds merit in an appeal, AMPS shall take corrective actions consistent with the requirements of existing law that will provide a remedy to the affected student and/or parent/guardian as applicable.

(j) A statement advising the complainant of any civil law remedies that may be available under state or federal discrimination, harassment, intimidation or bullying laws, if applicable, and of the appeal pursuant to Education Code section 262.3.

(k) A statement that copies of AMPS's UCP shall be available free of charge.

Procedures

The following procedures shall be used to address all complaints which allege that AMPS has violated federal or state laws or regulations enumerated in the section "Scope," above. The compliance officer shall maintain a record of each complaint and subsequent related actions for at least three (3) calendar years.

All parties named shall be notified when a complaint is filed, when a complaint meeting or hearing is scheduled, and when a decision or ruling is made.

Step 1: Filing of Complaint

Any individual, including a person's duly authorized representative or an interested third party, public agency, or organization may file a written complaint of alleged noncompliance or unlawful discrimination, harassment, intimidation or bullying pursuant to this Policy.

A complaint of unlawful discrimination, harassment, intimidation or bullying may be filed by an individual who alleges that that individual has personally suffered unlawful discrimination, harassment, intimidation or bullying or by one who believes any specific class of individuals has been subjected to unlawful discrimination, harassment, intimidation or bullying, or by a duly authorized representative who alleges that an individual student has been subjected to discrimination, harassment, intimidation, or bullying. An investigation of alleged unlawful discrimination, harassment, intimidation or bullying shall be initiated by filing a complaint no later than six (6) months from the date the alleged discrimination, harassment, intimidation or bullying occurred, or the complainant first obtained knowledge of the facts of the alleged discrimination, harassment, intimidation or bullying unless the time for filing is extended by the Chief Executive Officer or designee, upon written request by the complainant setting forth the reasons for the extension. Such extension by the Chief Executive Officer or designee shall be made in writing. The period for filing may be extended by the Chief Executive Officer or designee for good cause for a period not to exceed ninety (90) calendar days following the expiration of the six-month time period. The Chief Executive Officer shall respond immediately upon a receipt of a request for extension.

All other complaints under this Policy shall be filed not later than one (1) year from the date the alleged violation occurred. For complaints relating to the LCAP, the date of the alleged violation is the date on which the AMPS Board of Directors approved the LCAP or the annual update was adopted by AMPS.

The complaint shall be presented to the compliance officer who shall maintain a log of complaints received, providing each with a code number and date stamp.

Complaints filed pursuant to this Policy must be in writing and signed. A signature may be handwritten, typed (including in an email) or electronically generated. Only complaints regarding pupil fees or LCAP compliance may be filed anonymously as set forth in this Policy. If a complainant is unable to put a complaint in writing due to conditions such as a disability or illiteracy, AMPS staff shall assist the complainant in the filing of the complaint.

Step 2: Mediation

Within three (3) business days of receiving the complaint, the compliance officer may informally discuss with the complainant the possibility of using mediation. If the complainant agrees to mediation, the compliance officer shall make arrangements for this process.

Before initiating the mediation of an unlawful discrimination, harassment, intimidation or bullying complaint, the compliance officer shall ensure that all parties agree to make the mediator a party to related confidential information.

If the mediation process does not resolve the complaint to the satisfaction of the complainant, the compliance officer shall proceed with the investigation of the complaint.

The use of mediation shall not extend AMPS's timelines for investigating and resolving the complaint unless the complainant agrees in writing to such an extension of time.

Step 3: Investigation of Complaint

The compliance officer is encouraged to hold an investigative meeting within five (5) business days of receiving the complaint or an unsuccessful attempt to mediate the complaint. This meeting shall provide an opportunity for the complainant and/or the complainant's representative to repeat the complaint orally.

The complainant and/or the complainant's representative shall have an opportunity to present evidence or information

leading to evidence to support the allegations in the complaint.

A complainant's refusal to provide the compliance officer with documents or other evidence related to the allegations in the complaint, or a complainant's failure or refusal to cooperate in the investigation or the complainant's engagement in any other obstruction of the investigation, may result in the dismissal of the complaint because of a lack of evidence to support the allegation.

AMPS's refusal to provide the compliance officer with access to records and/or other information related to the allegation in the complaint, or its failure or refusal to cooperate in the investigation or its engagement in any other obstruction of the investigation, may result in a finding, based on evidence collected, that a violation has occurred and may result in the imposition of a remedy in favor of the complainant.

Step 4: Final Written Decision

AMPS shall issue an investigation report (the "Decision") based on the evidence. AMPS's Decision shall be in writing and sent to the complainant within sixty (60) calendar days of AMPS's receipt of the complaint unless the timeframe is extended with the written agreement of the complainant. AMPS's Decision shall be written in English and in the language of the complainant whenever feasible or as required by law.

The Decision shall include:

1. The findings of fact based on evidence gathered.
2. The conclusion provides a clear determination for each allegation as to whether AMPS is in compliance with the relevant law.
3. Corrective actions, if AMPS finds merit in the complaint and any are warranted or required by law.
4. Notice of the complainant's right to appeal AMPS's Decision within thirty (30) calendar days to the CDE, except when AMPS has used its UCP to address complaints that are not subject to the UCP requirements.
5. Procedures to be followed for initiating such an appeal.

If an employee is disciplined as a result of the complaint, the Decision shall simply state that effective action was taken and that the employee was informed of AMPS's expectations. The Decision shall not give any further information as to the nature of the disciplinary action except as required by applicable law.

Appeals to the CDE

If dissatisfied with the Decision, the complainant may appeal in writing to the CDE within thirty (30) calendar days of receiving the Decision. The appeal shall be accompanied by a copy of the complaint filed with AMPS and a copy of the Decision. When appealing to the CDE, the complainant must specify and explain the basis for the appeal, including at least one of the following:

1. AMPS failed to follow its complaint procedures.

2. Relative to the allegations of the complaint, AMPS's Decision lacks material findings of fact necessary to reach a conclusion of law.

3. The material findings of fact in AMPS's Decision are not supported by substantial evidence.

4. The legal conclusion in AMPS's Decision is inconsistent with the law.

5. In a case in which AMPS's Decision found noncompliance, the corrective actions fail to provide a proper remedy.

Upon notification by the CDE that the complainant has appealed the Decision, the Chief Executive Officer or designee shall forward the following documents to the CDE within ten (10) calendar days of the date of notification:

1. A copy of the original complaint.

2. A copy of the Decision.

3. A copy of the investigation file, including but not limited to all notes, interviews, and documents submitted by the parties or gathered by the investigator.

4. A report of any action taken to resolve the complaint.

5. A copy of AMPS's complaint procedures.

6. Other relevant information requested by the CDE.

If the CDE determines the appeal raises issues not contained in the local complaint, the CDE will refer those new issues back to AMPS for resolution as a new complaint. If the CDE notifies AMPS that its Decision failed to address an allegation raised by the complaint and subject to the UCP process, AMPS will investigate and address such allegation(s) in accordance with the UCP requirements and provide the CDE and the appellant with an amended Decision addressing such allegation(s) within twenty (20) calendar days of the CDE's notification. The amended Decision will inform the appellant of the right to separately appeal the amended Decision with respect to the complaint allegation(s) not addressed in the original Decision.

Within thirty (30) calendar days of the date of the CDE's appeal Decision pursuant to 5 C.C.R. section 4633(f)(2) or (3), either party may request reconsideration by the State Superintendent of Public Instruction ("SSPI") or the SSPI's designee. The request for reconsideration shall specify and explain the reason(s) for contesting the findings of fact, conclusions of law, or corrective actions in the CDE's appeal Decision. The SSPI will not consider any information not previously submitted to the CDE by a party during the appeal unless such information was unknown to the party at the time of the appeal and, with due diligence, could not have become known to the party. Pending the SSPI's response to a request for reconsideration, the CDE appeal Decision remains in effect and enforceable, unless stayed by a court.

The CDE may directly intervene in the complaint without waiting for action by AMPS when one of the conditions listed in 5 C.C.R. section 4650 exists, including but not limited to cases in which through no fault of the complainant, AMPS has not taken action within sixty (60) calendar days of the date the complaint was filed with AMPS.

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Civil Law Remedies

A complainant may pursue available civil law remedies outside of AMPS's complaint procedures. Complainants may seek assistance from mediation centers or public/private interest attorneys. Civil law remedies that may be imposed by a court include, but are not limited to, injunctions and restraining orders. For unlawful discrimination complaints arising under state law, however, a complainant must wait until sixty (60) calendar days have elapsed from the filing of an appeal with the CDE before pursuing civil law remedies. The moratorium does not apply to injunctive relief and is applicable only if AMPS has appropriately, and in a timely manner, apprised the complainant of their right to file a complaint.

UNIFORM COMPLAINT PROCEDURE FORM

Last Name: _____ First Name/MI: _____

Student Name (if applicable): _____ Grade: _____ Date of Birth: _____

Street Address/Apt. #: _____ City: _____ State: _____ Zip Code: _____

Home Phone: _____ Cell Phone: _____ Work Phone: _____

School/Office of Alleged Violation: _____

For allegation(s) of noncompliance, please check the program or activity referred to in your complaint, if applicable:

☐Consolidated Categorical Aid Programs

☐Career Technical and Technical Education and Training Programs;

☐Child Care and Development Programs;

☐Pregnant, Parenting, or Lactating Students

☐Migrant Child Education Programs;

☐Adult Education Programs;

☐ Regional Occupational Centers and Programs

☐School Safety Plan

☐Education or graduation of Students in Foster Care, Students who are Homeless, former Juvenile Court Students now enrolled in a Public School, Migratory Children and Children of Military Families

☐Every Student Succeeds Act

For allegation(s) of unlawful discrimination, harassment, intimidation or bullying, please check the basis of the unlawful discrimination, harassment, intimidation or bullying described in your complaint, if applicable:

☐Age

☐Ancestry

☐Color

☐Disability (Mental or Physical)

☐Ethnic Group Identification

☐Gender / Gender Expression / Gender Identity

☐Genetic Information

☐Immigration Status/Citizenship

☐Marital Status

☐Medical Condition

☐Nationality / National Origin

☐Race or Ethnicity

☐Religion

☐Sex (Actual or Perceived)

☐Sexual Orientation (Actual

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or Perceived) ☐Based on association with a person or group with one or more of these actual or perceived characteristics

1. Please give facts about the complaint. Provide details such as the names of those involved, dates, whether witnesses were present, etc., that may be helpful to the complaint investigator.

_____

_____

_____

_____

_____

_____

2. Have you discussed your complaint or brought your complaint to any AMPS personnel? If you have, to whom did you take the complaint, and what was the result?

_____

_____

_____

_____

_____

_____

_____

3. Please provide copies of any written documents that may be relevant or supportive of your complaint. I have attached supporting documents. Yes No

Signature: _____ Date:

Mail complaint and any relevant documents to the Compliance Officer:

Amethod Public Schools -*attn. Compliance Officer - Maria Arechiga*
1450 Marina Way South Suite 300
Richmond CA, 94804
Telephone: (510) 436-0172

APPROVED

AMPS
AMETHOD PUBLIC SCHOOLS

Amethod Public Schools

Minutes

Special Meeting of the AMPS Board of Directors

Date and Time
Monday June 30, 2025 at 5:30 PM

Location
1450 Marina Way South, Richmond, CA 94804

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

Members of the public who wish to attend in person can join us 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 72 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

Directors Present
D. Leung, J. Lerma, L. Martinez, M. DiGiorgio, R. Ornelas

Directors Absent
P. Hanley

Guests Present
A. Barnes, M. Arechiga, M. Busby, S. Li

I. Opening Items

A. Call the Meeting to Order

R. Ornelas called a meeting of the board of directors of Amethod Public Schools to order on Monday Jun 30, 2025 at 5:34 PM.

B. Record Attendance

C. Announcements

Board Chair Rodolfo expressed his gratitude to the staff for coming in during their week off to support the rescheduled board meeting.

D. Approval of the Agenda

J. Lerma made a motion to approve the Agenda.
D. Leung seconded the motion.

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

Roll Call

D. Leung	Aye
M. DiGiorgio	Aye
R. Ornelas	Aye
L. Martinez	Aye
P. Hanley	Absent
J. Lerma	Aye

E. Public Comments on Non-Agenda Items

No public comments.

II. Consent

A. Approval of 6/12/2025 Regular Board Meeting Minutes

R. Ornelas made a motion to approve the consent agenda items minus item D. and approve the minutes from Regular Meeting of the AMPS Board of Directors on 06-12-25.
D. Leung seconded the motion.
Board Chair Rodolfo pulls item D. Approval of Employee Handbook from consent agenda and will move it to the business agenda as item AR.
The board **VOTED** to approve the motion.

Roll Call

D. Leung	Aye
P. Hanley	Absent
M. DiGiorgio	Aye
L. Martinez	Aye
R. Ornelas	Aye
J. Lerma	Aye

B. Approval of Annual Notices 2025-26

C. Approval of Family Handbook 2025-26

D. Approval of Employee Handbook 2025-26

III. Closed Session

A. CONFERENCE WITH LEGAL COUNSEL— ANTICIPATED LITIGATION

The board returns from closed session at 6:34pm and there were no reportable actions.

B. Public Employment (Gov. Code § 54957)

IV. Business

A. Review and Consideration of Approval of Measure G1 & T Performance Audit 2024-2026

Adrienne, Interim CEO requested board approval for an agreement with auditor Christy White to conduct the Measure G1 and Measure T audits. Although the individual amounts are small, they push the total audit expenses over the CEO's $50,000 approval threshold, requiring formal board approval.
D. Leung made a motion to approve of Measure G1 & T Performance Audit 2024-2026.
M. DiGiorgio seconded the motion.
The board **VOTED** to approve the motion.

Roll Call

L. Martinez	Aye
P. Hanley	Absent
R. Ornelas	Aye
M. DiGiorgio	Aye
D. Leung	Aye
J. Lerma	Aye

B. Review and Consideration of Approval of Provisional Internship Permit (PIP) Public Notice- Richmond Charter Academy

Sally, HR Coordinator presented a request for board approval of a Provisional Internship Permit (PIP) for three teachers at Richmond Charter Academy. Similar to a previous PIP request for other schools, this PIP is needed because the teachers are actively or currently enrolled in an internship program and require emergency permits while completing it. The board's approval is needed to submit the request to the CTC.

Board Chair Rodolfo emphasized the importance of having a clear plan to ensure the teachers progress toward earning their preliminary credentials and ultimately clearing them.
R. Ornelas made a motion to approve of Provisional Internship Permit (PIP) Public Notice- Richmond Charter Academy.
L. Martinez seconded the motion.
The board **VOTED** to approve the motion.

Roll Call

P. Hanley	Absent
L. Martinez	Aye
D. Leung	Aye
J. Lerma	Aye
R. Ornelas	Aye
M. DiGiorgio	Aye

C. Review and Consideration of Approval of CharterSafe 2025-26 Insurance Proposal

Adrienne, Interim CEO explained that the updated CharterSafe insurance proposal reflects the current status of the organization's schools, employees, and properties. While adjustments can be made if changes occur, such as with OCHS, the proposal represents the current needs and is being recommended for board approval.
J. Lerma made a motion to approve CharterSafe 2025-26 Insurance Proposal.
M. DiGiorgio seconded the motion.
The board **VOTED** to approve the motion.

Roll Call

L. Martinez	Aye
M. DiGiorgio	Aye
J. Lerma	Aye
P. Hanley	Absent
D. Leung	Aye
R. Ornelas	Aye

D. Review and Consideration of Approval of 2025-26 Janitorial Contract

Adrienne, Interim CEO shared that multiple janitorial service proposals were received, including from the current provider, Rojas Janitorial, and NorCal Cleaning Solutions. Due to recent team changes, she recommended negotiating a new agreement with Rojas Janitorial and bringing it to the Board for approval in July. In the meantime, services would continue under the existing contract.

Adrienne confirmed the plan to negotiate with the current vendor for the 2025–26 term and to continue their services until the Board approves a new contract in July.

Board member Margie asked whether one janitorial company serves all school sites or if there are any full-time, on-campus employees handling the cleaning.

Adrienne explained that they use both an external vendor, Rojas Janitorial, for all sites, and some on-campus staff, as both are currently needed.

Board Chair Rodolfo clarified that since no contract is being approved today, this is just an update for information, and the Board will vote on the contract when it is presented later.

E. Review and Consideration of Approval of 2025-26 Measure Education Contract

Maria, Chief Strategy and Compliance Officer requested approval for a contract with Measure Education for the 2025–26 school year. The organization has partnered with AMPS for 4-5 years to manage the student information system and state reporting. The contract includes a 3% increase, and adjustments were made to remove OCHS with a potential monthly cost added depending on OCHS's future status.

Board Chair Rodolfo asked for clarification whether it is a 3% increase or decrease overall.

Maria says the overall contract reflects a 3% price increase, but with OCHS removed, the cost is actually lower. If OCHS is reinstated, the 3% increase would apply. The vendor provides these services for all their schools.
D. Leung made a motion to approve 2025-26 Measure Education Contract.
L. Martinez seconded the motion.
The board **VOTED** to approve the motion.

Roll Call

R. Ornelas	Aye
P. Hanley	Absent
D. Leung	Aye
J. Lerma	Aye
L. Martinez	Aye
M. DiGiorgio	Aye

F. Review and Consideration of Approval of Charter Impact Revised Contract

Adrienne, Interim CEO explained that since 2024, AMPS contracted with Charter Impact as their full back-office service provider. Payroll was brought back in-house, and the current updated contract allows budgeting and compliance to be handled internally while maintaining external accounting and bookkeeping with Charter Impact. This approach ensures continuity, professional bookkeeping, and better control over budgeting and compliance. The role of Assistant Director of Finance, shown later in the organizational chart, will offset this arrangement.

Board member Liz asked if the service prepares data for the Assistant Director, who manages submissions for budgets and compliance reports to authorizers and other agencies, which Adrienne confirmed.
M. DiGiorgio made a motion to approve Charter Impact Revised Contract.
D. Leung seconded the motion.
The board **VOTED** to approve the motion.

Roll Call

M. DiGiorgio	Aye
D. Leung	Aye
J. Lerma	Aye
P. Hanley	Absent
R. Ornelas	Aye
L. Martinez	Aye

G. Review and Consideration of Approval of Legacy Mechanical & Energy Services, Inc Contracts

Adrienne, Interim CEO requested the Board's approval to continue contracts with the current HVAC vendor, noting that the total contract costs and any additional services exceed the CEO's approval threshold. The vendor has been providing HVAC services at the sites, and a reassessment will occur after the contracts expire.
J. Lerma made a motion to approve Legacy Mechanical & Energy Services, Inc Contracts.
M. DiGiorgio seconded the motion.
The board **VOTED** to approve the motion.

Roll Call

D. Leung	Aye
R. Ornelas	Aye
M. DiGiorgio	Aye
J. Lerma	Aye
P. Hanley	Absent
L. Martinez	Aye

H. Review and Consideration of Approval of Amended AMPS Regular Board Meeting Calendar 2025-2026

Adrienne, Interim CEO proposed changes to the 2025-26 board meeting calendar: removing the February 19 meeting due to a closely scheduled meeting the following week, moving the June 18 meeting to June 15 to meet authorizer deadlines, and moving the December 18 meeting to December 15 to meet audit deadlines. Additionally, for July 18, she suggested holding two meetings, a regular board meeting and a full-day board retreat with Dr. Brian Carpenter as part of their corrective action plan, and asked for input on preferred times.

The board agrees to hold the retreat from 9:00 AM to 12:00 PM, followed by the board meeting from 12:00 PM to 1:00 PM, and then resume the retreat from 1:00 PM to 5:00 PM.
R. Ornelas made a motion to approve Amended AMPS Regular Board Meeting Calendar 2025-2026.
D. Leung seconded the motion.
The board **VOTED** to approve the motion.

Roll Call

J. Lerma	Aye
M. DiGiorgio	Aye
P. Hanley	Absent
R. Ornelas	Aye
L. Martinez	Aye
D. Leung	Aye

I. Review and Consideration of Approval of Consolidated Application (ConApp)- Downtown Charter Academy

Adrienne, Interim CEO requested board approval for five consolidated federal funding applications, noting that a few technical corrections will be made before submission. She explained that these applications specifically for Title I, Title II, and Title IV funding are also updated midyear, providing another opportunity for adjustments if needed.
D. Leung made a motion to approve Consolidated Application (ConApp)- Downtown Charter Academy.
J. Lerma seconded the motion.
The board **VOTED** to approve the motion.

Roll Call

M. DiGiorgio	Aye
J. Lerma	Aye
P. Hanley	Absent
R. Ornelas	Aye
L. Martinez	Aye
D. Leung	Aye

J. Review and Consideration of Approval of Consolidated Application (ConApp)- John Henry High School

Adrienne, Interim CEO presented the consolidated federal funding application for John Henry High School and requested board approval, subject to technical corrections. She noted updates are needed to reflect that Title II funds for 2024-25 were spent, and to clarify language regarding support for homeless students stating that while no students were identified as unhoused, funds would be used if needed. These updates will apply across all school applications.
R. Ornelas made a motion to approve Consolidated Application (ConApp)- John Henry High School.
M. DiGiorgio seconded the motion.
The board **VOTED** to approve the motion.

Roll Call

P. Hanley	Absent
L. Martinez	Aye
J. Lerma	Aye
M. DiGiorgio	Aye
D. Leung	Aye
R. Ornelas	Aye

K. Review and Consideration of Approval of Consolidated Application (ConApp)- Oakland Charter Academy

Adrienne, Interim CEO presented the consolidated federal funding application for Oakland Charter Academy and requested board approval, subject to technical corrections.
D. Leung made a motion to approve Consolidated Application (ConApp)- Oakland Charter Academy.

J. Lerma seconded the motion.
The board **VOTED** to approve the motion.

Roll Call

J. Lerma	Aye
P. Hanley	Absent
M. DiGiorgio	Aye
D. Leung	Aye
L. Martinez	Aye
R. Ornelas	Aye

L. Review and Consideration of Approval of Consolidated Application (ConApp)- Richmond Charter Academy

Adrienne, Interim CEO presented the consolidated federal funding application for Richmond Charter Academy and requested board approval, subject to technical corrections.
D. Leung made a motion to approve Consolidated Application (ConApp)- Richmond Charter Academy.
L. Martinez seconded the motion.
The board **VOTED** to approve the motion.

Roll Call

P. Hanley	Absent
J. Lerma	Aye
R. Ornelas	Aye
M. DiGiorgio	Aye
L. Martinez	Aye
D. Leung	Aye

M. Review and Consideration of Approval of Consolidated Application (ConApp) - Richmond Charter Elementary-Benito Juarez

Adrienne, Interim CEO presented the consolidated federal funding application for Richmond Charter Elementary-Benito Juarez and requested board approval, subject to technical corrections.
D. Leung made a motion to approve Consolidated Application (ConApp) - Richmond Charter Elementary-Benito Juarez.
M. DiGiorgio seconded the motion.
The board **VOTED** to approve the motion.

Roll Call

L. Martinez	Aye
R. Ornelas	Aye
D. Leung	Aye
P. Hanley	Absent
J. Lerma	Aye
M. DiGiorgio	Aye

N. Review and Consideration of Approval of AMS Prop 28 2024-25 Reporting- Downtown Charter Academy

Adrienne, Interim CEO presented the 2024-25 AMS Prop 28 report for Downtown Charter Academy and noted that all schools currently show $0 in reported spending. This is due to the new team not finding proof of a submitted plan. A plan will be brought forward for the 2025-26 year. Although no spending is reported, funds have been received and are being properly deferred per Charter Impact.
M. DiGiorgio made a motion to approve AMS Prop 28 2024-25 Reporting- Downtown Charter Academy.
J. Lerma seconded the motion.
The board **VOTED** to approve the motion.

Roll Call

R. Ornelas	Aye
J. Lerma	Aye
M. DiGiorgio	Aye
P. Hanley	Absent
D. Leung	Aye
L. Martinez	Aye

O. Review and Consideration of Approval of AMS Prop 28 2024-25 Reporting- John Henry High School

M. DiGiorgio made a motion to approve AMS Prop 28 2024-25 Reporting- John Henry High School.
J. Lerma seconded the motion.
The board **VOTED** to approve the motion.

Roll Call

J. Lerma	Aye
D. Leung	Aye
R. Ornelas	Aye
M. DiGiorgio	Aye
P. Hanley	Absent
L. Martinez	Aye

P. Review and Consideration of Approval of AMS Prop 28 2024-25 Reporting- Oakland Charter Academy

R. Ornelas made a motion to approve AMS Prop 28 2024-25 Reporting- Oakland Charter Academy.
M. DiGiorgio seconded the motion.
The board **VOTED** to approve the motion.

Roll Call

P. Hanley	Absent

Roll Call

R. Ornelas	Aye
D. Leung	Aye
J. Lerma	Aye
M. DiGiorgio	Aye
L. Martinez	Aye

Q. Review and Consideration of Approval of AMS Prop 28 2024-25 Reporting- Richmond Charter Academy

D. Leung made a motion to approve AMS Prop 28 2024-25 Reporting- Richmond Charter Academy.
J. Lerma seconded the motion.
The board **VOTED** to approve the motion.

Roll Call

P. Hanley	Absent
L. Martinez	Aye
R. Ornelas	Aye
D. Leung	Aye
M. DiGiorgio	Aye
J. Lerma	Aye

R. Review and Consideration of Approval of AMS Prop 28 2024-25 Reporting- Richmond Charter Elementary-Benito Juarez

D. Leung made a motion to approve AMS Prop 28 2024-25 Reporting- Richmond Charter Elementary-Benito Juarez.
J. Lerma seconded the motion.
The board **VOTED** to approve the motion.

Roll Call

D. Leung	Aye
R. Ornelas	Aye
L. Martinez	Aye
P. Hanley	Absent
M. DiGiorgio	Aye
J. Lerma	Aye

S. Review and Consideration of Approval of Protected Prayer Resolution - Downtown Charter Academy

Adrienne, Interim CEO presents the Protected Prayer Resolution which applies to all five schools and confirms that there are no restrictions on students or staff who wish to pray during school.
J. Lerma made a motion to approve Protected Prayer Resolution - Downtown Charter Academy.
L. Martinez seconded the motion.

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

Roll Call

J. Lerma	Aye
M. DiGiorgio	Aye
P. Hanley	Absent
L. Martinez	Aye
D. Leung	Aye
R. Ornelas	Aye

T. Review and Consideration of Approval of Protected Prayer Resolution - John Henry High School

M. DiGiorgio made a motion to approve Protected Prayer Resolution - John Henry High School.
R. Ornelas seconded the motion.
The board **VOTED** to approve the motion.

Roll Call

M. DiGiorgio	Aye
D. Leung	Aye
L. Martinez	Aye
P. Hanley	Absent
J. Lerma	Aye
R. Ornelas	Aye

U. Review and Consideration of Approval of Protected Prayer Resolution - Oakland Charter Academy

L. Martinez made a motion to approve Protected Prayer Resolution - Oakland Charter Academy.
M. DiGiorgio seconded the motion.
The board **VOTED** to approve the motion.

Roll Call

D. Leung	Aye
P. Hanley	Absent
R. Ornelas	Aye
M. DiGiorgio	Aye
L. Martinez	Aye
J. Lerma	Aye

V. Review and Consideration of Approval of Protected Prayer Resolution - Richmond Charter Academy

R. Ornelas made a motion to approve Protected Prayer Resolution - Richmond Charter Academy.
M. DiGiorgio seconded the motion.
The board **VOTED** to approve the motion.

Roll Call

P. Hanley	Absent
M. DiGiorgio	Aye
R. Ornelas	Aye
L. Martinez	Aye
D. Leung	Aye
J. Lerma	Aye

W. Review and Consideration of Approval of Protected Prayer Resolution - Richmond Charter Elementary - Benito Juarez

D. Leung made a motion to approve Protected Prayer Resolution - Richmond Charter Elementary - Benito Juarez.
L. Martinez seconded the motion.
The board **VOTED** to approve the motion.

Roll Call

M. DiGiorgio	Aye
L. Martinez	Aye
P. Hanley	Absent
D. Leung	Aye
J. Lerma	Aye
R. Ornelas	Aye

X. Review and Consideration of Approval of Education Protection Account Spending Plan 2025-26- Downtown Charter Academy

Adrienne, Interim CEO requested board approval for the 2025-26 EPA spending plan, which is based on board-approved LCFF budget figures. She noted that the plan must be approved before spending begins and that the funds must be used for instructional staff, not administrative staff.
D. Leung made a motion to approve Education Protection Account Spending Plan 2025-26- Downtown Charter Academy.
L. Martinez seconded the motion.
The board **VOTED** to approve the motion.

Roll Call

P. Hanley	Absent
D. Leung	Aye
J. Lerma	Aye
M. DiGiorgio	Aye
R. Ornelas	Aye
L. Martinez	Aye

Y. Review and Consideration of Approval of Education Protection Account Spending Plan 2025-26 - John Henry High School

D. Leung made a motion to approve Education Protection Account Spending Plan 2025-26 - John Henry High School.
M. DiGiorgio seconded the motion.
The board **VOTED** to approve the motion.

Roll Call

J. Lerma	Aye
R. Ornelas	Aye
D. Leung	Aye
M. DiGiorgio	Aye
P. Hanley	Absent
L. Martinez	Aye

Z. Review and Consideration of Approval of Education Protection Account Spending Plan 2025-26 - Oakland Charter Academy

M. DiGiorgio made a motion to approve Education Protection Account Spending Plan 2025-26 - Oakland Charter Academy.
J. Lerma seconded the motion.
The board **VOTED** to approve the motion.

Roll Call

J. Lerma	Aye
M. DiGiorgio	Aye
L. Martinez	Aye
R. Ornelas	Aye
D. Leung	Aye
P. Hanley	Absent

AA. Review and Consideration of Approval of Education Protection Account Spending Plan 2025-26 - Richmond Charter Academy

R. Ornelas made a motion to approve Education Protection Account Spending Plan 2025-26 - Richmond Charter Academy.
M. DiGiorgio seconded the motion.
The board **VOTED** to approve the motion.

Roll Call

J. Lerma	Aye
D. Leung	Aye
P. Hanley	Absent
R. Ornelas	Aye
M. DiGiorgio	Aye
L. Martinez	Aye

AB. Review and Consideration of Approval of Education Protection Account Spending Plan 2025-26 - Richmond Charter Elementary - Benito Juarez

L. Martinez made a motion to approve Education Protection Account Spending Plan 2025-26 - Richmond Charter Elementary - Benito Juarez.
D. Leung seconded the motion.
The board **VOTED** to approve the motion.

Roll Call

P. Hanley	Absent
J. Lerma	Aye
M. DiGiorgio	Aye
R. Ornelas	Aye
D. Leung	Aye
L. Martinez	Aye

AC. Review and Consideration of Approval of Comprehensive School Safety Plan - Downtown Charter Academy

Maria, Chief Strategy and Compliance Officer shares that the next five items involve updating the previously approved comprehensive school safety plans from March to include the newly required instructional continuity plan. This combined plan will continue to be reviewed annually by March 1. She requested board approval for the updated plans.
D. Leung made a motion to approve Comprehensive School Safety Plan - Downtown Charter Academy.
L. Martinez seconded the motion.
The board **VOTED** to approve the motion.

Roll Call

P. Hanley	Absent
L. Martinez	Aye
M. DiGiorgio	Aye
D. Leung	Aye
R. Ornelas	Aye
J. Lerma	Aye

AD. Review and Consideration of Approval of Comprehensive School Safety Plan - John Henry High School

D. Leung made a motion to approve Comprehensive School Safety Plan - John Henry High School.
M. DiGiorgio seconded the motion.
The board **VOTED** to approve the motion.

Roll Call

P. Hanley	Absent
J. Lerma	Aye
R. Ornelas	Aye
D. Leung	Aye
M. DiGiorgio	Aye

Roll Call

L. Martinez	Aye

AE. Review and Consideration of Approval of Comprehensive School Safety Plan - Oakland Charter Academy

R. Ornelas made a motion to approve Comprehensive School Safety Plan - Oakland Charter Academy.
M. DiGiorgio seconded the motion.
The board **VOTED** to approve the motion.

Roll Call

M. DiGiorgio	Aye
R. Ornelas	Aye
J. Lerma	Aye
P. Hanley	Absent
L. Martinez	Aye
D. Leung	Aye

AF. Review and Consideration of Approval of Comprehensive School Safety Plan - Richmond Charter Academy

D. Leung made a motion to approve Comprehensive School Safety Plan - Richmond Charter Academy.
L. Martinez seconded the motion.
The board **VOTED** to approve the motion.

Roll Call

D. Leung	Aye
L. Martinez	Aye
R. Ornelas	Aye
M. DiGiorgio	Aye
P. Hanley	Absent
J. Lerma	Aye

AG. Review and Consideration of Approval of Comprehensive School Safety Plan- Richmond Charter Elementary - Benito Juarez

D. Leung made a motion to approve Comprehensive School Safety Plan- Richmond Charter Elementary - Benito Juarez.
M. DiGiorgio seconded the motion.
The board **VOTED** to approve the motion.

Roll Call

P. Hanley	Absent
J. Lerma	Aye
D. Leung	Aye
L. Martinez	Aye
R. Ornelas	Aye

Roll Call

M. DiGiorgio Aye

AH. Review 2024-25 Local Indicators

Mary, Interim CAO presented the Local Indicators report, which is part of the LCAP. While state indicators include measures like chronic absenteeism and dashboard data, local indicators reflect LEA self-assessments across six state priority areas: basic conditions, implementation of state standards, parent involvement, school climate, and access to a broad course of study. She reviewed self-reflection data for each school, noting strengths such as zero Williams violations, strong implementation of state standards, and active parent engagement through Family-Student-Staff Teams (FSTs). School climate data was based on YouthTruth surveys, showing positive relationships and feelings of safety among students. All schools ensured access to a broad, standards-aligned curriculum. Mary concluded by stating these local indicators will be included in the LCAP and submitted to the CDE by July 31. The item was presented for discussion and information only.

AI. Review and Consideration of Approval of LCAP - Downtown Charter Academy

Mary, Interim CAO requested board approval of the LCAP for all five schools, noting that the review process included the LCAP, its budget, associated metrics, and the recently added local indicators.

Board Member Liz requested that the charts showing projected revenues by fund source be corrected for clarity, as the version she downloaded had overlapping text. She emphasized the importance of readability since the document will be publicly posted.
D. Leung made a motion to Approve LCAP - Downtown Charter Academy.
M. DiGiorgio seconded the motion.
The board **VOTED** to approve the motion.

Roll Call

P. Hanley	Absent
J. Lerma	Aye
D. Leung	Aye
R. Ornelas	Aye
M. DiGiorgio	Aye
L. Martinez	Aye

AJ. Review and Consideration of Approval of LCAP - John Henry High School

R. Ornelas made a motion to approve LCAP - John Henry High School.
J. Lerma seconded the motion.
The board **VOTED** to approve the motion.

Roll Call

R. Ornelas	Aye
M. DiGiorgio	Aye

Roll Call

P. Hanley	Absent
D. Leung	Aye
J. Lerma	Aye
L. Martinez	Aye

AK. Review and Consideration of Approval of LCAP - Oakland Charter Academy

J. Lerma made a motion to approve LCAP - Oakland Charter Academy.
M. DiGiorgio seconded the motion.
The board **VOTED** to approve the motion.

Roll Call

D. Leung	Aye
R. Ornelas	Aye
P. Hanley	Absent
L. Martinez	Aye
M. DiGiorgio	Aye
J. Lerma	Aye

AL. Review and Consideration of Approval of LCAP - Richmond Charter Academy

R. Ornelas made a motion to approve LCAP - Richmond Charter Academy.
L. Martinez seconded the motion.
The board **VOTED** to approve the motion.

Roll Call

D. Leung	Aye
L. Martinez	Aye
R. Ornelas	Aye
P. Hanley	Absent
M. DiGiorgio	Aye
J. Lerma	Aye

AM. Review and Consideration of Approval of LCAP - Richmond Charter Elementary - Benito Juarez

D. Leung made a motion to approve LCAP - Richmond Charter Elementary - Benito Juarez.
M. DiGiorgio seconded the motion.
The board **VOTED** to approve the motion.

Roll Call

J. Lerma	Aye
L. Martinez	Aye
R. Ornelas	Aye
D. Leung	Aye
P. Hanley	Absent
M. DiGiorgio	Aye

AN. Review and Consideration of Approval of OCA Renewal Petition

Adrienne, Interim CEO requests to withdraw the OCA Renewal Petition from the agenda.
R. Ornelas made a motion to remove OCA Renewal Petition and move AP. Review and Consideration of Approval of 2025-26 Aya Healthcare Contract and AQ. Review and Consideration of Approval of 2025-26 Employment Agreements to a later meeting.
J. Lerma seconded the motion.
The board **VOTED** to approve the motion.

Roll Call

L. Martinez	Aye
D. Leung	Aye
M. DiGiorgio	Aye
J. Lerma	Aye
P. Hanley	Absent
R. Ornelas	Aye

AO. Review and Consideration of Approval of AMPS Organization Chart 2025-2026

Adrienne, Interim CEO presented the updated organizational chart, noting challenges in displaying it clearly on one page due to its width. The chart places the Board of Directors at the top, with the CEO reporting directly to them. It was designed to encourage cross-department collaboration with many dotted-line relationships between roles. Key changes include renaming site directors to principals, keeping the CAO role vacant while supported by consultant Elise Darwish, and restructuring by replacing the Chief Strategy and Compliance Officer with a Chief of Staff overseeing multiple roles, including data, compliance, and communications. The chart also outlines leadership over student services, curriculum and instruction, operations, and HR. Adrienne also noted that the Community Schools Grant, currently tied to Oakland Charter High, will require reapplication to extend funding to the other five schools. She says the chart reflects a unified team structure focused on collaboration.

Board Chair Rodolfo asked Adrienne if she has an estimate of the savings resulting from the adjustments.

Adrienne explained that the goal was to save about half a million dollars, but they are currently falling short, saving around $100,000. She added that some positions may remain unfilled pending confirmation regarding OCHS.
R. Ornelas made a motion to approve AMPS Organization Chart 2025-2026.
D. Leung seconded the motion.
The board **VOTED** to approve the motion.

Roll Call

P. Hanley	Absent
R. Ornelas	Aye
J. Lerma	Aye

Roll Call

D. Leung Aye
M. DiGiorgio Aye
L. Martinez Aye

AP. Review and Consideration of Approval of 2025-26 Aya Healthcare Contract

AQ. Review and Consideration of Approval of 2025-26 Employment Agreements

AR. Approval of Employee Handbook 2025-26

Shameka, HR Consultant explained that the 2024-25 employee handbook was recently revised and brought to the board. The 2025-26 handbook includes additional legal updates, such as requirements from AB 2534 for employment verification and new time-off policies for fertility treatments. They clarified the vacation policy by detailing different vacation amounts based on employee tiers and work schedules. A redline version showing all changes was provided. She requested board approval of the handbook, pending final legal review.

Board member Jorge raised a concern about ongoing questions regarding diversity among students and staff and asked if there is any emphasis on continuous outreach to all communities, including ethnicity, gender, and culture in the current plans or policies.

Shameka clarified that diversity outreach isn't typically included in the employee handbook. She confirmed the organization is an equal opportunity employer and noted that while staff diversity is strong, the concern is more about student diversity.

Board member Liz noted that although the board agenda mentioned a redline version of the document was uploaded, she only saw the clean version. She requested that the redline version be provided in the future to clearly show the changes.

Board Chair Rodolfo suggested waiting to approve the handbook until after legal reviews it and the board has a chance to review the redline version.

Shameka explained that some policy changes, like the updated vacation policy, need to take effect by July 1 to avoid confusion and extra work later. She noted that the handbook was reviewed by legal last year, and the current updates are mainly to incorporate new legal requirements.
R. Ornelas made a motion to approve of Employee Handbook 2025-26 Pending Legal Review.
D. Leung seconded the motion.
The board **VOTED** to approve the motion.

Roll Call

J. Lerma Aye
M. DiGiorgio Aye

Roll Call

R. Ornelas	Aye
P. Hanley	Absent
L. Martinez	Aye
D. Leung	Aye

V. Closing Items

A. Adjourn Meeting

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 7:53 PM.

Respectfully Submitted,
R. Ornelas

THE ORDER OF BUSINESS MAY BE CHANGED WITHOUT NOTICE. *Notice is hereby given that the order of consideration of matters on this agenda may be changed without prior notice.* ***REASONABLE LIMITATIONS MAY BE PLACED ON PUBLIC TESTIMONY.*** *The Governing Board's presiding officer reserves the right to impose reasonable time limits on public testimony to ensure that the agenda is completed.* ***REASONABLE ACCOMMODATION WILL BE PROVIDED FOR ANY INDIVIDUAL WITH A DISABILITY.*** *Pursuant to the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, any individual with a disability who requires reasonable accommodation to attend or participate in this meeting of the Governing Board may request assistance by contacting the Amethod Public School Inc., 1450 Marina Way South Second Floor. Richmond, CA 94804; telephone, (510) 436-0172 sallyli@amethodschools.org.* ***FOR MORE INFORMATION.*** *For more information concerning this agenda, please contact Amethod Public Schools Main Administration, 1450 Marina Way South Second Floor. Richmond, CA 94804; telephone, (510) 436-0172; Email: sallyli@amethodschools.org*

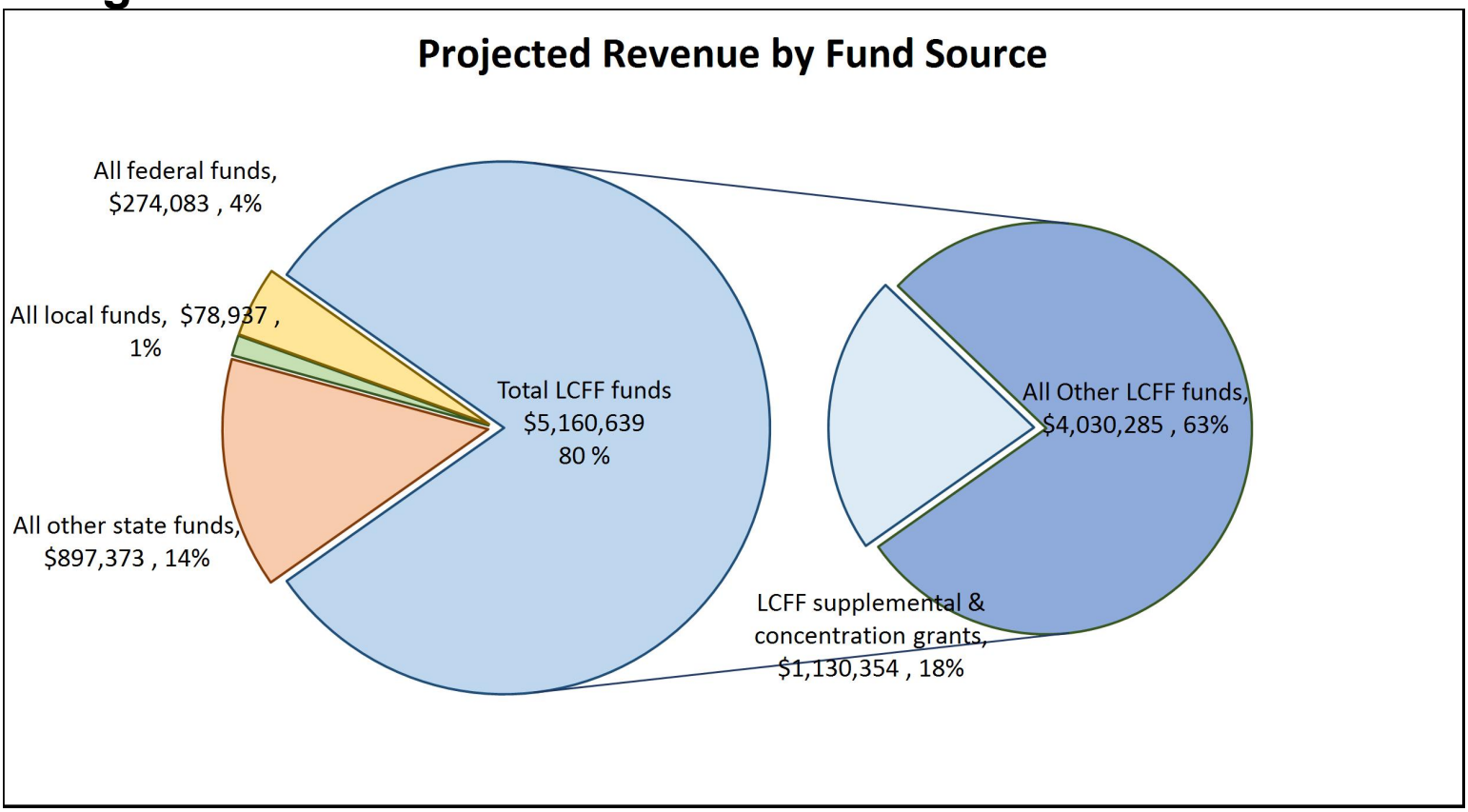
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: John Henry High School
CDS Code: 07773540132233
School Year: 2025-26
LEA contact information:
Stacey Drakeford
Site Director

510-235-2439

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

Budget Overview for the 2025-26 School Year



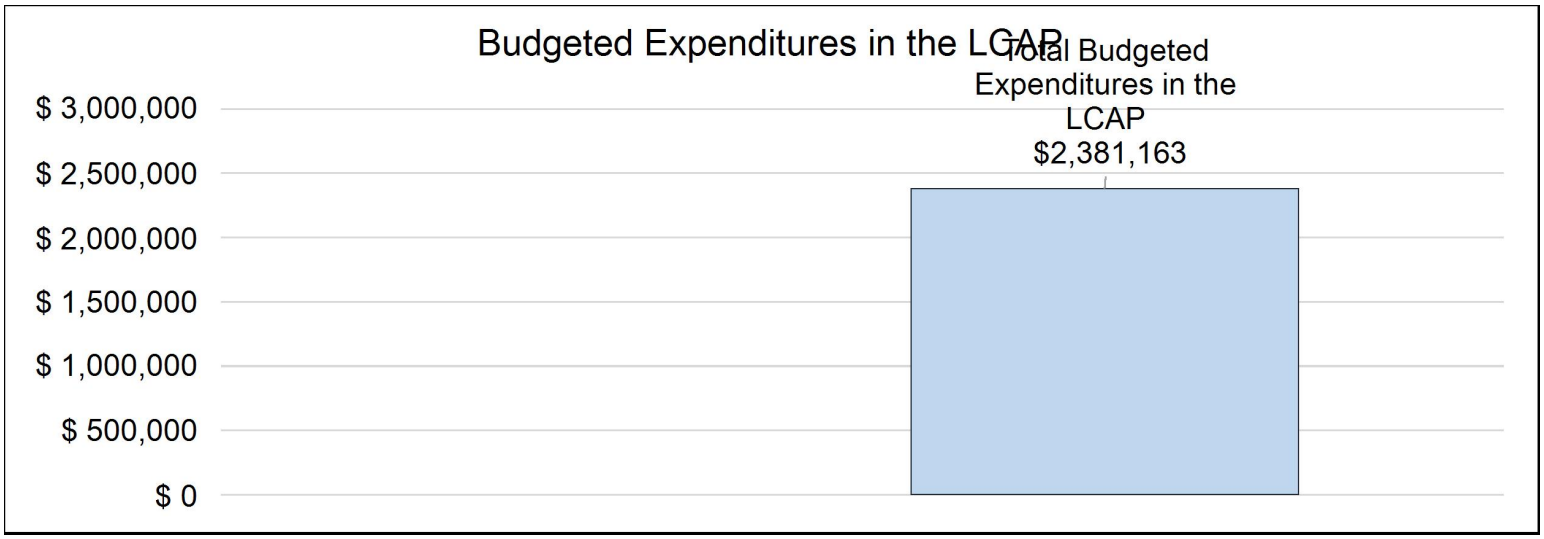
This chart shows the total general purpose revenue John Henry High School expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for John Henry High School is $6,411,032, of which $5,160,639 is Local Control Funding Formula (LCFF), $897,373 is other state funds, $78,937 is local funds, and $274,083 is federal funds. Of the $5,160,639 in LCFF Funds, $1,130,354 is

generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.



This chart provides a quick summary of how much John Henry High School plans to spend for 2025-26. It shows how much of the total is tied to planned actions and services in the LCAP.

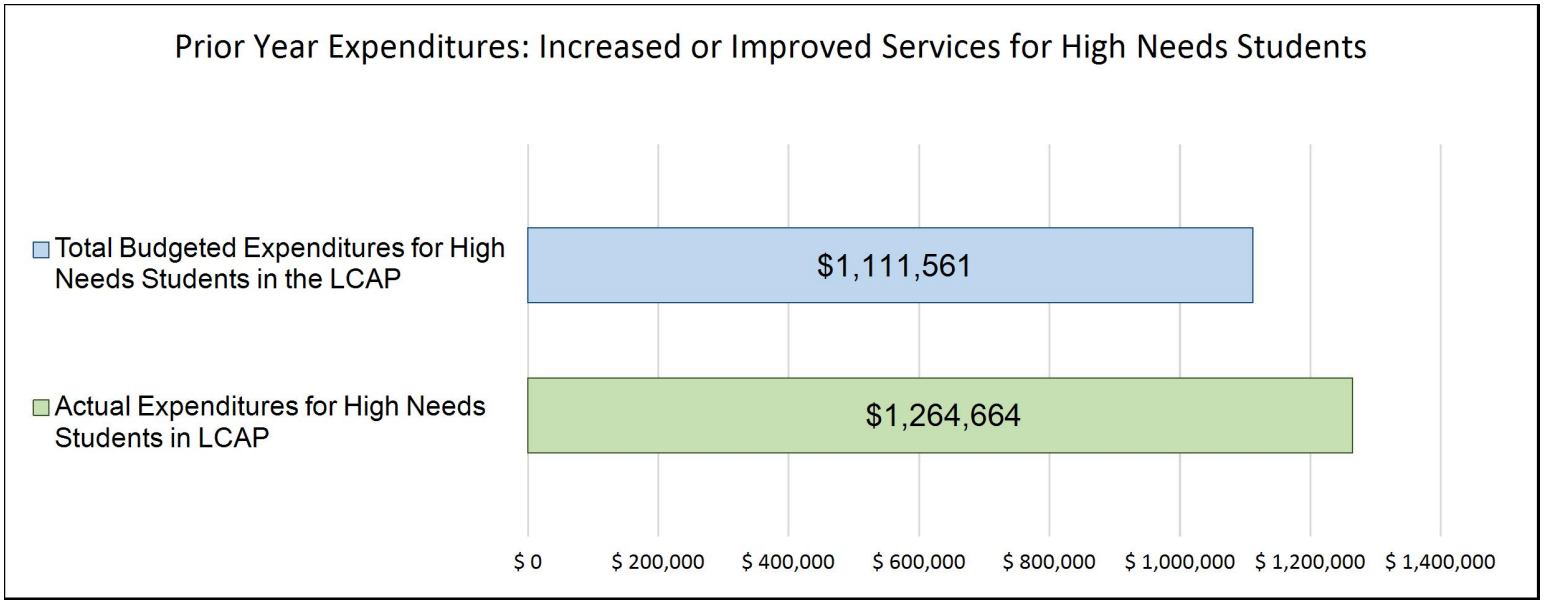
The text description of the above chart is as follows: John Henry High School plans to spend $ for the 2025-26 school year. Of that amount, $2,381,162.85 is tied to actions/services in the LCAP and $ is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

Increased or Improved Services for High Needs Students in the LCAP for the 2025-26 School Year

In 2025-26, John Henry High School is projecting it will receive $1,130,354 based on the enrollment of foster youth, English learner, and low-income students. John Henry High School must describe how it intends to increase or improve services for high needs students in the LCAP. John Henry High School plans to spend $1,377,681.23 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2024-25



This chart compares what John Henry High School budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what John Henry High School estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2024-25, John Henry High School's LCAP budgeted $1,111,561.00 for planned actions to increase or improve services for high needs students. John Henry High School actually spent $1,264,664.20 for actions to increase or improve services for high needs students in 2024-25.

Local Control and Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
John Henry High School	Stacey Drakeford Site Director	sdrakeford@amethodschools.org 510-235-2439

Plan Summary [2025-26]

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA. LEAs may also provide information about their strategic plan, vision, etc.

At John Henry High School (JHHS), we are committed to our students' academic success and developing a strong community of learners. JHHS is one of six schools under the Amethod Public Schools (AMPS) charter management organization. AMPS is a 501 (c)(3) nonprofit organization that was founded in Oakland with the intent to create charter schools that reduce the academic achievement disparity that exists among the different student subgroups. The organization’s flagship school, Oakland Charter Academy, founded in 1993, is the oldest charter school in the City of Oakland, and the 14th school chartered in the state of California. For thirty years, AMPS has been serving thousands of Bay Area families through a small-scale school model focused on equipping students with the skills of diligence and personal responsibility. AMPS demonstrates through strong academic results that any child can be successful if they receive a high-quality, personalized education. Established in 2014, JHHS is located in the beautiful Marina Bay area of Richmond, CA and serves 330 9 - 12 students in the 2023-24 school year.

At JHHS, we believe all students can succeed in a rigorous college-prep environment when provided with effective educators, personalized attention, and a disciplined commitment to academics. We use research-based teaching methodologies that emphasize the fundamentals; enhanced by technology, problem solving, cooperative learning, and critical thinking skills. Our academic program instills a love of learning that carries our students throughout their life. BJE offers students a wide range of extended learning opportunities. We also offer daily after-school activities including music and our homework club.

JHHS supports student excellence through our Multi-Tiered System of Supports (MTSS), which ensures that students are met at their current level and provided with the personalized academic, behavioral, health, and other supports they need. JHHS has a network of paraprofessional educators and tutors who offer individualized academic support and keep in touch with families to provide regular support, encouragement, and feedback. Student progress is measured continually, with grade-level meetings held monthly to share best practices, discuss possible intervention methods, and create action plans for teachers and students. Families are an integral part of our school and throughout the year we invite them to events including school college faires, college appiation, prom, spirit week and robust sports program

Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

In analyzing the school's data from the past year, including both dashboard data and local measures, we identified a number o f areas of success, and continue to experience persistent challenges. Standardized testing results fell below our goals and expectations. The school did not meet the English learner reclassification goal as well. Therefore, the new administration team deemed that some of the curriculum used previously was outdated and have since opted to bring in a more innovative and evidence-based curriculum that includes embedded diagnostics and assessments for teachers to ascertain the progression of their students toward desired goals.

JHHS received red dashboard indicators on the 2023 California Schools Dashboard for ELA across four subgroups (all students, English learners, Hispanic/Latino, and socioeconomically disadvantaged). To increase student performance on ELA, the school conducted a thorough analysis of student data and the school program in order to address ELA proficiency.

In addition to our academic data, we met our goals for low expulsion rate, access to standards-aligned instructional materials, and maintaining a safe and clean learning environment/facility. And even though we didn't meet our attendance goal, we did consistently improve it each year, and are on track to meet the goal in this next 3-year LCAP. Similarly, while we did not meet our ambitious goal of 1 % or less suspension rate, we did maintain very low overall rates, 1.6% on average.

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

As applicable, a summary of the work underway as part of technical assistance. Not applicable; the LEA is not eligible for technical assistance.

Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

Not applicable; the LEA is not eligible for CSI.

Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

Not applicable; the LEA is not eligible for CSI.

Monitoring and Evaluating Effectiveness

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

Not applicable; the LEA is not eligible for CSI.

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Engaging Educational Partners

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Educational Partner(s)	Process for Engagement
All educational partners including teachers, staff, parents, students, community members, and the Board	Throughout the year during regular meetings of the Board, all stakeholders are invited to participate in meetings discussing the school's academic progress, ongoing programs and activities, and budget updates. All these discussions are used to inform the development and updates within the LCAP. In February 2025, school site leaders presented a mid-year update on all LCAP goals, available metric outcomes data, actions implementation data, and expenditures data for the current school year. Members of the school community, and community at large, were invited to hear the presentation and provide input via public comment.
Teachers, administrators, and other school personnel	In spring 2025, the school consulted with teachers and staff during a Family, Student, and Teacher meeting (which functions as the School Site Council) to collect input Every Friday we host staff meetings that focus on professional development and housekeeping topics. Data progress is covered during PLC (Professional Learning Community) meetings every Tuesday. Monthly Family, Student, and Teacher (FST) meetings take place on the last Thursday of each month. We use these methods to engage school staff across all levels.

Educational Partner(s)	Process for Engagement
Parents, including parents of English learners, other unduplicated pupils, and students with disabilities	In spring 2025, the school consulted with parents during a Family, Student, and Teacher meeting (which functions as the School Site Council) to collect input. Family, Student, and Teacher (FST) meetings take place Quarterly Parents are invited to attend and share any questions, comments or concerns they may have. Consistent communication about school plans and programs are sent via ParentSquare and annual surveys are given towards the end of the year. We use these methods to engage parents of all students.
Students	In spring 2025, the school consulted with students during a Family, Student, and Teacher meeting (which functions as the School Site Council) to collect input.
SELPA	In spring 2025, the school share the LCAP with our SELPA to collect feedback in the development of the new 3-year LCAP. For details on our program and supports for students with disabilities, you can find the SELPA local plan available on the school website

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

This LCAP was developed in collaboration with our entire school community and was influenced in numerous ways, from the development of our three goals to the actions and expenditures dedicated to achieving each goal. More specifically, the actions in the LCAP were influenced based upon the below specific feedback from educational partners:
Teachers have expressed the desire to receive professional development for the proper process of instruction when teaching iReady Math lessons. Another request has been made for a Professional Development in the area of Classroom Management. The administration team provided the aforementioned requests and plans to increase consultant services and expenditures to offer more development opportunities next year.
Families provided feedback on issues ranging from academics to behavior. iReady was implemented to aid in filling in any academic gaps students had. We've established a PBIS system as positive reinforcement to good behavior. More teachers were requested and we hired or

brought in long-term substitutes for classroom vacancies. All of this feedback from our teachers, staff, and parents was incorporated into Actions 1.4, 3.2, and 3.4.
Sports have been an expressed interest of students. We do have teachers who are willing to help with sports; the plan is to collaborate with the Internal Compliance office to properly implement future sporting programs. Students have also expressed interest in more fun activities at school. Admin have implemented club day once a month. Field trips have also been brought up and every grade level coordinator has taken the task to plan field trips for their grade band, prior to the end of the year. This feedback was incorporated into Actions 3.1 and 3.2.
Finally, the administration team desires to hire a CTE teacher to create an engaging environment for students, thus advancing the school towards becoming a STEM school. The plan is to purchase STEM equipment to include virtual reality, green screen, digital printing, Kinetic Sand Box, (augmented virtual reality), and other items including SEL digital technology with classroom lessons aligned with standards. We plan to have a big end-of-year carnival, as well as simple events to foster parent/student relationships like muffins with moms, donuts with dad, and others activities described in Action 3.2.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Provide an academically rigorous, Common Core-aligned college preparatory program with support and interventions for students' academic development.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Our school's mission is to provide a rigorous college preparatory education and character development program that will prepa re students from underserved communities to succeed in college and beyond. We believe all students can learn and achieve at high levels and adopt a data-driven culture to turn the focus from "what was taught" to "what was learned." Student achievement and progress monitoring are both at the core of this principle, which is why our first goal encompasses so many metrics in order to better understand overall student outcomes. Secondly, we know that breakthrough achievement happens in schools where every student is purposefully engaged in standards-aligned content, every day. Therefore, teaching at our school is purposeful, engaging, and differentiated for all learners. Professional development for our instructional team is focused on standards-based instruction as well as classroom management, student engagement, and multi¬tiered systems of targeted support for learners.

Goal 1 of our LCAP is a broad goal directed at promoting student achievement and postsecondary success in alignment with our school's mission and key state priorities. The priorities being addressed under this goal include provision of basic services, implementation of state academic standards, pupil achievement, access to a broad course of study, and outcomes in a broad course of study. It was developed in collaboration with our educational partners to ensure that the school is focused on students' academic preparedness. We will achieve this goal by implementing a rigorous academic program that is bolstered by high-quality professional development for teachers and differentiated supports for students. The metrics and actions outlined below ensure that we are providing a strong academic program with an emphasis on college preparation, in addition to the state priorities.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Teachers are fully (preliminary or clear) credentialed for subject and student placement (properly assigned). (SP 1.1) Source: Internal credential tracking	52.5% From the 2023-24 school year.	Will be completed in 2025.		100% appropriately credentialed and assigned, and/or permitted on their way to the appropriate credential	Will be completed in 2025.
1.2	Students have access to standards-aligned instructional materials. (SP 1.2) Source: SARC - Quality, Currency, Availability of Textbooks and Other Instructional Materials.	100.0% From the 2023-24 school year.	100%		100% of students have access to standards-aligned instructional materials	Target Achieved
1.3	School facilities are in good repair as measured by overall facilities survey. (SP 1.3) Source: SARC Facilities - "Overall Facilities Rating"	Exemplary	Good		School facilities are in good or exemplar repair	Will be completed in 2025.
1.4	Teachers participate in a 5- Day Annual Summit where one day is spent learning how to utilize curriculum and other academic content	Summit was offered From the 2023-24 school year.	Summit was offered		The Annual Summit is Offered	Will be completed in 2025.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	aligned to state performance standards. (SP 2.1) Source: Internally tracked					
1.5	English learners have access to English Language Development courses that are based on state standards. (SP 2.2) Source: PowerSchool	73.3% From the 2023-24 school year.	100%		100% of EL students are enrolled in ELD courses.	Target Achieved
1.6	Increase percentage of students scoring Proficient or above on SBAC ELA or meet the overall state average for baseline year. (SP 4.1) Source: CAASPP reporting website	All: 26.0% SED: 20.0% Hispanic: 26.1%	All: 41.1% SED: 41.8% Hispanic: 42.9% EL: 9.1%		Each student subgroup will grow at least 3 percentage points annually or meet the 2022-2023 overall state average, 46.66%.	All: 15.1% SED: 21.8% Hispanic: 16.8%
1.7	Increase percentage of students scoring Proficient or above on SBAC Math or meet the overall state average for baseline year. (SP 4.1) Source: CAASPP reporting website	All: 9.6% SED: 10.0% Hispanic: 10.1%	All: 14.9% SED: 16.2% Hispanic: 15.5% EL: 12.1%		Each student subgroup will grow at least 3 percentage points annually or meet the 2022-2023 overall state average, 34.62%	All: 5.3% SED: 6.2% Hispanic: 5.1%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.8	Increase percentage of students scoring Proficient and above on CAST assessment or meet the overall state average for baseline year (SP 4.1) Source: CAASPP Reporting Website	ALL: 10.8% SED: 11.8% Hispanic: 11.5%	All: 8.0% SED: 9.0% Hispanic: 8.5% EL: 3.8%		Each student subgroup will grow at least 3 percentage points annually or meet the 2022-2023 overall state average, 30.18%.	All: -2.8% SED: -2.8% Hispanic: -3.0% EL: -7.7%
1.9	Increase percent of EL students growing at least one ELPI level/maintaining the highest ELPI level or meet the state average for baseline year. (SP 4.5) Source: CA Dashboard	All: 33.7%	All: 34.0%		English learners will grow at least 2 percentage points annually or meet the 2022-2023 state average, 48.7%.	All: 0.3%
1.10	Increase percent of EL students who reclassify as Fully English Proficient (RFEP rate) or meet the state average for baseline year (SP 4.6) Source: CALPADS 2.16 and 8.1 (EOY)	3.5%	Will be completed in 2025.		English learners will grow at least 2 percentage points annually or meet the 2019-2020 state average, 13.8%.	Will be completed in 2025.
1.11	Students have access to a broad course of study (SP 7.1) Source:	Standard Met From the 2023-24 school year.	Standard Met		Students have access to a broad course of study -	Target Achieved

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	PowerSchool master schedule				Local Indicator "Standard Met"	
1.12	Provide at least one paraprofessional to work with English learners and at least one paraprofessional to work with students with disabilities. (SP 7.2, 7.3) Source: Paylocity (HR source)	1 paraprofessional for EL and 1 for SWD From the 2023-24 school year.	Standard Met		1 paraprofessional for EL and 1 for SWD	Target Achieved
1.13	Schoolwide and subgroup medians achieve at least one year's progress in ELA, as defined by internal assessment. (SP 8.1) Source: NWEA or iReady	ALL: 32nd Hispanic: 31st	ALL: 32nd Hispanic: 33rd		NWEA Map: 41st+ Median Growth Percentile or iReady: 100%+ Typical Media Progress	ALL: 0 Hispanic: +2
1.14	Schoolwide and subgroup medians achieve at least one year's progress in Math, as defined by internal assessment. (SP 8.1) Source: NWEA or iReady	ALL: 50th Hispanic: 51st	ALL: 41st Hispanic: 41st		NWEA Map: 41st+ Median Growth Percentile or iReady: 100%+ Typical Media Progress	ALL: -9 Hispanic: -10

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Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.15	"Increase the percent of graduates who successfully meet UC/CSU course requirements or meet the overall state average for baseline year. (SP 4.2) Source: DataQuest Four-Year Adjusted Cohort Graduation Rate"	All: 92.7% SED: 92.3% Hispanic: 92.3%	All: 82.4% SED: 81.9% Hispanic: 81.2%		Each student subgroup will grow at least 3 percentage points annually or meet the 2022-2023 overall state average, 52.4%.	All: -10.3% SED: -10.4% Hispanic: -11.1%
1.16	Increase the CTE Completion rate. (SP 4.3)	N/A - School offers CTE courses, but not a complete CTE program	N/A - School offers CTE courses, but not a complete CTE program		N/A - School offers CTE courses, but not a complete CTE program	N/A
1.17	Increase the A-G & CTE Completion rate. (SP 4.4)	N/A - School offers CTE courses, but not a complete CTE program	N/A - School offers CTE courses, but not a complete CTE program		N/A - School offers CTE courses, but not a complete CTE program	N/A
1.18	"Of students participating in advanced placement exams, increase the percentage achieving a score of “3” or higher, or meet 60% (SP 4.7) Source: College Board AP chart"	All: 33.3%	All: 51.4%			All: 18.1%
1.19	"Increase the percent of students considered ""prepared"" on the College/Career Indicator	All: 32.9% SED: 34.7% Hispanic: 35.6%	All: 29.7% SED: 27.8% Hispanic: 31.9%			All: -3.2% SED: -6.9% Hispanic: -3.7%

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Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	(CCI) or meet the overall state average for baseline year. (SP 4.8) Source: CA Dashboard"					

Goal Analysis [2024-25]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Our planned actions and implementation of this goal were grounded in our mission to prepare every student for college, career, and life. These priorities are focused on delivering a rigorous, standards-aligned curriculum, ensuring access to a well-rounded education, providing professional development for instructional staff, and offering differentiated academic support.

Planned: Provide targeted, ongoing professional learning focused on rigor, differentiation, and instructional strategies aligned with academic standards. Implement tiered interventions and expanded supports (e.g., academic tutoring, EL support, SPED modifications) and provide a paraprofessional to work within the classroom and targeted populations. Continue with above-average graduation rates and support with the AP exam. All staff have access to standards-aligned materials, and all ELLs have access to ELD

Implemented. All classrooms used an adopted curriculum aligned with state standards, including the new adoption of ELD curriculum. Monthly professional development sessions focused on evidence-based instructional strategies aligned with California academic standards. Designated ELD blocks were scheduled for all EL students, with regular progress monitoring using ELPAC data and formative assessments. One full-time paraprofessional was assigned to push-in support for high-need classrooms and target students and maintained an above-average graduation rate for the year. Staff attending annual Summit PD and were given professional development on new curriculum.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

During the 2024–25 school year, internal assessment data showed a decrease in the percentage of students meeting expected growth targets in Math, both schoolwide. Contributing factions are several classrooms experienced mid-year staffing changes, leading to inconsistency in instructional delivery.
While we did increase the number of students taking the AP exam technical difficulties and student attendance were area of need. Moving into next year, we will continue to offer a variety of AP course but will work to best support the taking of the exam. AP Exam Support - Host AP boot camps, provided AP exam fee subsidies, and held Saturday study sessions.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

Build our CTE program with in house courses as well as community college We will work to create a master schedule allowing for dual-enrolled coursework, and based on decreased English learner reclassification, work to identify appropriate intervention curricula for students with identified needs to supplement the core materials.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Academic Assessment and Progress Monitoring	Utilize iReady and/or NWEA benchmark assessments to measure student academic growth over time and build a data dashboard to assess a variety of metrics. On a regular, ongoing basis throughout the school year, analyze this data to determine interventions for individual students and groups of students, as appropriate. This will include evaluating the progress of any student subgroups with a red dashboard indicator for English language arts or Math proficiency. In addition to using benchmark assessments to measure growth, the school will implement a regular progress monitoring system to ensure that the differentiated supports are taking place and positively impacting student outcomes.	$86,610.83	Yes
1.2	Academic Supports	Provide multi-tiered levels of support to ensure that all students are demonstrating growth. Each academic intervention will be driven by data and support student learning, including after school supports and tutoring to target skill building, and the use of supplemental instruction programs such as IXL, iReady, Actively Learn, Lexia.	$633,762.30	Yes

Action #	Title	Description	Total Funds	Contributing
		On an ongoing basis throughout the school year, assess student data and monitor the progress of any student subgroups with a red dashboard indicator for ELA or math. In 2023, the school received a red ELA dashboard indicator for the Hispanic and socioeconomically disadvantaged subgroups. As a result, our leadership will specifically monitor these subgroups' growth rates throughout the year (via internal metrics) in order to provide targeted interventions.		
1.3	Materials, Curriculum, & Supplies	Provide technology to all students including Chromebooks/tablets, hotspots, and earphones. Provide textbooks, workbooks, and supplemental curricular materials (such as licenses, digital software, and more) that are aligned to state priorities and standards, such as Illustrative Math and SpringBoard.	$90,000.00	No
1.4	Professional Development to Promote Academic Excellence	Offer ongoing professional development opportunities for staff, including: - Bi-weekly coaching for teachers with a focus on supports for English learners and low income students - Quarterly professional development sessions - Professional Growth Plans for Teacher and paraprofessionals, with bi-weekly observations/feedback, lesson plan development, quarterly film sessions with feedback, and target goal monitoring for English learners and low income students - Three or more staff workshops annually on how to analyze Interim Assessment results and use data to inform instruction - Mentor teacher support through Department Meetings, Grade Level Meetings, and Observations - An annual professional development summit session focused on standards based instruction, bell to bell instruction, student engagement and classroom management, and curriculum	$109,882.90	Yes

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Action #	Title	Description	Total Funds	Contributing
1.5	Safe and Secure Facilities	Ensure safety of grounds and facilities by providing preventative measures such as video cameras, vaping detectors, security gates, etc. Conduct ongoing facilities maintenance and safety inspections and provide strong janitorial services. Ensure the facilities are conducive to a positive learning environment by purchasing equipment, furniture, posters, and other materials that promote an effective learning place. There will be a Director of Facilities responsible for ensuring safety training and drills are executed, in addition to all of the above.	$101,119.75	No
1.6	Supports for English Learners	Provide targeted professional development to staff that promotes the use of effective instructional strategies for English learners. The school's ELD Specialist will work with teachers to co-plan lessons, conduct classroom observations, and provide one-on-one coaching to improve EL supports. Hire and retain a full-time paraprofessional to work with ELs on academic success and reclassification. Use an evidence-based ELD curriculum such as English 3D, and/or Cengage/National Geographic Learning, to meet the needs of multilingual learners at all proficiency levels—from newcomers to long-term English learners—as the core curriculum for all ELD classes. This action serves as a Required Action for English learners.	$137,036.00	Yes
1.7	Additional Supports for Long-term English Learners	Utilize intervention programs, such as Lexia English, to target specific skills and accelerate English proficiency. Use a progress monitoring tool to assess each long-term English learner's progress towards reclassification and meet with families to discuss their student's progress towards reclassification. This action serves as a Required Action for Long-term English learners.	$32,668.66	Yes
1.8	Supports for Students with Disabilities	Utilizing student academic and non-academic data, monitor student progress and provide a multi-tiered approach to interventions, including: - Provide a range of Special Education service providers, including counselors and Resource Specialist Programs - When appropriate, provide push-in services to support students in mainstreamed classes and provide support for students who need additional intervention	$592,765.67	No

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Action #	Title	Description	Total Funds	Contributing
		- Maintain a Director of Special Education to support in training educators to provide accommodations and supports to students with disabilities.		
1.9	Supports for Homeless and/or Foster Youth	Hire and retain a bilingual Community Outreach Coordinator to provide support, advocacy, and resources for families of students who are homeless, in foster care, and/or unhoused. The Community Outreach Coordinator will work with external partners and organizations to connect students and families to resources. Provide direct access to supplies, materials, and additional student uniforms for students in need. Offer after school programs and activities for youth to provide extended learning and a safe place for students to grow and socialize.	$19,650.20	No Yes
1.10	College & Career Readiness	Provide a range of comprehensive college and career readiness supports, including: • Offer two college advisors to directly support students' college and career readiness • Host adult skills workshops (and other topics driven by student/parent interest) • Hire an assistant director of student services to support school staff in developing systems to increase our student A-G, Career and Technical Education, and high school graduation rates • Provide career fairs and college field trips to engage students with various fields and post-secondary opportunities	$51,419.07	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Create an engaged parent community that is fully engaged in and actively connected to the school community.	Maintenance of Progress Goal

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)

An explanation of why the LEA has developed this goal.

One of our greatest assets, and true agents of change, are the families and community members who support us. We are their public school system and we rely on them as our educated and nimble allies. We know that our families are prepared and motivated to rise to any occasion, and this goal is aimed at ensuring this foundational value is centered in our work. Parent engagement and communication are both at the core of this goal in the LCAP.

Parent engagement at our school is founded in knowing that parents are our collaborators when it comes to student learning. This means that we find ways to educate, empower, and involve parents in their child's education. Parent engagement and communication efforts are focused on building strong, positive relationships between school staff and families. We work to ensure that every parent knows what is happening with their student, both academically and non-academically. We host frequent community nights and school events that build community and infuse fun and connection into our school culture.

Goal 2 is a maintenance goal directed at upholding our standards for a strong parent community. The priorities being addressed under this goal include parent engagement and school climate. It was developed in collaboration with our educational partners to ensure that we continue our work regarding strong parent engagement. We will achieve this goal by implementing frequent family events and activities that are bolstered by parent involvement in school planning and decision-making. The metrics and actions outlined below ensure that we are building a strong parent community with an emphasis on connection and partnership.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Parents will be provided regular opportunities to participate in school site	Scheduled at least 3 FST meetings and at least 3	Scheduled at least 3 FST meetings		Schedule at least 3 Family, Student, and Teacher (FST)	Metric Met

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	decision making. (SP 3.1) Source: Internal Google Drive - Meeting Agendas	Parent Committee for English Learners meetings, inviting all parents to participate. From the 2023-24 school year.			meetings annually and at least 3 English Learner Advisory Council (Parent Committee for English Learners) meetings annually, inviting all parents to participate.	
2.2	Parents of all students, including unduplicated pupils and students with exceptional needs, will be invited to participate in at least 4 parent/family events, including parent-teacher conferences, ongoing parent meetings and workshops, and other school events (SP 3.2, 3.3) Source: ParentSquare messaging/invitatio ns, school calendar	Parents invited to at least 4 events From the 2022-23 school year.	Parents invited to at least 4 events		Parents invited to at least 4 events	Metric Met

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Goal Analysis [2024-25]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

All of our parent engagement and communication efforts focus on building strong, positive relationships between school staff and families. We strive to ensure that every parent is informed about their child's academic progress and overall well-being.
To foster a sense of community, we host frequent family events and school activities that celebrate our school culture while promoting fun and connection. These events are designed to strengthen the school-home relationship and reflect the diversity and values of our school community.

Planned: Host regular community events and school activities that encourage family participation.
Hold 3 FST meetings, parent information survey

Implemented: Development of Family Staff Team (FST) by laws and policies to ensure meaningful opportunities for parents to be involved in school planning and decision-making. We had elected FST officials who regularly attended meetings and offered critical feedback on LCAP, budget, and school events. We work to strengthen two-way communication between school staff and families with the use of the parent square portal and ensure consistent, multi-modal communication (newsletters, texts, apps, in-person) in home languages to keep families informed. Conducted a youth truths survey to obtain information and feedback

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Attendance data and parent feedback indicate that these meetings and opportunities were well-attended however, youth truths data shows there is work to do around the families feeling satisfied with school operation.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

Provide parent education workshops on student learning, social-emotional development, and school resources. Hold parent workshops for parents who are unable to access technology. Hold affirmative groups of the target populations. Examine and dive into youth truths data do determine root cause of ratings given.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Parent Engagement Activities	Hold at least 2 orientations and/or open houses for new incoming families to learn about available school programs, the Parent-Family Handbook, school-wide goals, expectations, rules, and norms. Host 2 monthly Parent Meetings, one in the morning and one in the evening, to communicate to parents about school programs and activities and to receive their feedback and ideas. Provide ongoing parent-teacher conferences and parent education workshops on topics such as: college and career preparation, mental health, parent education, student progress monitoring tools and resources, internet safety, sex education and/or other topics that they express interest in.	$32,156.34	Yes
2.2	Parent Communication Activities	Utilize the parent communication platform ParentSquare to communicate with parents in real time by text, email, and phone. Provide parent access to PowerSchool so that parents can view student academic progress data. Provide translation and interpretation services to families whose primary language is not English, so that all families can engage with school programs, events, and activities.	$42,339.07	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Create a safe, inclusive, and welcoming school community where students and staff are fully invested in academic, health, and social-emotional learning.	Broad Goal

State Priorities addressed by this goal.

Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

We believe that a strong school culture is accomplished by having our network of teachers, scholars, and school leaders adhere to our foundational practices with consistency. Effective school leaders and faculty transform vision and values into meticulously built systems that operate in every single classroom and hallway. These core values and daily practices create a strong, supportive school community.

Our school culture is grounded in students feeling a strong sense of belonging at the school, as well as having a cohesive school environment that is safe and supportive. Student engagement and school culture efforts are focused on providing fun and creative opportunities for connection, exploration, and wellness. We partner with community organizations as much as possible to provide these opportunities to our students and families and create a culture of celebration by honoring students and their accomplishments throughout the year. We also center social justice in our work together and provide teachers with continuous learning to build their equity practices and cultural fluency.

Goal 3 is a broad goal focused on creating and maintaining this safe, inclusive, supportive school environment. The priorities being addressed under this goal include pupil engagement and school climate. It was developed in collaboration with our educational partners to ensure that we continue to prioritize student engagement and the culture of our school community. We will achieve this goal by implementing frequent school culture activities and positive behavioral intervention systems and social-emotional learning. The metrics and actions outlined below ensure that we are building a supportive school community fully invested in academic and non-academic outcomes.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	90% or greater Average Daily Attendance (“ADA”) (SP 5.1) Source: CALPADS 14.1	ALL: 96.4% Hispanic: 96.5% EL: 95.8% SED: 96.7% SWD: 95.8%	Will be completed in 2025.		Each student subgroup will achieve 90% or greater ADA.	Will be completed in 2025.
3.2	Decrease student chronic absenteeism rate or meet the overall state average for baseline year (SP 5.2) Source: CA Dashboard and DataQuest Chronic Absenteeism Rate	All: 6.3% SED: 6.0% Hispanic: 5.6% EL: 10.1% SWD: 8.7%	All: 10.1% SED: 10.3% Hispanic: 9.8% EL: 11.5% SWD: 5.6%		Each student subgroup will decrease at least 0.5 percentage points annually or meet the overall 2022-2023 state average, 24.9%.	All: 3.7% SED: 4.3% Hispanic: 4.2% EL: 1.4% SWD: -3.1%
3.3	Decrease suspension rate or meet the overall state average for baseline year (SP 6.1) Source: CA Dashboard	All: 4.7% SED: 5.8% Hispanic: 4.3% EL: 5.0% SWD: 8.2%	All: 5.5% SED: 3.7% Hispanic: 4.3% EL: 6.7% SWD: 9.8%		Each student subgroup will decrease at least 0.5 percentage points annually or meet the 2022¬2023 overall state average, 3.5%	All: 0.8% SED: -2.1% Hispanic: 0% EL: 1.7% SWD: 1.6%
3.4	Maintain a very low expulsion rate (SP 6.2) Source: DataQuest Expulsion Rate	All: 0.0% SED: 0.0% Hispanic: 0.0% EL: 0.0% SWD: 0.0%	All: 0.0% SED: 0.0% Hispanic: 0.0% EL: 0.0% SWD: 0.0%		Each student subgroup will have 0.5% or lower expulsion rate	All: 0.0% SED: 0.0% Hispanic: 0.0% EL: 0.0% SWD: 0.0%

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Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.5	Increase the percent of students responding "agree" or "strongly agree" to "I really feel like a part of my school's community." (SP 6.3) Source: YouthTruth survey	46.0% From the 21-22 school year.	33.0%		Increase 3 percentage points annually or meet 85% of students responding "agree" or "strongly agree"	-13.0%
3.6	Increase the percent of students responding "agree" or "strongly agree" to "I feel safe at school." (SP 6.3) Source: YouthTruth survey	63.0% From the 21-22 school year.	54.0%		Increase 3 percentage points annually or meet 85% of students responding "agree" or "strongly agree"	-9.0%
3.7	"Decrease the 5 year cohort dropout rate or meet the state average for baseline year (SP 5.4) Source: DataQuest Five-Year Cohort Outcomes"	All: 14.1% SED: 15.1% Hispanic: 14.1% EL: 25.0%	All: 22.8% SED: 22.7% Hispanic: 20.5% EL: 37.9%		Each student subgroup will decrease at least 1 percentage point annually or maintain a rate below 3.5%	All: 8.7% SED: 7.6% Hispanic: 6.4% EL: 12.9%
3.8	Increase the 5 year cohort graduation rate or meet the overall state average for baseline year (SP 5.5) Source: CA Dashboard	All: 71.8% SED: 71.6% Hispanic: 73.4% EL: 56.3%	All: 83.8% SED: 83.3% Hispanic: 82.7% EL: 71.4%		Each student subgroup will grow at least 1 percentage point annually or meet the 2022-2023 overall state average, 86.4%	All: 12.0% SED: 12.2% Hispanic: 9.3% EL: 15.1%

Goal Analysis [2024-25]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Our goal is to create and maintain a safe, inclusive, and supportive school environment that fosters a strong sense of belonging and engagement for all students. We are committed to supporting students' academic success alongside their social-emotional well-being through intentional school culture-building practices and systems of support.

Planned: Expand Positive Behavioral Interventions and Supports (PBIS) schoolwide to promote a positive behavioral culture and reduce disciplinary incidents. Host regular schoolwide culture-building activities (e.g., spirit days, student assemblies, recognition programs) to strengthen student connection and celebrate diversity. Analyze engagement and climate data (including attendance, discipline, and survey results) on an ongoing basis to identify trends and adjust practices accordingly.

Implemented: Youth truths surveys were implemented, and there was an increase in reporting feeling connected to school, which can also be seen in the chronic absenteeism data that further shows students' connections to the school community. Tier 1 PBIS Rollout with clear schoolwide behavior expectations.Creation and implementation of restorative and progressive discipline (matrix) procedures. This included monthly data reviews, which included attendance and discipline, that were reviewed at leadership and site team meetings. Student recognition programs and cultural celebrations include monthly assemblies or announcements celebrating students and events like Hispanic Heritage Month assemblies, Black History Month showcases, and an International Night.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

The decrease in students feeling safe as school could be due to ne or more isolated but high-impact incidents (e.g., a fight, threat) may have affected students' overall sense of security even though they were resolved quickly.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

The decline in perceived safety signals the need to not only strengthen physical safety protocols but also continue building trust, emotional safety, and consistency in schoolwide expectations. Student voice and engagement in shaping school climate will be a central focus going forward.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Community Engagement	Implement an annual survey to collect staff, student, and parent feedback on a variety of topics including school plans, culture and engagement, and academic program. Engage with community programs and organizations to provide resources for families and students, especially our most marginalized subgroups. Provide workshops for students on social skills, academic skills, and stress management. Establish partnerships with a variety of programs to explore interests to lead a healthy life, such as: Mindfulness, Yoga, Karate, sports, arts, clubs, and more. Host an annual event in partnership with community organizations, such as a community resource fair, park clean-up day, and/or civic engagement opportunities.	$50,490.72	Yes
3.2	School Culture Activities	Throughout the year, provide a variety of activities to motivate learning, social skills, and a strong school culture, including: - Field trips, graduation ceremonies, demonstrations of values, attendance, and academic progress - Acknowledge accomplishments and progress every quarter with awards and ribbons - Build school spirit and provide themed celebrations and materials such as school uniforms, agendas/school supplies, athletic apparel, yearbooks, etc. - Hold quarterly culture-building events such as outdoor field days, pep rallies, or community clean-up days that promote a strong sense of school culture and community. - Hold at least one student assembly annually on student academic achievement. - Hold at least two assemblies that focus on developmentally appropriate social/emotional concerns such as: bullying, cyber-bullying, peer pressure, sexual education, drug and alcohol abuse, growth mindset, digital citizenship, mind and body health, neighborhood safety, and programs addressing equity and social justice.	$135,737.24	Yes

Action #	Title	Description	Total Funds	Contributing
3.3	Supports for Student Attendance and Engagement	On an ongoing basis throughout the school year, assess student attendance data and evaluate the progress of any student subgroups with a red dashboard indicator for chronic absenteeism. Provide training and support resources for the School Attendance Review Team to reduce chronic absenteeism, with a particular emphasis on serving our most vulnerable students and identifying and addressing students' individual needs.	$46,110.52	Yes
3.4	Supports for Student Behavior and Wellbeing	On an ongoing basis throughout the school year, assess student data and evaluate the progress of any student subgroup with a red dashboard indicator for suspension and/or expulsion. Implement Positive Behavior Intervention Systems and restorative justice practices at the school which emphasize school values and reward positive student behaviors, including: - Each month, select a student of the month to celebrate students who distinguished themselves by demonstrating school values - Provide professional development for teachers and staff in the use of restorative practices, with a focus on supporting our most vulnerable students and any subgroups with a recent red dashboard indicator for suspension or expulsion • Train teachers to provide social-emotional learning opportunities through advisory/home room classes -The school psychologist/wellness counselor will meet with students experiencing non-academic problems	$172,195.35	Yes
3.5	Supports for Graduation	On an ongoing basis throughout each school year, assess student data on grades and course completion to evaluate individual students' progress to graduation.	$47,218.23	No Yes

Action #	Title	Description	Total Funds	Contributing
		Regularly conduct an analysis to identify any student subgroups with a red dashboard indicator for graduation. In 2023, the school received a red graduation dashboard indicator for its English learner subgroup. As a result our staff will specifically monitor these students' progress to graduation in order to provide targeted interventions and increase the graduation rate for English learners. Based on the data, provide interventions such as: • Offer credit recovery program during the academic year and over the summer to provide multiple avenues for students to meet graduation requirements • Offer workshops for students and families to educate them about graduation requirements early on in the high school career • College advisors and school counselor will meet with families to establish a graduation plan and check in at least 2 times per year regarding that plan		

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Goals and Actions

Goal

Goal #	Description	Type of Goal
4		

State Priorities addressed by this goal.

An explanation of why the LEA has developed this goal.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline

Goal Analysis [2024-25]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing

Goals and Actions

Goal

Goal #	Description	Type of Goal
5		

State Priorities addressed by this goal.

An explanation of why the LEA has developed this goal.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline

Goal Analysis [2024-25]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2025-26]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$1,130,354	$

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
28.047%	0.000%	$0.00	28.047%

The Budgeted Expenditures for Actions identified as Contributing may be found in the Contributing Actions Table.

Required Descriptions

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.1	**Action:** Academic Assessment and Progress Monitoring **Need:** Statewide, socioeconomically disadvantaged (“SED”)/low-income students have significantly lower rates of ELA and Math proficiency (42.6 and 80.8 points below standard, respectively)	Our multi-tiered levels of support will provide students with additional supports in the areas that they need it most. Each academic intervention is driven by student data to support learning and includes after school learning time and tutoring to target skill building, and the use of supplemental instruction programs such as IXL, iReady, Actively Learn, Lexia. We’re also providing extended professional development for staff so that they can differentiate instruction, utilize data to inform	We will monitor progress in the academic growth of our SED students. Feedback from students and families will shape the implementation of these supports. Metric 1m: Schoolwide and subgroup averages achieve at least one year’s

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	compared to their non-SED peers (13.6 and 49.1 points). Our school serves a high rate of SED students (83.5% in the 2023-24 school year). State and national data demonstrates that students from low socioeconomic backgrounds benefit from increased supports in achieving academic proficiency. There is a need for SED students to grow more than 1 year's worth of academic progress in a year's time in order to "catch up" to their more affluent peers and achieve proficiency. Additionally, parents and staff have indicated that academics are a top concern for them. Staff requested additional professional development to support them in building their capacity to utilize our internal assessment tools, assess academic data, and differentiate instruction. **Scope:** LEA-wide Schoolwide	instruction, and learn from veteran teachers via mentoring. These actions are being provided on an LEA- wide basis because a majority of our students are low income, and because all of our students can benefit from the academic interventions to support academic growth.	progress in ELA, as defined by internal assessment. Metric 1n: Schoolwide and subgroup averages achieve at least one year's progress in Math, as defined by internal assessment.
1.2	**Action:** Academic Supports **Need:** Statewide, socioeconomically disadvantaged ("SED")/low-income students have significantly lower rates of ELA and Math proficiency (42.6 and 80.8 points below standard, respectively) compared to their non-SED peers (13.6 and 49.1 points). Our school serves a high rate of SED students (83.5% in the 2023-24 school year). State and national data demonstrates that students from low socioeconomic	Our multi-tiered levels of support will provide students with additional supports in the areas that they need it most. Each academic intervention is driven by student data to support learning and includes after school learning time and tutoring to target skill building, and the use of supplemental instruction programs such as IXL, iReady, Actively Learn, Lexia. We're also providing extended professional development for staff so that they can differentiate instruction, utilize data to inform instruction, and learn from veteran teachers via mentoring.	We will monitor progress in the academic growth of our SED students. Feedback from students and families will shape the implementation of these supports. Metric 1m: Schoolwide and subgroup averages achieve at least one year's progress in ELA, as

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	backgrounds benefit from increased supports in achieving academic proficiency. There is a need for SED students to grow more than 1 year's worth of academic progress in a year's time in order to "catch up" to their more affluent peers and achieve proficiency. Additionally, parents and staff have indicated that academics are a top concern for them. Staff requested additional professional development to support them in building their capacity to utilize our internal assessment tools, assess academic data, and differentiate instruction. **Scope:** LEA-wide	These actions are being provided on an LEA- wide basis because a majority of our students are low income, and because all of our students can benefit from the academic interventions to support academic growth.	defined by internal assessment. Metric 1n: Schoolwide and subgroup averages achieve at least one year's progress in Math, as defined by internal assessment.
1.4	**Action:** Professional Development to Promote Academic Excellence **Need:** Statewide, socioeconomically disadvantaged ("SED")/low-income students have significantly lower rates of ELA and Math proficiency (42.6 and 80.8 points below standard, respectively) compared to their non-SED peers (13.6 and 49.1 points). Our school serves a high rate of SED students (83.5% in the 2023-24 school year). State and national data demonstrates that students from low socioeconomic backgrounds benefit from increased supports in achieving academic proficiency. There is a need for SED students to grow more than 1 year's worth of academic progress in a year's time in order to "catch up" to their more	Our multi-tiered levels of support will provide students with additional supports in the areas that they need it most. Each academic intervention is driven by student data to support learning and includes after school learning time and tutoring to target skill building, and the use of supplemental instruction programs such as IXL, iReady, Actively Learn, Lexia. We're also providing extended professional development for staff so that they can differentiate instruction, utilize data to inform instruction, and learn from veteran teachers via mentoring. These actions are being provided on an LEA- wide basis because a majority of our students are low income, and because all of our students can benefit from the academic interventions to support academic growth.	We will monitor progress in the academic growth of our SED students. Feedback from students and families will shape the implementation of these supports. Metric 1m: Schoolwide and subgroup averages achieve at least one year's progress in ELA, as defined by internal assessment. Metric 1n: Schoolwide and subgroup averages achieve at least one year's progress in Math, as

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	affluent peers and achieve proficiency. Additionally, parents and staff have indicated that academics are a top concern for them. Staff requested additional professional development to support them in building their capacity to utilize our internal assessment tools, assess academic data, and differentiate instruction. **Scope:** LEA-wide		defined by internal assessment.
1.7	**Action:** Additional Supports for Long-term English Learners **Need:** Language barriers make academic assessments such as CAASPP extremely challenging for our English learners. As a result, they perform worse on these assessments in both ELA and math (7.1% and 10.6% proficient, respectively) compared to the overall average for students (21.7% in ELA and 21.4% in math). Feedback from parents of English learners, and our English learner students, indicate that English fluency and academic success remain a top priority. Our teachers have expressed a need for additional professional development that prepares them to effectively teach and support English learners in their classrooms. **Scope:**	To target students' language fluency, we will utilize evidence-based ELD courses which meet the needs of multilingual learners at all proficiency levels—from newcomers to long¬term English learners—as the core curriculum for all ELD classes. We will also utilize intervention programs such as Lexia English to target specific skills and accelerate English proficiency. These actions will also address teachers' need for additional, targeted trainings in the use of effective instructional strategies for these students by providing additional professional development time in this area. In addition, the school's ELD Specialist will work with teachers to co-plan lessons, conduct classroom observations, and provide one-on-one coaching to improve EL supports. We will hire and retain a full-time paraprofessional to work with ELs on academic success and reclassification.	We will analyze ELPI results annually and will use internal progress monitoring tools to assess each long-term English learner's progress towards reclassification during the school year. We will meet with families to discuss their student's progress towards reclassification and their input will inform the school's programs and supports for English learners and long-term English learners. Metric 1 i: Increase percent of EL students growing at least one ELPI level/maintaining the highest ELPI level or meet the state average for baseline year.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			Metric 1L: Provide at least one paraprofessional to work with English learners.
1.9	**Action:** Supports for Homeless and/or Foster Youth **Need:** Although the number of foster youth and homeless students at our school is too small to be statistically significant on the California Schools Dashboard, data on these students nation-wide, as well as in the Bay Area, demonstrates there is a clear need for tangible supports such as resources, materials, and services that provide direct aid to students and their families. Foster youth and students experiencing homelessness are at a greater risk of "slipping through the cracks" compared to their peers. According to a California-based research study, the odds of homelessness for older youth were 44% lower for those who reported that they had "enough" people to turn to for tangible support. This includes those who can provide direct resources and/or practical assistance. Through outreach with students and families at our school, we have learned that there is need for additional communication and coordination between the school and some of our highest need families, including families of homeless students and foster youth. There is also a need for strong communication from a Spanish-language	The bilingual role of Community Outreach Coordinator will promote strong connection and communication with all families, in addition to coordinating services for homeless students and foster youth. The coordinator will ensure that students and families have access to tangible resources from local organizations and nonprofits that can support them outside the classroom as well, such as Familias Unidas, Clinica de la Raza, Native American Health Center, Unity Council, Catholic Charities of the East Bay. Lastly, the after-school program provides students with a safe place to continue to learn, grow, and socialize after the school day has completed. These actions are being provided on an LEA- wide basis because even if a student is not currently homeless or in foster care, they may be at risk of either of these and their families may benefit from the efforts of the Community Outreach Coordinator and some of the provided supplies and materials. Therefore, while this action is designed to principally serve the needs of these students, it may benefit other students as well, including SED students and English learners.	We will monitor progress in increasing the average daily attendance rates for homeless and foster youth. Feedback from students and families will shape the work of the Community Outreach Coordinator. Metric 2: Parents will be provided regular opportunities to participate in school site decision-making. Metric 3a: Attain 90% or greater Average Daily Attendance for all subgroups.

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Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	speaker as many of our families speak Spanish in their homes. **Scope:** LEA-wide		
2.1	**Action:** Parent Engagement Activities **Need:** We have heard from our parents over the years (via one-on-one conversations and surveys) that they are interested in having parent education workshops on topics such as college and career preparation, mental health, internet safety, and a range of other topics. Many of our families are low-income and face additional challenges in regard to mental and physical health, and in knowing the process for getting their student to college. Many of our students are on track to become first-generation college students and it is our goal to build families' cultural capital in understanding howto navigate A-G coursework, preparing for the college application process, qualifying for financial aid, etc. Additionally, many of our families' home language is not English, and so we provide translation services and resources to ensure that all families can access the content and programming at our school.	As a result of this feedback from parents and students, we utilize the communication platform ParentSquare to relay information to families, invite them to school events, and solicit feedback on what kinds of things are important to them. We provide translation services and parent education workshops on topics of their interest, and host school orientations/open houses to share information about the school and available programs and resources for them and their students. We host bimonthly parent meetings at different times of day to accommodate varying parent schedules. These actions are being provided on an LEA- wide basis because a majority of our families are lowincome, and because all of our parents can benefit from the educational workshops and community-building events, and we want to seek input from all families into school decision-making and planning.	We will monitor effectiveness in this area by ensuring that we host regular opportunities, workshops, and events for families that target their needs and interests, particularly parents of unduplicated pupils and students with exceptional needs. Metric 2a: Parents will be provided with regular opportunities to participate in school site decision-making. Metric 2b: Parents of all students, including unduplicated pupils and students with exceptional needs, will be invited to participate in at least 4 parent/family events, including parent-teacher conferences, ongoing parent meetings and workshops, and other school events.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide		
2.2	**Action:** Parent Communication Activities **Need:** We have heard from our parents over the years (via one-on-one conversations and surveys) that they are interested in having parent education workshops on topics such as college and career preparation, mental health, internet safety, and a range of other topics. Many of our families are low-income and face additional challenges in regard to mental and physical health, and in knowing the process for getting their student to college. Many of our students are on track to become first-generation college students and it is our goal to build families' cultural capital in understanding howto navigate A-G coursework, preparing for the college application process, qualifying for financial aid, etc. Additionally, many of our families' home language is not English, and so we provide translation services and resources to ensure that all families can access the content and programming at our school.	As a result of this feedback from parents and students, we utilize the communication platform ParentSquare to relay information to families, invite them to school events, and solicit feedback on what kinds of things are important to them. We provide translation services and parent education workshops on topics of their interest, and host school orientations/open houses to share information about the school and available programs and resources for them and their students. We host bimonthly parent meetings at different times of day to accommodate varying parent schedules. These actions are being provided on an LEA- wide basis because a majority of our families are lowincome, and because all of our parents can benefit from the educational workshops and community-building events, and we want to seek input from all families into school decision-making and planning.	We will monitor effectiveness in this area by ensuring that we host regular opportunities, workshops, and events for families that target their needs and interests, particularly parents of unduplicated pupils and students with exceptional needs. Metric 2a: Parents will be provided with regular opportunities to participate in school site decision-making. Metric 2b: Parents of all students, including unduplicated pupils and students with exceptional needs, will be invited to participate in at least 4 parent/family events, including parent-teacher conferences, ongoing parent meetings and workshops, and other school events.

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Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide		
3.1	**Action:** Community Engagement **Need:** Survey data and other local data has indicated a strong need from our parents and students to offer robust non- academic offerings to enrich students' education experience, provide opportunities to learn and growoutside the classroom, and make school a more fun and engaging experience overall. Feedback from our parents and students indicated a need for extracurriculars such as arts, athletics, clubs, field trips, and non-academic content learning (such as stress management, typing, and study skills). Like many schools across the nation since the pandemic, our attendance and chronic absenteeism data (available in the metric data under Goal 3) demonstrate that these are two areas of need. Qualitative data from the 2023- 24 survey provided some of the examples described above, and other survey data indicated that 79.0% of students indicated they "really feel like a part of my school's community." **Scope:** LEA-wide	As a result of our community partners' feedback, we will solicit detailed and ongoing feedback via survey to better identify which specific activities are of interest to the current student body. We will provide workshops for students on social skills, academic skills, and stress management, as well as workshops for students to explore interests that lead a healthy life, such as: Mindfulness, Yoga, Karate, sports, arts, clubs, and more. We will establish partnerships with a variety of community organizations and programs to provide resources for families and students, especially our most marginalized subgroups. We will host an annual event in partnership with community organizations, such as a community resource fair, park clean-up day, and/or civic engagement opportunities. On an ongoing basis throughout the school year, we will assess student attendance data and evaluate the progress of any student subgroups with a red dashboard indicator for chronic absenteeism. We will provide training and support resources for the School Attendance ReviewTeam to reduce chronic absenteeism. These actions are being provided on an LEA- wide basis because all of our students and families contribute to the school culture and benefit from a close community and engaging learning experience. Many of our students struggle with absenteeism and can benefit from the interventions to support engagement and attendance.	Throughout the school year we will assess student attendance data and chronic absenteeism, as well have conversations with our students and families about the progress of this work via FSTmeetings and other parent/student engagement activities. Once per year we will analyze the survey results. Feedback from families and students will shape the implementation of the program, including specific workshop topics and field trip locations. Metric 3a: 90% or greater Average Daily Attendance. Metric 3b: Decrease student chronic absenteeism rate or meet the overall state average for baseline year. Metric 3h: Increase the percent of students responding "agree" or

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			"strongly agree" to "I really feel like a part of my school's community."
3.2	**Action:** School Culture Activities **Need:** **Scope:** LEA-wide		
3.3	**Action:** Supports for Student Attendance and Engagement **Need:** **Scope:** LEA-wide		
3.4	**Action:** Supports for Student Behavior and Wellbeing **Need:**		

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide		
3.5	**Action:** Supports for Graduation **Need:** **Scope:** LEA-wide		

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
1.6	**Action:** Supports for English Learners **Need:** Language barriers make academic assessments such as CAASPP extremely challenging for our English learners. As a result, they perform worse on these assessments in both ELA and math (7.1% and 10.6% proficient, respectively) compared to the overall average for students (21.7% in ELA and 21.4% in math). Feedback from parents of English learners, and our English learner students, indicate that English fluency and	To target students' language fluency, we will utilize evidence-based ELD courses which meet the needs of multilingual learners at all proficiency levels—from newcomers to long-term English learners—as the core curriculum for all ELD classes. We will also utilize intervention programs such as Lexia English to target specific skills and accelerate English proficiency. These actions will also address teachers' need for additional, targeted trainings in the use of effective instructional strategies for these students by providing additional professional development time in this area. In addition, the school's ELD	We will analyze ELPI results annually and will use internal progress monitoring tools to assess each long-term English learner's progress towards reclassification during the school year. We will meet with families to discuss their student's progress towards reclassification and their input will inform the school's programs and supports for English

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	academic success remain a top priority. Our teachers have expressed a need for additional professional development that prepares them to effectively teach and support English learners in their classrooms. **Scope:** Limited to Unduplicated Student Group(s)	Specialist will work with teachers to co-plan lessons, conduct classroom observations, and provide one-on-one coaching to improve EL supports. We will hire and retain a full-time paraprofessional to work with ELs on academic success and reclassification.	learners and long-term English learners. Metric 1 i: Increase percent of EL students growing at least one ELPI level/maintaining the highest ELPI level or meet the state average for baseline year. Metric 1L: Provide at least one paraprofessional to work with English learners.
1.7	**Action:** Additional Supports for Long-term English Learners **Need:** **Scope:** Limited to Unduplicated Student Group(s)		

For any limited action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage, as applicable.

Additional Concentration Grant Funding

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

The additional concentration grant add-on funding identified above will be used to directly hire and pay for several key positions within the LEA that support the needs of foster youth, English learners, and low-income students. First, the funds will be used to provide after school tutors to improve student academic outcomes (Goal 1, Action 1.2). Secondly, the funds will be used to hire and retain a full-time paraprofessional who is dedicated to supporting English learners and long-term English learners (Goal 1, Actions 1.6 and 1.7).

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	Not applicable for charter schools.	Not applicable for charter schools.
Staff-to-student ratio of certificated staff providing direct services to students	Not applicable for charter schools.	Not applicable for charter schools.

2025-26 Total Planned Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	4,030,285	1,130,354	28.047%	0.000%	28.047%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$1,547,779.05	$773,979.80	$0.00	$59,404.00	$2,381,162.85	$1,648,660.52	$732,502.33

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Academic Assessment and Progress Monitoring	English Learners Foster Youth Low Income	Yes	LEA-wide School wide	English Learners Foster Youth Low Income	Specific Schools: The charter school/LEA	Ongoing	$44,242.50	$42,368.33	$49,242.50	$37,368.33			$86,610.83	
1	1.2	Academic Supports	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: The charter school/LEA	Ongoing	$633,762.30	$0.00	$574,357.50	$59,404.80			$633,762.30	
1	1.3	Materials, Curriculum, & Supplies	All	No			All Schools	Ongoing	$0.00	$90,000.00	$90,000.00				$90,000.00	
1	1.4	Professional Development to Promote Academic Excellence	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: The charter school/LEA	Ongoing	$69,882.90	$40,000.00	$109,882.90				$109,882.90	
1	1.5	Safe and Secure Facilities	All	No			All Schools	Ongoing	$91,119.75	$10,000.00	$35,818.75	$65,301.00			$101,119.75	
1	1.6	Supports for English Learners	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	Specific Schools: The charter school/LEA	Ongoing	$122,036.00	$15,000.00	$77,632.00			$59,404.00	$137,036.00	
1	1.7	Additional Supports for Long-term English Learners	English Learners	Yes	Limited to Unduplicated Student	English Learners	Specific Schools: The charter school/L	Ongoing	$19,668.66	$13,000.00	$32,668.66				$32,668.66	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
					Group(s)		EA									
1	1.8	Supports for Students with Disabilities	Students with Disabilities	No			All Schools	Ongoing	$204,964.67	$387,801.00		$592,765.67			$592,765.67	
1	1.9	Supports for Homeless and/or Foster Youth	All	No Yes	LEA-wide		Specific Schools: The charter school/LEA	Ongoing	$13,650.20	$6,000.00	$13,650.20	$6,000.00			$19,650.20	
1	1.10	College & Career Readiness	All	No			All Schools		$51,419.07	$0.00	$44,279.07	$7,140.00			$51,419.07	
2	2.1	Parent Engagement Activities	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: The charter school/LEA	Ongoing	$25,156.34	$7,000.00	$32,156.34				$32,156.34	
2	2.2	Parent Communication Activities	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: The charter school/LEA	Ongoing	$27,339.07	$15,000.00	$42,339.07				$42,339.07	
3	3.1	Community Engagement	Low Income	Yes	LEA-wide	Low Income	Specific Schools: The charter school/LEA	Ongoing	$25,490.72	$25,000.00	$50,490.72				$50,490.72	
3	3.2	School Culture Activities	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: The charter school/LEA	Ongoing	$75,737.24	$60,000.00	$135,737.24				$135,737.24	
3	3.3	Supports for Student Attendance and Engagement	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: The charter school/LEA	Ongoing	$44,110.52	$2,000.00	$46,110.52				$46,110.52	
3	3.4	Supports for Student Behavior and Wellbeing	English Learners Foster Youth	Yes	LEA-wide	English Learners Foster Youth	Specific Schools: The	Ongoing	$158,862.35	$13,333.00	$172,195.35				$172,195.35	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
			Low Income			Low Income	charter school/LEA									
3	**3.5**	Supports for Graduation	All	No Yes	LEA-wide		All Schools		$41,218.23	$6,000.00	$41,218.23	$6,000.00			$47,218.23	

2025-26 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
4,030,285	1,130,354	28.047%	0.000%	28.047%	$1,377,681.23	0.000%	34.183 %	**Total:**	$1,377,681.23
								LEA-wide Total:	$1,267,380.57
								Limited Total:	$110,300.66
								Schoolwide Total:	$49,242.50

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.1	Academic Assessment and Progress Monitoring	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income	Specific Schools: The charter school/LEA	$49,242.50	
1	1.2	Academic Supports	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: The charter school/LEA	$574,357.50	
1	1.4	Professional Development to Promote Academic Excellence	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: The charter school/LEA	$109,882.90	
1	1.6	Supports for English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	Specific Schools: The charter school/LEA	$77,632.00	
1	1.7	Additional Supports for Long-term English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	Specific Schools: The charter school/LEA	$32,668.66	
1	1.9	Supports for Homeless and/or Foster Youth	Yes	LEA-wide		Specific Schools: The charter school/LEA	$13,650.20	
2	2.1	Parent Engagement Activities	Yes	LEA-wide	English Learners Foster Youth	Specific Schools: The charter	$32,156.34	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
					Low Income	school/LEA		
2	**2.2**	Parent Communication Activities	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: The charter school/LEA	$42,339.07	
3	**3.1**	Community Engagement	Yes	LEA-wide	Low Income	Specific Schools: The charter school/LEA	$50,490.72	
3	**3.2**	School Culture Activities	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: The charter school/LEA	$135,737.24	
3	**3.3**	Supports for Student Attendance and Engagement	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: The charter school/LEA	$46,110.52	
3	**3.4**	Supports for Student Behavior and Wellbeing	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: The charter school/LEA	$172,195.35	
3	**3.5**	Supports for Graduation	Yes	LEA-wide			$41,218.23	

2024-25 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$2,264,518.00	$2,254,436.82

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	**1.1**	Academic Assessment and Progress Monitoring	Yes	86,365	77,118.33
1	**1.2**	Academic Supports	Yes	402,000	559,601.25
1	**1.3**	Materials, Curriculum, & Supplies	No	279,616	129,000.00
1	**1.4**	Professional Development to Promote Academic Excellence	Yes	86,863	94,272.94
1	**1.5**	Safe and Secure Facilities	No	128,493	103,712.50
1	**1.6**	Supports for English Learners	Yes	134,644	134,644.00
1	**1.7**	Additional Supports for Long-term English Learners	Yes	32,721	32,283.00
1	**1.8**	Supports for Students with Disabilities	No	561,460	590,411.76
1	**1.9**	Supports for Homeless and/or Foster Youth	Yes	19,330	14,882.55
1	**1.10**	College & Career Readiness	Yes	50,729	49,989.39
2	**2.1**	Parent Engagement Activities	Yes	28,787	32,156.34

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.2	Parent Communication Activities	Yes	42,390	42,339.07
3	3.1	Community Engagement	Yes	76,235	32,156.34
3	3.2	School Culture Activities	Yes	129,216	116,281.73
3	3.3	Supports for Student Attendance and Engagement	Yes	38,692	45,345.60
3	3.4	Supports for Student Behavior and Wellbeing	Yes	120,768	154,031.99
3	3.5	Supports for Graduation	Yes	46,209	46,210.03

2024-25 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
1092523	$1,111,561.00	$1,264,664.20	($153,103.20)	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	Academic Assessment and Progress Monitoring	Yes	48,997	39750		
1	1.2	Academic Supports	Yes	343,760	501361.25		
1	1.4	Professional Development to Promote Academic Excellence	Yes	86,863	94272.94		
1	1.6	Supports for English Learners	Yes	76,404	76404		
1	1.7	Additional Supports for Long-term English Learners	Yes	32,721	32,283.00		
1	1.9	Supports for Homeless and/or Foster Youth	Yes	13,330	14,882.55		
1	1.10	College & Career Readiness	Yes	42,989	42,989.39		
2	2.1	Parent Engagement Activities	Yes	28,787	32,156.34		
2	2.2	Parent Communication Activities	Yes	42,390	42,339.07		
3	3.1	Community Engagement	Yes	76,235	32,156.34		
3	3.2	School Culture Activities	Yes	119,216	116,281.73		
3	3.3	Supports for Student Attendance and Engagement	Yes	38,692	45,345.60		
3	3.4	Supports for Student Behavior and Wellbeing	Yes	120,768	154,031.99		

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Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
3	3.5	Supports for Graduation	Yes	40,409	40410		

2024-25 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
3927890	1092523	0.0	27.815%	$1,264,664.20	0.000%	32.197%	$0.00	0.000%

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

For additional questions or technical assistance related to the completion of the Local Control and Accountability Plan (LCAP) template, please contact the local county office of education (COE), or the California Department of Education's (CDE's) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at LCFF@cde.ca.gov.

Introduction and Instructions

The Local Control Funding Formula (LCFF) requires local educational agencies (LEAs) to engage their local educational partners in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have 10 state priorities). LEAs document the results of this planning process in the LCAP using the template adopted by the State Board of Education.

The LCAP development process serves three distinct, but related functions:

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (California Education Code [EC] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.

- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.

- **Accountability and Compliance:** The LCAP serves an important accountability function because the nature of some LCAP template sections require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:

    - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, including long-term English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC Section 52064[b][4-6]).

    - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC sections 52064[b][1] and [2]).

        - **NOTE:** As specified in EC Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to EC Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, EC

Section 52052 identifies long-term English learners as a separate and distinct pupil subgroup with a numerical significance at 15 students.

- Annually reviewing and updating the LCAP to reflect progress toward the goals (EC Section 52064[b][7]).
- Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (EC sections 52064[b][6], [8], and [11]).

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which must: (a) reflect comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (Dashboard), (b) through meaningful engagement with educational partners that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a tool for engaging educational partners.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in EC sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

The revised LCAP template for the 2024–25, 2025–26, and 2026–27 school years reflects statutory changes made through Senate Bill 114 (Committee on Budget and Fiscal Review), Chapter 48, Statutes of 2023 and Senate Bill 153, Chapter 38, Statues of 2024.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing for students in transitional kindergarten through grade twelve (TK–12), but also allow educational partners to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA's diverse educational partners and the broader public.

In developing and finalizing the LCAP for adoption, LEAs are encouraged to keep the following overarching frame at the forefront of the strategic planning and educational partner engagement functions:

> Given present performance across the state priorities and on indicators in the Dashboard, how is the LEA using its budgetary resources to respond to TK–12 student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics and actions which, based on research, experience, and input gathered from educational partners, the LEA believes will have the biggest impact on behalf of its TK–12 students.

These instructions address the requirements for each section of the LCAP but may include information about effective practices when developing the LCAP and completing the LCAP document. Additionally, the beginning of each template section includes information emphasizing the purpose that section serves.

Plan Summary

Purpose

A well-developed Plan Summary section provides a meaningful context for the LCAP. This section provides information about an LEA's community as well as relevant information about student needs and performance. In order to present a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included throughout each subsequent section of the LCAP.

Requirements and Instructions

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA. LEAs may also provide information about their strategic plan, vision, etc.

Briefly describe the LEA, its schools, and its students in grades TK–12, as applicable to the LEA.

- For example, information about an LEA in terms of geography, enrollment, employment, the number and size of specific schools, recent community challenges, and other such information the LEA may wish to include can enable a reader to more fully understand the LEA's LCAP.
- LEAs may also provide information about their strategic plan, vision, etc.
- As part of this response, identify all schools within the LEA receiving Equity Multiplier funding.

Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

Reflect on the LEA's annual performance on the Dashboard and local data. This may include both successes and challenges identified by the LEA during the development process.

LEAs are encouraged to highlight how they are addressing the identified needs of student groups, and/or schools within the LCAP as part of this response.

As part of this response, the LEA must identify the following, which will remain unchanged during the three-year LCAP cycle:

- Any school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard;
- Any student group within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard; and/or
- Any student group within a school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard.

EC Section 52064.4 requires that an LEA that has unexpended Learning Recovery Emergency Block Grant (LREBG) funds must include one or more actions funded with LREBG funds within the 2025-26, 2026-27 and 2027-28 LCAPs, as applicable to the LEA. To implement the requirements of *EC* Section 52064.4, all LEAs must do the following:

- For the 2025–26, 2026–27, and 2027–28 LCAP years, identify whether or not the LEA has unexpended LREBG funds for the applicable LCAP year.
    - If the LEA has unexpended LREBG funds the LEA must provide the following:
        - The goal and action number for each action that will be funded, either in whole or in part, with LREBG funds; and
        - An explanation of the rationale for selecting each action funded with LREBG funds. This explanation must include:
            - An explanation of how the action is aligned with the allowable uses of funds identified in *EC* Section 32526(c)(2); and
            - An explanation of how the action is expected to address the area(s) of need of students and schools identified in the needs assessment required by *EC* Section 32526(d).
                - For information related to the allowable uses of funds and the required needs assessment, please see the Program Information tab on the LREBG Program Information web page.
            - Actions may be grouped together for purposes of these explanations.
            - The LEA may provide these explanations as part of the action description rather than as part of the Reflections: Annual Performance.
    - If the LEA does not have unexpended LREBG funds, the LEA is not required to conduct the needs assessment required by *EC* Section 32526(d), to provide the information identified above or to include actions funded with LREBG funds within the 2025-26, 2026-27 and 2027-28 LCAPs.

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

Annually identify the reason(s) the LEA is eligible for or has requested technical assistance consistent with EC sections 47607.3, 52071, 52071.5, 52072, or 52072.5, and provide a summary of the work underway as part of receiving technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance, however this also includes LEAs that have requested technical assistance from their COE.

- If the LEA is not eligible for or receiving technical assistance, the LEA may respond to this prompt as “Not Applicable.”

Comprehensive Support and Improvement

An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts:

Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

- Identify the schools within the LEA that have been identified for CSI.

Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

- Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

Monitoring and Evaluating Effectiveness

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

- Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Engaging Educational Partners

Purpose

Significant and purposeful engagement of parents, students, educators, and other educational partners, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such engagement should support comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard, accountability, and improvement across the state priorities and locally identified priorities (EC Section 52064[e][1]). Engagement of educational partners is an ongoing, annual process.

This section is designed to reflect how the engagement of educational partners influenced the decisions reflected in the adopted LCAP. The goal is to allow educational partners that participated in the LCAP development process and the broader public to understand how the LEA engaged educational partners and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

Requirements

Requirements

School districts and COEs: *EC* Section 52060(g) and *EC* Section 52066(g) specify the educational partners that must be consulted when developing the LCAP:

- Teachers,

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- Principals,
- Administrators,
- Other school personnel,
- Local bargaining units of the LEA,
- Parents, and
- Students

A school district or COE receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Before adopting the LCAP, school districts and COEs must share it with the applicable committees, as identified below under Requirements and Instructions. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP.

Charter schools: *EC* Section 47606.5(d) requires that the following educational partners be consulted with when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Parents, and
- Students

A charter school receiving Equity Multiplier funds must also consult with educational partners at the school generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for the school.

The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals. Information and resources that support effective engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the CDE's LCAP webpage.

Before the governing board/body of an LEA considers the adoption of the LCAP, the LEA must meet the following legal requirements:

- For school districts, see *Education Code* Section 52062;
    - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).
- For COEs, see *Education Code* Section 52068; and
- For charter schools, see *Education Code* Section 47606.5.

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- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

Instructions

Respond to the prompts as follows:

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Complete the table as follows:

Educational Partners

Identify the applicable educational partner(s) or group(s) that were engaged in the development of the LCAP.

Process for Engagement

Describe the engagement process used by the LEA to involve the identified educational partner(s) in the development of the LCAP. At a minimum, the LEA must describe how it met its obligation to consult with all statutorily required educational partners, as applicable to the type of LEA.

- A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.

- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

Describe any goals, metrics, actions, or budgeted expenditures in the LCAP that were influenced by or developed in response to the educational partner feedback.

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- A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP.

- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.

- For the purposes of this prompt, this may also include, but is not necessarily limited to:
  - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
  - Inclusion of metrics other than the statutorily required metrics
  - Determination of the target outcome on one or more metrics
  - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
  - Inclusion of action(s) or a group of actions
  - Elimination of action(s) or group of actions
  - Changes to the level of proposed expenditures for one or more actions
  - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
  - Analysis of effectiveness of the specific actions to achieve the goal
  - Analysis of material differences in expenditures
  - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
  - Analysis of challenges or successes in the implementation of actions

Goals and Actions

Purpose

Well-developed goals will clearly communicate to educational partners what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions included in the goal must be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to educational partners and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

A well-developed goal can be focused on the performance relative to a metric or metrics for all students, a specific student group(s), narrowing performance gaps, or implementing programs or strategies expected to impact outcomes. LEAs should assess the performance of their student groups when developing goals and the related actions to achieve such goals.

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs must consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard, in determining whether and how to prioritize its goals within the LCAP. As previously stated, strategic planning that

is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

In order to support prioritization of goals, the LCAP template provides LEAs with the option of developing three different kinds of goals:

- Focus Goal: A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
    - All Equity Multiplier goals must be developed as focus goals. For additional information, see Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding below.
- Broad Goal: A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- Maintenance of Progress Goal: A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

Requirement to Address the LCFF State Priorities

At a minimum, the LCAP must address all LCFF priorities and associated metrics articulated in *EC* sections 52060(d) and 52066(d), as applicable to the LEA. The *LCFF State Priorities Summary* provides a summary of *EC* sections 52060(d) and 52066(d) to aid in the development of the LCAP.

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

The description provided for a Focus Goal must be specific, measurable, and time bound.

- An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach.
- The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Type of Goal

Identify the type of goal being implemented as a Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding

Description

LEAs receiving Equity Multiplier funding must include one or more focus goals for each school generating Equity Multiplier funding. In addition to addressing the focus goal requirements described above, LEAs must adhere to the following requirements.

Focus goals for Equity Multiplier schoolsites must address the following:

(A) All student groups that have the lowest performance level on one or more state indicators on the Dashboard, and

(B) Any underlying issues in the credentialing, subject matter preparation, and retention of the school's educators, if applicable.

- Focus Goals for each and every Equity Multiplier schoolsite must identify specific metrics for each identified student group, as applicable.
- An LEA may create a single goal for multiple Equity Multiplier schoolsites if those schoolsites have the same student group(s) performing at the lowest performance level on one or more state indicators on the Dashboard or, experience similar issues in the credentialing, subject matter preparation, and retention of the school's educators.
    - When creating a single goal for multiple Equity Multiplier schoolsites, the goal must identify the student groups and the performance levels on the Dashboard that the Focus Goal is addressing; or,
    - The common issues the schoolsites are experiencing in credentialing, subject matter preparation, and retention of the school's educators, if applicable.

Type of Goal

Identify the type of goal being implemented as an Equity Multiplier Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.
- In addition to this information, the LEA must also identify:
    - The school or schools to which the goal applies

LEAs are encouraged to approach an Equity Multiplier goal from a wholistic standpoint, considering how the goal might maximize student outcomes through the use of LCFF and other funding in addition to Equity Multiplier funds.

- Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the Expanded Learning Opportunities Program (ELO-P), the Literacy Coaches and Reading Specialists (LCRS) Grant Program, and/or the California Community Schools Partnership Program (CCSPP).
- This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

Note: *EC* Section 42238.024(b)(1) requires that Equity Multiplier funds be used for the provision of evidence-based services and supports for students. Evidence-based services and supports are based on objective evidence that has informed the design of the service or support and/or guides the modification of those services and supports. Evidence-based supports and strategies are most commonly based on educational research and/or metrics of LEA, school, and/or student performance.

Broad Goal

Description

Describe what the LEA plans to achieve through the actions included in the goal.

- The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal.

- The goal description organizes the actions and expected outcomes in a cohesive and consistent manner.
- A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Type of Goal

Identify the type of goal being implemented as a Broad Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

Maintenance of Progress Goal

Description

Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP.

- Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP.
- The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with educational partners, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Type of Goal

Identify the type of goal being implemented as a Maintenance of Progress Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain how the actions will sustain the progress exemplified by the related metrics.

Measuring and Reporting Results:

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes.

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.

- The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.

- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.

- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.

    - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

- **Required metrics for Equity Multiplier goals**: For each Equity Multiplier goal, the LEA must identify:

    - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or

    - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.

- **Required metrics for actions supported by LREBG funds**: To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include at least one metric to monitor the impact of each action funded with LREBG funds included in the goal.

    - The metrics being used to monitor the impact of each action funded with LREBG funds are not required to be new metrics; they may be metrics that are already being used to measure progress towards goals and actions included in the LCAP.

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

- Identify the standard of measure being used to determine progress towards the goal and/or to measure the effectiveness of one or more actions associated with the goal.

Baseline

- Enter the baseline when completing the LCAP for 2024–25.
    - Use the most recent data associated with the metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (e.g., high school graduation rate).
    - Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS.
    - Indicate the school year to which the baseline data applies.
    - The baseline data must remain unchanged throughout the three-year LCAP.
        - This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.
        - If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.
    - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

Year 1 Outcome

- When completing the LCAP for 2025–26, enter the most recent data available. Indicate the school year to which the data applies.
    - Note for Charter Schools: Charter schools developing a one-year LCAP may provide the Year 1 Outcome when completing the LCAP for both 2025–26 and 2026–27 or may provide the Year 1 Outcome for 2025–26 and provide the Year 2 Outcome for 2026–27.

Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.

- Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

Target for Year 3 Outcome

- When completing the first year of the LCAP, enter the target outcome for the relevant metric the LEA expects to achieve by the end of the three-year LCAP cycle.
    - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a Target for Year 1 or Target for Year 2, as applicable.

Current Difference from Baseline

- When completing the LCAP for 2025–26 and 2026–27, enter the current difference between the baseline and the yearly outcome, as applicable.
    - Note for Charter Schools: Charter schools developing a one- or two-year LCAP will identify the current difference between the baseline and the yearly outcome for Year 1 and/or the current difference between the baseline and the yearly outcome for Year 2, as applicable.

Timeline for school districts and COEs for completing the "**Measuring and Reporting Results**" part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2025–26**. Leave blank until then.	Enter information in this box when completing the LCAP for **2026–27**. Leave blank until then.	Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2025–26** and **2026–27**. Leave blank until then.

Goal Analysis:

Enter the LCAP Year.

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective towards achieving the goal. "Effective" means the degree to which the planned actions were successful in producing the target result. Respond to the prompts as instructed.

Note: When completing the 2024–25 LCAP, use the 2023–24 Local Control and Accountability Plan Annual Update template to complete the Goal Analysis and identify the Goal Analysis prompts in the 2024–25 LCAP as "Not Applicable."

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

- Describe the overall implementation of the actions to achieve the articulated goal, including relevant challenges and successes experienced with implementation.
    - Include a discussion of relevant challenges and successes experienced with the implementation process.
    - This discussion must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

- Describe the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal. “Effectiveness” means the degree to which the actions were successful in producing the target result and “ineffectiveness” means that the actions did not produce any significant or targeted result.
    - In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.
    - When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
    - Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.
    - As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:

- The reasons for the ineffectiveness, and
- How changes to the action will result in a new or strengthened approach.

Actions:

Complete the table as follows. Add additional rows as necessary.

Action #

- Enter the action number.

Title

- Provide a short title for the action. This title will also appear in the action tables.

Description

- Provide a brief description of the action.
    - For actions that contribute to meeting the increased or improved services requirement, the LEA may include an explanation of how each action is principally directed towards and effective in meeting the LEA's goals for unduplicated students, as described in the instructions for the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.
    - As previously noted, for each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
    - These required metrics may be identified within the action description or the first prompt in the increased or improved services section; however, the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

Total Funds

- Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the action tables.

Contributing

- Indicate whether the action contributes to meeting the increased or improved services requirement as described in the Increased or Improved Services section using a “Y” for Yes or an “N” for No.
    - **Note:** for each such contributing action, the LEA will need to provide additional information in the Increased or Improved Services section to address the requirements in *California Code of Regulations*, Title 5 [5 *CCR*] Section 15496 in the Increased or Improved Services section of the LCAP.

Actions for Foster Youth: School districts, COEs, and charter schools that have a numerically significant foster youth student subgroup are encouraged to include specific actions in the LCAP designed to meet needs specific to foster youth students.

Required Actions

For English Learners and Long-Term English Learners

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:
    - Language acquisition programs, as defined in *EC* Section 306, provided to students, and
    - Professional development for teachers.
    - If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.

For Technical Assistance

- LEAs eligible for technical assistance pursuant to *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, must include specific actions within the LCAP related to its implementation of the work underway as part of technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance.

For Lowest Performing Dashboard Indicators

- LEAs that have Red Dashboard indicators for (1) a school within the LEA, (2) a student group within the LEA, and/or (3) a student group within any school within the LEA must include one or more specific actions within the LCAP:
    - The specific action(s) must be directed towards the identified student group(s) and/or school(s) and must address the identified state indicator(s) for which the student group or school received the lowest performance level on the 2023 Dashboard. Each student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.
    - These required actions will be effective for the three-year LCAP cycle.

For LEAs With Unexpended LREBG Funds

- To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include one or more actions supported with LREBG funds within the 2025–26, 2026–27, and 2027–28 LCAPs, as applicable to the LEA. Actions funded with LREBG funds must remain in the LCAP until the LEA has expended the remainder of its LREBG funds, after which time the actions may be removed from the LCAP.
    - Prior to identifying the actions included in the LCAP the LEA is required to conduct a needs assessment pursuant to *EC* Section 32526(d). For information related to the required needs assessment please see the Program Information tab on the LREBG

Program Information web page. Additional information about the needs assessment and evidence-based resources for the LREBG may be found on the California Statewide System of Support LREBG Resources web page. The required LREBG needs assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of *EC* Section 32526(d).

- School districts receiving technical assistance and COEs providing technical assistance are encouraged to use the technical assistance process to support the school district in conducting the required needs assessment, the selection of actions funded by the LREBG and/or the evaluation of implementation of the actions required as part of the LCAP annual update process.
- As a reminder, LREBG funds must be used to implement one or more of the purposes articulated in *EC* Section 32526(c)(2).
- LEAs with unexpended LREBG funds must include one or more actions supported by LREBG funds within the LCAP. For each action supported by LREBG funding the action description must:
  - Identify the action as an LREBG action;
  - Include an explanation of how research supports the selected action;
  - Identify the metric(s) being used to monitor the impact of the action; and
  - Identify the amount of LREBG funds being used to support the action.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

Purpose

A well-written Increased or Improved Services section provides educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students as defined in *EC* Section 42238.02 in grades TK–12 as compared to all students in grades TK–12, as applicable, and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of educational partners to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

Please Note: For the purpose of meeting the Increased or Improved Services requirement and consistent with *EC* Section 42238.02, long-term English learners are included in the English learner student group.

Statutory Requirements

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC*

Section 52064[b][8][B]; 5 *CCR* Section 15496[a]). This proportionality percentage is also known as the "minimum proportionality percentage" or "MPP." The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are identified in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided across the entire LEA (LEA-wide action), provided to an entire school (Schoolwide action), or solely provided to one or more unduplicated student group(s) (Limited action).

Therefore, for *any* action contributing to meet the increased or improved services requirement, the LEA must include an explanation of:

- How the action is increasing or improving services for the unduplicated student group(s) (Identified Needs and Action Design), and
- How the action meets the LEA's goals for its unduplicated pupils in the state and any local priority areas (Measurement of Effectiveness).

LEA-wide and Schoolwide Actions

In addition to the above required explanations, LEAs must provide a justification for why an LEA-wide or Schoolwide action is being provided to all students and how the action is intended to improve outcomes for unduplicated student group(s) as compared to all students.

- Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.

- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

For School Districts Only

Actions provided on an **LEA-wide** basis at **school districts with an unduplicated pupil percentage of less than 55 percent** must also include a description of how the actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions provided on a **Schoolwide** basis for **schools with less than 40 percent enrollment of unduplicated pupils** must also include a description of how these actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

- Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of foster youth, English learner, and low-income students. This amount includes the Additional 15 percent LCFF Concentration Grant.

Projected Additional 15 percent LCFF Concentration Grant

- Specify the amount of additional LCFF concentration grant add-on funding, as described in *EC* Section 42238.02, that the LEA estimates it will receive in the coming year.

Projected Percentage to Increase or Improve Services for the Coming School Year

- Specify the estimated percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 *CCR* Section 15496(a)(7).

LCFF Carryover — Percentage

- Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

LCFF Carryover — Dollar

- Specify the LCFF Carryover — Dollar amount identified in the LCFF Carryover Table. If a carryover amount is not identified in the LCFF Carryover Table, specify an amount of zero ($0).

Total Percentage to Increase or Improve Services for the Coming School Year

- Add the Projected Percentage to Increase or Improve Services for the Coming School Year and the Proportional LCFF Required Carryover Percentage and specify the percentage. This is the LEA's percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year, as calculated pursuant to 5 *CCR* Section 15496(a)(7).

Required Descriptions:

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

If the LEA has provided this required description in the Action Descriptions, state as such within the table.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed.

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An LEA demonstrates how an action is principally directed towards an unduplicated student group(s) when the LEA explains the need(s), condition(s), or circumstance(s) of the unduplicated student group(s) identified through a needs assessment and how the action addresses them. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis

Provide an explanation of how the action as designed will address the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed and the rationale for why the action is being provided on an LEA-wide or schoolwide basis.

- As stated above, conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.
- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

Note for COEs and Charter Schools: In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

If the LEA has provided the required descriptions in the Action Descriptions, state as such.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique need(s) of the unduplicated student group(s) being served identified through the LEA's needs assessment. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s)

Provide an explanation of how the action is designed to address the unique identified need(s) of the unduplicated student group(s) being served.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

For any limited action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage, as applicable.

- For each action with an identified Planned Percentage of Improved Services, identify the goal and action number and describe the methodology that was used.

- When identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

- For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost $165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of $165,000 by the amount of LCFF Funding identified in the Total Planned Expenditures Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Additional Concentration Grant Funding

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

An LEA that receives the additional concentration grant add-on described in *EC* Section 42238.02 is required to demonstrate how it is using these funds to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent as compared to the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is equal to or less than 55 percent. The staff who provide direct services to students must be certificated staff and/or classified staff employed by the LEA; classified staff includes custodial staff.

Provide the following descriptions, as applicable to the LEA:

- An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.

- Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.

- An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as a single-school LEA or an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.

- In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.

    - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.

    - The staff-to-student ratio must be based on the number of full-time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.

- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.

    - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.

    - The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

Complete the Total Planned Expenditures Table for each action in the LCAP. The information entered into this table will automatically populate the other Action Tables. Information is only entered into the Total Planned Expenditures Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover Table. The word “input” has been added to column headers to aid in identifying the column(s) where information will be entered. Information is not entered on the remaining Action tables.

The following tables are required to be included as part of the LCAP adopted by the local governing board or governing body:

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)
- Table 2: Contributing Actions Table (for the coming LCAP Year)
- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2024–25 LCAP, 2024–25 will be the coming LCAP Year and 2023–24 will be the current LCAP Year.

Total Planned Expenditures Table

In the Total Planned Expenditures Table, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year**: Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant**: Provide the total amount estimated LCFF entitlement for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs.

  See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 *CCR* Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover —

Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***

- **Goal #**: Enter the LCAP Goal number for the action.
- **Action #**: Enter the action's number as indicated in the LCAP Goal.
- **Action Title**: Provide a title of the action.
- **Student Group(s)**: Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services requirement.
- If "Yes" is entered into the Contributing column, then complete the following columns:
    - **Scope**: The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
    - **Unduplicated Student Group(s)**: Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
    - **Location**: Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans." Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.
- **Time Span**: Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year," or "2 Years," or "6 Months."
- **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel**: This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.

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- **LCFF Funds**: Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
    - **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds**: Enter the total amount of Other State Funds utilized to implement this action, if any.
    - **Note:** Equity Multiplier funds must be included in the "Other State Funds" category, not in the "LCFF Funds" category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA's LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.
- **Local Funds**: Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds**: Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds**: This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services**: For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
    - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

      For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost $165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of $165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Contributing Actions Table

As noted above, information will not be entered in the Contributing Actions Table; however, the 'Contributing to Increased or Improved Services?' column will need to be checked to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses.

Annual Update Table

In the Annual Update Table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Estimated Actual Expenditures**: Enter the total estimated actual expenditures to implement this action, if any.

Contributing Actions Annual Update Table

In the Contributing Actions Annual Update Table, check the 'Contributing to Increased or Improved Services?' column to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses. Provide the following information for each contributing action in the LCAP for the relevant LCAP year:

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated based on the number and concentration of unduplicated students in the current school year.
- **Estimated Actual Expenditures for Contributing Actions**: Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.
- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).
    - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been $169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of $169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant**: Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program,

the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 *CCR* Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

To reduce the duplication of effort of LEAs, the Action Tables include functionality such as pre-population of fields and cells based on the information provided in the Data Entry Table, the Annual Update Summary Table, and the Contributing Actions Table. For transparency, the functionality and calculations used are provided below.

Contributing Actions Table

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
    - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column.
- **5. Total Planned Percentage of Improved Services**
    - This percentage is the total of the Planned Percentage of Improved Services column.
- **Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)**
    - This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

Pursuant to *EC* Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of Improved Services (5) and the Total Estimated Actual Percentage of Improved Services (7). If the Total Planned Contributing Expenditures (4) is equal to or greater than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Estimated Actual Percentage of Improved Services will display “Not Required.”

- **6. Estimated Actual LCFF Supplemental and Concentration Grants**

- This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on the number and concentration of unduplicated students in the current school year.

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
  - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).
- **7. Total Estimated Actual Expenditures for Contributing Actions**
  - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).
- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**
  - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).
- **5. Total Planned Percentage of Improved Services (%)**
  - This amount is the total of the Planned Percentage of Improved Services column.
- **8. Total Estimated Actual Percentage of Improved Services (%)**
  - This amount is the total of the Estimated Actual Percentage of Improved Services column.
- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**
  - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

LCFF Carryover Table

- **10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 plus Carryover %)**
  - This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.
- **11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)**
  - This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).
- **12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)**

- If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

  The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.

- **13. LCFF Carryover — Percentage (12 divided by 9)**

  - This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

California Department of Education
November 2024

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Amethod Public Schools



2025-26

Annual Notice Packet

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Instructional Program

Availability of Prospectus

Upon request, the Charter School will make available to any parent or legal guardian, a school prospectus, which shall include the curriculum, including titles, descriptions, and instructional aims of every course offered. Please note that, pursuant to law, the Charter School may charge for the prospectus in an amount not to exceed the cost of duplication.

College Preparatory Course Offerings *(for schools serving students admitted or advancing to grades 7-12)*

Students enrolled in grades 10th and 12th have the option of concurrently enrolling in courses for college credit.

For a full list of courses and completing the enrollment process, contact the College Advisors.

Teacher Qualification Information

As the Charter School receives Title I federal funds through the Elementary and Secondary Education Act ("ESEA"), as reauthorized and amended by the Every Student Succeeds Act ("ESSA"), all parents/guardians of students attending the Charter School may request information regarding the professional qualifications of classroom teachers and/or paraprofessionals, including at a minimum:

1. Whether the student's teacher:
   a. Has met State qualification and licensing criteria for the grade levels and subject areas in which the teacher provides instruction;
   b. Is teaching under emergency or other provisional status through which State qualification or licensing criteria have been waived; and
   c. Is teaching in the field of discipline of the certification of the teacher; and
2. Whether the child is provided services by paraprofessionals and, if so, their qualifications.

Upon request, the Charter School will provide the information to the parents/guardians in a timely manner. Parents/guardians may contact the Chief Executive Officer at ceo@amethodschools.org to obtain this information.

Information Regarding Financial Aid

The Charter School shall ensure that each of its students receives information on how to properly complete and submit the 1) Free Application for Federal Student Aid (FAFSA) or 2) the California Dream Act Application as appropriate, at least once before the student

enters 12th grade. The Charter School will provide a paper copy of the FAFSA or the California Dream Act Application upon request.

- The FAFSA form and information regarding the FAFSA are available at:
  - https://studentaid.gov/h/apply-for-aid/fafsa
- The California Dream Act Application and information regarding the California Dream Act is available at:
  - https://www.csac.ca.gov/post/resources-california-dream-act-application

The Charter School shall confirm that each of its students in grade 12 completes and submits a FAFSA to the United States Department of Education, or if the student is exempt from paying nonresident tuition pursuant to Education Code section 68130.5, a California Dream Act Application to the Student Aid Commission. Students who are exempt or whose parent/guardian (if the student is a minor) have opted-out will not be required to comply.

YouthTruth Survey

The Charter School will administer the C YouthTruth Survey to students. The YouthTruth Survey is an anonymous, confidential survey of school climate and safety, student wellness, and youth resiliency that enables the Charter School to collect and analyze data regarding local youth health risks and behaviors, school connectedness, school climate, protective factors, and school violence.

Surveys About Personal Beliefs

Unless the student's parent/guardian gives written permission, a student will not be given any test, questionnaire, survey, or examination containing any questions about the student's, or the student's parents' or guardians' personal beliefs or practices in sex, family life, morality, or religion.

Campus Search and Seizure

The Charter School recognizes and has determined that the occurrence of incidents which may include the possession of firearms, weapons, alcohol, controlled substances, or other items of contraband prohibited by law or Charter School rules and regulations, jeopardizes the health, safety and welfare of students and Charter School employees.

The California Constitution requires that all students and staff of public schools have the inalienable right to attend campuses which are safe, secure, and peaceful. As such, Charter School has adopted a Policy outlining the reasonable search of students and their property, student use areas, and/or student lockers and the seizure of illegal, unsafe, unauthorized or contraband items and materials through a search based upon reasonable suspicion.

Student lockers, including P.E. lockers are school property and remain at all times under the control of the Charter School. Students shall assume full responsibility for the security of their lockers. Student lockers may not be used to store illegal, unauthorized, or contraband materials. The acceptance and use of locker facilities on school campus by any student shall constitute consent by the student to the search of such locker facilities by authorized school personnel and/or law enforcement. Inspections of lockers may be conducted by school personnel and/or law enforcement through the use of trained dogs.

A student's personal cell phone, smartphone, or other personal electronic device shall not be searched by school officials without a warrant, the student's consent, or a legitimate emergency, unless the device is lost or abandoned. An emergency is any *situation involving danger of death or serious physical injury to any person, that requires access to the information located or reasonably believed to be located on the electronic device.* If the Charter School has a good faith belief that the device is lost, stolen, or abandoned, the Charter School may only access electronic device information in order to attempt to identify, verify, or contact the owner of the device.

The Charter School is not prohibited from seizing/confiscating a student's personal electronic device, without searching its contents, if the student's use or possession of the private electronic device is in violation of Charter School rules or regulations.

English Learners

The Charter School is committed to the success of its English Learners and support will be offered both within academic classes and in supplemental settings for students who need additional support for English language learning. The Charter School will meet all applicable legal requirements for English Learners as they pertain to annual notification to parents, student identification, placement, program options, English Learners and core content instruction, teacher qualifications and training, reclassification to fluent English proficient status, monitoring and evaluating program effectiveness, and standardized testing requirements. The Charter School will implement policies to assure proper placement, evaluation, and communication regarding English Learners and the rights of students and parents.

Sexual Health Education

The Charter School offers comprehensive sexual health education to its students in grades 7-12. A parent or guardian of a student has the right to excuse their child from all or part of comprehensive sexual health education, HIV prevention education, and assessments related to that education through a passive consent ("opt-out") process. The Charter School does not require active parental consent ("opt-in") for comprehensive sexual health education and HIV prevention education.

Parents and guardians may:

- Inspect written and audiovisual educational materials used in comprehensive sexual health education and HIV prevention education.
- Excuse their child from participation in comprehensive sexual health education and HIV prevention education in writing to the Charter School.
- Be informed whether the comprehensive sexual health or HIV/AIDS prevention education will be taught by Charter School personnel or outside consultants. When the Charter School chooses to use outside consultants or to hold an assembly with guest speakers to teach comprehensive sexual health or HIV/AIDS prevention education, be informed of:
    - The date of the instruction
    - The name of the organization or affiliation of each guest speaker
- Request a copy of Education Code sections 51930 through 51939.

Anonymous, voluntary, and confidential research and evaluation tools to measure students' health behaviors and risks (including tests, questionnaires, and surveys containing age-appropriate questions about the student's attitudes concerning or practices relating to sex) may be administered to students in grades 7-12. A parent or guardian has the right to excuse their child from the test, questionnaire, or survey through a passive consent ("opt-out") process. Parents or guardians shall be notified in writing that this test, questionnaire, or survey is to be administered, given the opportunity to review the test, questionnaire, or survey if they wish, notified of their right to excuse their child from the test, questionnaire, or survey, and informed that in order to excuse their child they must state their request in writing to the Charter School.

A student may not attend any class in comprehensive sexual health education or HIV prevention education, or participate in any anonymous, voluntary, and confidential test, questionnaire, or survey on student health behaviors and risks, if the Charter School has received a written request from the student's parent or guardian excusing the student from participation. An alternative educational activity shall be made available to students whose parents or guardians have requested that they not receive the instruction or participate in the test, questionnaire, or survey.

Special Education /Students with Disabilities

We are dedicated to the belief that all students can learn and must be guaranteed equal opportunity to become contributing members of the academic environment and society. The Charter School provides special education instruction and related services in accordance with the Individuals with Disabilities in Education Improvement Act ("IDEA"), Education Code requirements, and applicable policies and procedures of the El Dorado County SELPA services are available for special education students enrolled at the Charter School. We offer high quality educational programs and services for all our students in accordance with the assessed needs of each student. The Charter School collaborates with parents, the student, teachers, and other agencies, as may be indicated, in order to appropriately serve the educational needs of each student.

Pursuant to the IDEA and relevant state law, the Charter School is responsible for identifying, locating, and evaluating children enrolled at the Charter School with known or suspected disabilities to determine whether a need for special education and related services exists. This includes children with disabilities who are homeless or foster youth. The Charter School shall not deny nor discourage any student from enrollment solely due to a disability. If you believe your child may be eligible for special education services, please contact:

School	Name/Title	Email	Phone
Benito Juarez Elementary	Michelle Walker, Site Director	lawalker@amethodschools.org	510-215-7009
John Henry High School	Stacy Drakeford Site Director	sdrakeford@amethodschools.org	510-235-2439
Downtown Charter Academy	Jillianne Whitfield, Site Director	jwhitfield@amethodschools.org	510-535-1580
Oakland Charter Academy	Phillip Ellingberg Site Director	pellingberg@amethodschools.org	510-532-6751
Richmond Charter Academy	Jasmine Landers, Site Director	jwilliams@amethodschools.org	510-235-2465

Section 504

The Charter School recognizes its legal responsibility to ensure that no qualified person with a disability shall, on the basis of disability, be excluded from participation, be denied the benefits of, or otherwise subjected to discrimination under any program of the Charter School. Any student who has an objectively identified disability which substantially limits a major life activity, including, but not limited to learning, is eligible for accommodations by the Charter School. The parent of any student suspected of needing or qualifying for accommodations under Section 504 may make a referral for an evaluation to the Site Director. A copy of the Charter School's Section 504 policies and procedures is available upon request at the main office.

State Testing

The Charter School shall annually administer required state testing to the applicable grades (e.g., the California Assessment of Student Performance and Progress ["CAASPP"].) Notwithstanding any other provision of law, a parent's or guardian's written request to Charter School officials to excuse their child from any or all parts of the CAASPP shall be granted. Upon request, parents have a right to information on the level of achievement of their student on every State academic assessment administered to the student.

Cal Grant Program Notice

The Charter School is required by state law to submit the Grade Point Average ("GPA") of all high school seniors by Oct. 1 of each year, unless the student over age 18 years

of age or parent/guardian for those under 18 years of age opt-out. Students currently in eleventh (11th) grade will be deemed a Cal Grant applicant, unless the student (or parent/guardian, if the student is under 18 years of age) has opted out by or before Feb 1

Student Policies and Procedures

Involuntary Removal Process

No student shall be involuntarily removed by the Charter School for any reason unless the parent or guardian of the student has been provided written notice of intent to remove the student no less than five (5) schooldays before the effective date of the action ("Involuntary Removal Notice"). The written notice shall be in the native language of the student or the student's parent or guardian or, if the student is a foster child or youth or a homeless child or youth, the student's educational rights holder. The Involuntary Removal Notice shall include the charges against the student and an explanation of the student's basic rights including the right to request a hearing before the effective date of the action. The hearing shall be consistent with the Charter School's expulsion procedures. If the student's parent, guardian, or educational rights holder requests a hearing, the student shall remain enrolled and shall not be removed until the Charter School issues a final decision. As used herein, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions or expulsions pursuant to the Charter School's suspension and expulsion policy.

Upon parent/guardian request for a hearing, the Charter School will provide notice of hearing consistent with its expulsion hearing process, through which the student has a fair opportunity to present testimony, evidence, and witnesses and confront and cross-examine adverse witnesses, and at which the student has the right to bring legal counsel or an advocate. The notice of hearing shall be in the native language of the student or the student's parent or guardian or, if the student is a foster child or youth or a homeless child or youth, the student's educational rights holder and shall include a copy of the Charter School's expulsion hearing process.

If the parent/guardian is nonresponsive to the Involuntary Removal Notice, the Student will be disenrolled as of the effective date set forth in the Involuntary Removal Notice. If the parent/guardian requests a hearing and does not attend on the date scheduled for the hearing the student will be disenrolled effective the date of the hearing.

If as a result of the hearing the student is disenrolled, notice will be sent to the student's last known school district of residence within thirty (30) days.

A hearing decision not to disenroll the student does not prevent the Charter School from making a similar recommendation in the future should student truancy continue or reoccur.

Nondiscrimination Statement

The Charter School does not discriminate against any person on the basis of actual or perceived disability, gender, gender identity, gender expression, nationality, race or

ethnicity, immigration status, religion, religious affiliation, sexual orientation, pregnancy, or any other characteristic that is contained in the definition of hate crimes in the California Penal Code.

The Charter School Board of Directors shall not refuse to approve the use or prohibit the use of any textbook, instructional material, supplemental instructional material, or other curriculum for classroom instruction or any book or other resource in a school library on the basis that it includes a study of the role and contributions of Native Americans, African Americans, Latino Americans, Asian Americans, Pacific Islanders, European Americans, LGBTQ+ Americans, persons with disabilities, or members of other ethnic, cultural, religious, or socioeconomic status groups.

The Charter School Board of Directors shall not adopt or approve the use of any textbook, instructional material, supplemental instructional material, or curriculum for classroom instruction if the use of such would subject a student to unlawful discrimination pursuant to Education Code section 220.

The Charter School adheres to all provisions of federal law related to students with disabilities, including, but not limited to, Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act of 1990 ("ADA"), and the Individuals with Disabilities Education Improvement Act of 2004 ("IDEIA").

The Charter School does not discourage students from enrolling or seeking to enroll in the Charter School for any reason, including, but not limited to, academic performance, disability, neglect or delinquency, English proficiency, for being homeless or a foster/mobile youth, economic disadvantage, nationality, race, ethnicity, or sexual orientation. The Charter School shall not encourage a student currently attending Charter School to disenroll or transfer to another school based on any of the aforementioned reasons except in cases of expulsion and suspension or involuntary removal in accordance with the Charter School's charter and relevant policies.

The Charter School does not request nor require student records prior to a student's enrollment.

The Charter School shall provide a copy of the California Department of Education Complaint Notice and Form to any parent, guardian, or student over the age of 18 at the following times: (1) when a parent, guardian, or student over of the age of 18 inquires about enrollment; (2) before conducting an enrollment lottery; and (3) before disenrollment of a student.

The Charter School is committed to providing an educational atmosphere that is free of unlawful harassment under Title IX of the Education Amendments of 1972 (sex); Titles IV, VI, and VII of the Civil Rights Act of 1964 (race, color, or national origin); The Age Discrimination Act of 1975; the IDEIA; and Section 504 and Title II of the ADA (mental or physical disability).

The Charter School also prohibits sexual harassment, including cyber sexual bullying, and harassment based upon pregnancy, childbirth or related medical conditions, race, religion, religious affiliation, creed, color, immigration status, gender, gender identity, gender expression, national origin or ancestry, physical or mental disability, medical

condition, marital status, age, sexual orientation, or any other basis protected by federal, state, local law, ordinance or regulation.

The Charter School does not condone or tolerate harassment of any type, including discrimination, intimidation, or bullying, including cyber sexual bullying, by any employee, independent contractor or other person with which the Charter School does business, or any other individual, student, or volunteer. This applies to all employees, students, or volunteers and relationships, regardless of position or gender.

Pursuant to California law and the California Attorney General's guidance to K-12 schools in responding to immigration issues ("Guidance"), Charter School provides equal access to free public education, regardless of a student's or their parent's or guardian's immigration status or religious beliefs. The complete Guidance, including *Appendix G – Know Your Rights* can be reviewed via the following link: https://oag.ca.gov/sites/all/files/agweb/pdfs/bcj/school-guidance-model-k12.pdf.

The Charter School will promptly and thoroughly investigate any complaint of harassment and take appropriate corrective action, if warranted. Inquiries, complaints, or grievances regarding harassment as described in this section, above, should be directed to the Charter School Uniform Complaint Procedures ("UCP") Compliance Officer:

Maria Arechiga
Chief Strategy and Compliance Officer
Amethod Public Schools
1450 Marina Way South
Suite 300
Richmond, CA 94804
marechiga@amethodschools.org
Telephone: (510) 436-0172

The lack of English language skills will not be a barrier to admission or participation in The Charter School's programs or activities. Charter School prohibits retaliation against anyone who files a complaint or who participates or refuses to participate in a complaint investigation.

Uniform Complaint Procedure ("UCP")

Charter School is the local agency primarily responsible for compliance with federal and state laws and regulations governing educational programs. The Charter School shall investigate and seek to resolve complaints using policies and procedures known as the Uniform Complaint Procedure ("UCP") adopted by our Governing Board for the following types of complaints:

1. Complaints alleging unlawful discrimination, harassment, intimidation, or bullying against any protected group on the basis of the actual or perceived

characteristics of age, ancestry, color, mental disability, physical disability, ethnic group identification, immigration status, citizenship, gender expression, gender identity, gender, genetic information, nationality, national origin, race or ethnicity, religion, medical condition, marital status, sex, or sexual orientation, or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics in any Charter School program or activity. Unlawful discrimination includes, but is not limited to, noncompliance with Education Code section 243(a).

2. Complaints alleging a violation of state or federal law or regulation governing the following programs:

   - Accommodations for Pregnant, Parenting or Lactating Students;
   - Adult Education;
   - After School Education and Safety;
   - Career Technical and Technical Education;
   - Career Technical and Technical Training;
   - Child Care and Development Programs;
   - Consolidated Categorical Aid;
   - Education of Students in Foster Care, Students who are Homeless, former Juvenile Court Students now enrolled in a public school, Migratory Children and Children of Military Families;
   - Every Student Succeeds Act;
   - Migrant Education Programs; and/or
   - Regional Occupational Centers and Programs,.
   - .

3. Complaints alleging noncompliance with laws relating to pupil fees. A student enrolled in a public school shall not be required to pay a pupil fee for participation in an educational activity. A pupil fee includes, but is not limited to, all of the following:

   - A fee charged to a student as a condition for registering for school or classes, or as a condition for participation in a class or an extracurricular activity, regardless of whether the class or activity is elective or compulsory or is for credit.
   - A security deposit, or other payment, that a student is required to make to obtain a lock, locker, book, class apparatus, musical instrument, clothes, or other materials or equipment.
   - A purchase that a student is required to make to obtain materials, supplies, equipment, or clothes associated with an educational activity.

4. Complaints alleging noncompliance with the requirements governing the Local Control Funding Formula ("LCFF") or Local Control and Accountability Plans ("LCAP") under Education Code sections 47606.5 and 47607.3, as applicable. If the Charter School adopts a School Plan for Student Achievement ("SPSA") in

addition to its LCAP, complaints of noncompliance with the requirements of the SPSA under Education Code sections 64000, 64001, 65000, and 65001 shall also fall under the UCP.

5. Complaints alleging noncompliance regarding child nutrition programs established pursuant to Education Code sections 49490-49590 are governed by Title 7, Code of Federal Regulations ("C.F.R.") sections 210.19(a)(4), 215.1(a), 220.13(c), 225.11(b), 226.6(n), and 250.15(d) and Title 5, California Code of Regulations ("C.C.R.") sections 15580 - 15584.

6. Complaints alleging noncompliance regarding special education programs established pursuant to Education Code sections 56000-56865 and 59000-59300 are governed by the procedures set forth in 5 C.C.R. sections 3200-3205 and 34 C.F.R. sections 300.151-300.153.

7. Complaints regarding state preschool health and safety issues in local educational agencies exempt from licensing are governed by 5 C.C.R. sections 4690-4694, except as otherwise indicated.

Complaints must be filed in writing with the following Compliance Officer:

Maria Arechiga
Chief Strategy and Compliance Officer
Amethod Public Schools
1450 Marina Way South
Suite 300
Richmond, CA 94804
marechiga@amethodschools.org
Telephone: (510) 436-0172

Only complaints regarding pupil fees or LCAP compliance, or noncompliance with Education Code section 243 or 244 may be filed anonymously and only if the anonymous complainant provides evidence or information leading to evidence to support an allegation of noncompliance with respective applicable laws.

Complaints alleging unlawful discrimination, harassment, intimidation, or bullying, must be filed within six (6) months from the date the alleged discrimination, harassment, intimidation, or bullying, occurred or the date the complainant first obtained knowledge of the facts of the alleged discrimination, harassment, intimidation, or bullying. All other complaints under the UCP shall be filed not later than one (1) year from the date the alleged violation occurred. For complaints relating to the LCAP, the date of the alleged violation is the date on which the Charter School's Board of Directors approved the LCAP or the annual update was adopted by the Charter School.

The Compliance Officer responsible for investigating the complaint shall conduct and

complete the investigation in accordance with California regulations and the Charter School's UCP Policy. The Compliance Officer shall provide the complainant with a final written investigation report ("Decision") within sixty (60) calendar days from the Charter School's receipt of the complaint. This sixty (60) calendar day time period may be extended by written agreement of the complainant.

The complainant has a right to appeal the Charter School's Decision to the California Department of Education ("CDE") by filing a written appeal within thirty (30) calendar days of the date of the Charter School's written Decision, except if the Charter School has used its UCP to address a complaint that is not subject to the UCP requirements. The appeal must include a copy of the complaint filed with the Charter School, a copy of the Charter School's Decision, and the complainant must specify and explain the basis for the appeal of the Decision, including at least one of the following:

1. The Charter School failed to follow its complaint procedures.
2. Relative to the allegations of the complaint, the Charter School's Decision lacks material findings of fact necessary to reach a conclusion of law.
3. The material findings of fact in the Charter School's Decision are not supported by substantial evidence.
4. The legal conclusion in the Charter School's Decision is inconsistent with the law.
5. In a case in which the Charter School's Decision found noncompliance, the corrective actions fail to provide a proper remedy.

A complainant who appeals the Charter School's Decision on a UCP complaint to the CDE shall receive a written appeal decision within sixty (60) calendar days of the CDE's receipt of the appeal, unless extended by written agreement with the complainant or the CDE documents exceptional circumstances and informs the complainant.

Within thirty (30) calendar days of the date of the CDE's appeal Decision pursuant to 5 C.C.R. section 4633(f)(2) or (3), either party may request reconsideration by the State Superintendent of Public Instruction ("SSPI") or the SSPI's designee. The request for reconsideration shall specify and explain the reason(s) for contesting the findings of fact, conclusions of law, or corrective actions in the CDE's appeal Decision.

If a UCP complaint is filed directly with the CDE and the CDE determines that it merits direct intervention, the CDE shall complete an investigation and provide a written decision to the complainant within sixty (60) calendar days of receipt of the complaint, unless the parties have agreed to extend the timeline or the CDE documents exceptional circumstances and informs the complainant.

If the Charter School finds merit in a UCP complaint, or the CDE finds merit in an appeal, the Charter School shall take corrective actions consistent with the requirements of existing law that will provide a remedy to the affected student and/or parent/guardian as applicable.

A complainant may pursue available civil law remedies outside of the Charter School's

complaint procedures. Complainants may seek assistance from mediation centers or public/private interest attorneys. Civil law remedies that may be imposed by a court include, but are not limited to, injunctions and restraining orders. For unlawful discrimination, harassment, intimidation or bullying complaints arising under state law, however, a complainant must wait until sixty (60) calendar days have elapsed from the filing of an appeal with the CDE before pursuing civil law remedies. The moratorium does not apply to injunctive relief and is applicable only if the Charter School has appropriately, and in a timely manner, apprised the complainant of the complainant's right to file a complaint in accordance with 5 C.C.R. § 4622.

A copy of the UCP shall be available upon request free of charge in the main office. For further information on any part of the complaint procedures, including filing a complaint or requesting a copy of the UCP, please contact the Chief Executive Officer.

Lost or Damaged School Property

If a student willfully damages the Charter School's property or the personal property of a Charter School employee, or fails to return a textbook, library book, computer/tablet or other Charter School property that has been loaned to the student, the student's parents/guardians are liable for all damages caused by the student's misconduct not to exceed ten thousand dollars ($10,000), adjusted annually for inflation. After notifying the student's parent or guardian in writing of the student's alleged misconduct and affording the student due process, the Charter School may withhold the student's grades, transcripts, and high school diploma, until the damages have been paid. If the student and the student's parent/guardian are unable to pay for the damages or to return the property, Charter School will provide a program of voluntary work for the minor in lieu of the payment of monetary damages. Upon completion of the voluntary work, the student's grades, transcripts, and high school diploma will be released.

Student Records, including Records Challenges and Directory Information

The Family Educational Rights and Privacy Act ("FERPA") affords parents and students who are 18 years of age or older ("eligible students") certain rights with respect to the student's education records. These rights are:

1. The right to inspect and review the student's education records within five (5) business days after the day the Charter School receives a request for access. Parents or eligible students should submit to the Charter School Chief Executive Officer or designee a written request that identifies the records they wish to inspect. The Charter School official will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.

2. The right to request the amendment of the student's education records that the parent or eligible student believes are inaccurate, misleading, or otherwise in violation of the student's privacy rights under FERPA.

Parents or eligible students who wish to ask the Charter School to amend a record should write the Charter School's Chief Executive Officer or designee, clearly identify the part of the record they want changed and specify why it should be changed. If the Charter School decides not to amend the record as requested by the parent or eligible student, the Charter School will notify the parent or eligible student of the decision and of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing. If the Charter School decides to amend the record as requested by the parent or eligible student, the Chief Executive Officer must order the correction or the removal and destruction of the information and inform the parent or eligible student of the amendment in writing.

3. The right to provide written consent before the Charter School discloses personally identifiable information ("PII") from the student's education records, except to the extent that FERPA authorizes disclosure without consent.

One exception, which permits disclosure without consent, is disclosure to Charter School officials with legitimate educational interests. A Charter School official is a person employed by the Charter School as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel) or a person serving on the Charter School's Board of Directors. A Charter School official also may include a volunteer, consultant, vendor, or contractor outside of the Charter School who performs an institutional service or function for which the Charter School would otherwise use its own employees and who is under the direct control of the school with respect to the use and maintenance of PII from education records, such as an attorney, auditor, medical consultant, or therapist, or contracted provider of digital educational platforms and/or services; a parent or student volunteering to serve on an official committee, such as a disciplinary or grievance committee; or a parent, student, or other volunteer assisting another Charter School official in performing their tasks. A Charter School official has a legitimate educational interest if the official needs to review an education record in order to fulfill their professional responsibility.

Upon request, the Charter School discloses education records without consent to officials of another school district in which a student seeks or intends to enroll, or is already enrolled, if the disclosure is for purposes of the student's enrollment or transfer.

Note that Charter School will not release information to third parties for immigration-enforcement purposes, except as required by law or court order.

4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the Charter School to comply with the requirements of FERPA. The name and address of the Office that administers FERPA are:

Student Privacy Policy Office

U.S. Department of
Education 400 Maryland
Avenue, SW Washington,
DC 20202

5. The right to request that the Charter School not release student names, addresses and telephone listings to military recruiters or institutions of higher education without prior written parental consent.

FERPA permits the disclosure of PII from student's education records, without consent of the parent or eligible student, if the disclosure meets certain conditions found in §99.31 of the FERPA regulations. Except for disclosures to Charter School officials, disclosures related to some judicial orders or lawfully issued subpoenas, disclosures of directory information, and disclosures to the parent or eligible student, §99.32 of the FERPA regulations requires the Charter School to record the disclosure. Parents and eligible students have a right to inspect and review the record of disclosures. A Charter School may disclose PII from the education records of a student without obtaining prior written consent of the parents or the eligible student to the following parties:

1. Charter School officials who have a legitimate educational interest as defined by 34 C.F.R. Part 99;
2. Other schools to which a student seeks or intends to enroll so long as the disclosure is for purposes related to the student's enrollment or transfer. When a student transfers schools, the Charter School will mail the original or a copy of a student's cumulative file to the receiving district or private school within ten (10) school days following the date the request is received from the public school or private school where the student intends to enroll. The Charter School will make a reasonable attempt to notify the parent or eligible student of the request for records at the parent's or eligible student's last known address, unless the disclosure is initiated by the parent or eligible student. Additionally, the Charter School will give the parent or eligible student, upon request, a copy of the record that was disclosed and give the parent or eligible student, upon request, an opportunity for hearing;
3. Certain government officials listed in 20 U.S.C. § 1232g(b)(1) in order to carry out lawful functions;
4. Appropriate parties in connection with a student's application for, or receipt of, financial aid if it is necessary to determine eligibility, amount of aid, conditions for aid or enforcing the terms and conditions of the aid;
5. Organizations conducting certain studies for the Charter School in accordance with 20 U.S.C. § 1232g(b)(1)(F);
6. Accrediting organizations in order to carry out their accrediting functions;
7. Parents of a dependent student as defined in section 152 of the Internal Revenue Code of 1986;
8. Individuals or entities, in compliance with a judicial order or lawfully issued subpoena. Subject to the exceptions found in 34 C.F.R. § 99.31(a)(9)(i), reasonable effort must be made to notify the parent or eligible student of the

order or subpoena in advance of compliance, so that the parent or eligible student may seek a protective order;

9. Persons who need to know in cases of health and safety emergencies;
10. State and local authorities, within a juvenile justice system, pursuant to specific State law;
11. A foster family agency with jurisdiction over a currently enrolled or former student, a short-term residential treatment program staff responsible for the education or case management of a student, and a caregiver (regardless of whether the caregiver has been appointed as the student's educational rights holder) who has direct responsibility for the care of the student, including a certified or licensed foster parent, an approved relative or nonrelated extended family member, or a resource family, may access the current or most recent records of grades, transcripts, attendance, discipline, and online communication on platforms established by the School for students and parents, and any individualized education program ("IEP") or Section 504 plan that may have been developed or maintained by the Charter School; and/or
12. A victim of an alleged perpetrator of a crime of violence or a non-forcible sex offense. The disclosure may only include the final results of the disciplinary proceedings conducted by the Charter School with respect to that alleged crime or offense. The Charter School discloses the final results of the disciplinary proceeding regardless of whether the Charter School concluded a violation was committed.

"Directory Information" is information that is generally not considered harmful or an invasion of privacy if released. The Charter School may disclose the personally identifiable information that it has designated as directory information without a parent's or eligible student's prior written consent. The Charter School has designated the following information as directory information:

1. Student's name
2. Student's address
3. Parent's/guardian's address
4. Telephone listing
5. Student's electronic mail address
6. Parent's/guardian's electronic mail address
7. Photograph/video
8. Date and place of birth
9. Dates of attendance
10. Grade level
11. Participation in officially recognized activities and sports
12. Weight and height of members of athletic teams
13. Degrees, honors, and awards received
14. The most recent educational agency or institution attended
15. Student ID number, user ID, or other unique personal identifier used to

communicate in electronic systems that cannot be used to access education records without a PIN, password, etc. (A student's social security number, in whole or in part, cannot be used for this purpose.)

If you do not want the Charter School to disclose directory information from your child's education records without your prior written consent, you must notify the Charter School in writing at the time of enrollment or re-enrollment. Please notify the Site Director at:

School	Name/Title	Email	Phone
Benito Juarez Elementary	Michelle Walker, Site Director	lawalker@amethodschools.org	510-215-7009
John Henry High School	Stacy Drakeford Site Director	sdrakeford@amethodschools.org	510-235-2439
Downtown Charter Academy	Jillianne Whitfield, Site Director	jwhitfield@amethodschools.org	510-535-1580
Oakland Charter Academy	Phillip Ellingberg Site Director	pellingberg@amethodschools.org	510-532-6751
Richmond Charter Academy	Jasmine Landers, Site Director	jwilliams@amethodschools.org	510-235-2465

A copy of the complete Policy is available upon request at the main office.

Please note that data collected and reported by the Charter School to the California Longitudinal Pupil Achievement Data System (CalPADS[1]) pursuant to state law, will be shared with the California College Guidance Initiative ("CCGI"[2]), Pursuant to CA Ed Code section 60900.5, and will:

1) Be used to provide pupils and families with direct access to online tools and resources.
2) Enable a pupil to transmit information shared with the CCGI to both of the following:
   a. Postsecondary educational institutions for purposes of admissions and academic placement.
   b. The Student Aid Commission for purposes of determining eligibility for, and increasing uptake of, student financial aid.

Please visit the CCGI website at CaliforniaColleges.edu to access resources that help students and their families learn about college admissions requirements.

[1] CALPADS is a database maintained by the CDE which consists of pupil data from elementary and secondary schools relating to, among other things, demographic, program participation, enrollment, and statewide assessments data.
[2] CCGI an authorized provider of an institutional service to all California local educational agencies and as part of the state's efforts to make college-going a more streamlined experience for students. The CCGI currently receives enrollment data for all public-school students enrolled in grades six through twelve from the California Department of Education (CDE).

Education of Foster and Mobile Youth

Definitions: For the purposes of this annual notice the terms are defined as follows:

- *"Foster youth"* means any of the following:

    1. A child who has been removed from their home pursuant to Section 309 of the California Welfare and Institutions Code ("WIC").
    2. A child who is the subject of a petition filed pursuant to WIC section 300 or 602 (whether or not the child has been removed from the child's home by juvenile court).
    3. A child who is the subject of a petition filed pursuant WIC section 602, has been removed from the child's home by the juvenile court, and is in foster care.
    4. A nonminor under the transition jurisdiction of the juvenile court, as described in WIC section 450, who satisfies all of the following criteria:
        a. The nonminor has attained 18 years of age while under an order of foster care placement by the juvenile court.
        b. The nonminor is in foster care under the placement and care responsibility of the county welfare department, county probation department, Indian tribe, consortium of tribes, or tribal organization.
        c. The nonminor is participating in a transitional independent living case plan.
    5. A dependent child of the court of an Indian tribe, consortium of tribes, or tribal organization who is the subject of a petition filed in the tribal court.[3]
    6. A child who is the subject of a voluntary placement agreement, as defined in WIC section 11400.

- *"Former juvenile court school student"* means a student who, upon completion of the student's second year of high school, transfers from a juvenile court school to the Charter School.

- *"Child of a military family"* refers to a student who resides in the household of an active duty military member.

- *"Currently Migratory Child"* refers to a child who, within the last 12-months, has moved with a parent, guardian, or other person having custody to the Charter School from another Local Educational Agency ("LEA"), either within California or from another state, so that the child or a member of the child's immediate family might secure temporary or seasonal employment in an agricultural or fishing activity, and whose parents or guardians have been informed of the child's eligibility for migrant education services. This includes a child who, without the parent/guardian, has continued to migrate annually to secure temporary or seasonal employment in an agricultural or fishing activity.

[3] The Charter School shall not require an Indian tribe or tribal court representative to certify that any student is a dependent of an Indian tribe, consortium of tribes, or tribal organization.

- *"Newcomer pupil"* is a person aged 3 to 21 years, who was not born in any of the 50 United States, the District of Columbia, or the Commonwealth of Puerto Rico, and has not been attending one or more schools in any one or more of the 50 United States, the District of Columbia, or the Commonwealth of Puerto Rico, for more than three (3) full academic years. This also includes a "pupil participating in a newcomer program," as defined in Education Code section 51225.2, as that section read on January 1, 2023, who was enrolled in the Charter School before January 1, 2024. The Charter School may, in its discretion, also extend the rights in Education Code sections 51225.1 and 51225.2 to a "pupil participating in a newcomer program," as defined in Education Code section 51225.2, as that section read on January 1, 2023.

- *"Educational Rights Holder" ("ERH")* means a parent, guardian, or responsible adult appointed by a court to make educational decisions for a minor pursuant to WIC sections 319, 361 or 726, or a person holding the right to make educational decisions for the student pursuant to Education Code section 56055.

- *"School of origin"* means the school that the foster youth attended when permanently housed or the school in which the foster youth was last enrolled. If the school the foster youth attended when permanently housed is different from the school in which the student was last enrolled, or if there is some other school that the foster youth attended within the immediately preceding 15 months, the Charter School liaison for foster youth, in consultation with and with the agreement of the foster youth and the ERH for the youth, shall determine, in the best interests of the foster youth, the school that shall be deemed the school of origin. For a foster youth who is an individual with exceptional needs as defined in Education Code section 56026, "school" as used in the definition of "school of origin" includes a placement in a nonpublic, nonsectarian school as defined in Education Code section 56034, subject to the requirements of Education Code section 56325.

- *"Best interests"* means that, in making educational and school placement decisions for a foster youth, consideration is given to, among other factors, the opportunity to be educated in the least restrictive educational program and the foster youth's access to academic resources, services, and extracurricular and enrichment activities that are available to all Charter School students.

- *"Partial coursework satisfactorily completed"* includes any portion of an individual course, even if the student did not complete the entire course.

Within this notice, foster youth, former juvenile court school students, a child of a military family, a currently migratory child, and newcomer pupil will be collectively referred to as "Foster and Mobile Youth." Within this notice, a parent, guardian, or other person holding the educational rights for a Foster and Mobile Youth will be referred to as a "parent/guardian" or "ERH."

Foster and Mobile Youth Liaison: The Chief Executive Officer or designee designates

the following staff person as the Liaison for Foster and Mobile Youth:

Benito Juarez Elementary	Downtown Charter Academy	John Henry High School
Janice Galindo	Gregg Pentony	Omar Padilla
Dean of Instruction	Dean of Students	Dean of Students
1450 Marina Way South, Richmond, CA 94804	2000 Dennison St, Oakland, CA 94606	1402 Marina Way South, Richmond, CA 94804
510-215-7009	510-535-1580	510-235-2439
jgalindo@amethodschools.org	gpentony@amethodschools.org	opadilla@amethodschools.org

Oakland Charter Academy	Richmond Charter Academy
Shandrea Wing	Gabriela Lopez-Reifsnyder
Dean of Instruction	Dean of Students
4215 Foothill Blvd, Oakland, CA 94601	1450 Marina Way South, Richmond, CA 94804
510-532-6751	510-235-2465
swing@amethodschools.org	glopez@amethodschools.org

The Foster and Mobile Youth Liaison's responsibilities include but are not limited to the following:

1. Ensuring and facilitating the proper educational placement, enrollment in school, and checkout from school of foster children.
2. Assisting foster children when transferring from one school to another school in ensuring proper transfer of credits, records and grades.

School Stability: The Charter School will work with foster youth and their parent/guardian to ensure that each student is placed in the least restrictive educational programs, and has access to the academic resources, services, and extracurricular and enrichment activities that are available to all students, including, but not necessarily limited to, interscholastic sports. All decisions regarding a foster youth's education and placement will be based on the best interest of the child and shall consider, among other factors, educational stability and the opportunity to be educated in the least restrictive educational setting necessary to achieve academic progress.

Foster youth, currently migratory children and children of military families have the right to remain in their school of origin if it is in their best interest. The Charter School will immediately enroll a foster youth, currently migratory child or child of a military family seeking re enrollment in the Charter School as the student's school of origin (subject to the Charter School's capacity and pursuant to the procedures stated in the Charter School's charter and Board policy). If a dispute arises regarding a foster youth's request to remain in the Charter School as the school of origin, the foster youth has the right to remain in the Charter School pending the resolution of the dispute. The Charter School will also immediately enroll any foster youth, currently migratory child or child of a military family seeking to transfer to the Charter School (subject to the Charter School's capacity and pursuant to the procedures stated in the Charter School's

charter and Board policy) regardless of the student's ability to meet normal enrollment documentation or uniform requirements (e.g. producing medical records or academic records from a previous school).

Foster youth, currently migratory children, and children of military families have the right to remain in their school of origin following the termination of the child's status as a foster youth, currently migratory child or child of a military family, as follows:

1. For students in Kindergarten through eighth grade, inclusive, the student will be allowed to continue in the school of origin through the duration of the academic year in which the student's status changed.
2. For students enrolled in high school, the student will be allowed to continue in the school of origin through graduation.

If the Charter School operates an intersession program, Charter School shall grant priority access to foster youths. Notwithstanding any other law, if the foster youth will be moving during an intersession period, the pupil's educational rights holder, or Indian custodian in the case of an Indian child, shall determine which school the pupil attends for the intersession period, if applicable. "Intersession program" means an expanded learning program offered by the Charter School on non school days, including, but not limited to, summer school. "Indian custodian" is as the term is defined in Section 1903 of Title 25 of the United States Code.

High School Graduation Requirements: Foster and Mobile Youth who transfer to the Charter School any time after the completion of their second year of high school, and newcomer pupils who are in their third or fourth year of high school, shall be exempt from any of the Charter School's graduation requirements that are in excess of the California minimum graduation requirements specified in Education Code section 51225.3 ("additional graduation requirements") unless the Charter School makes a finding that the student is reasonably able to complete the Charter School's graduation requirements by the end of the student's fourth year of high school.

To determine whether a Foster and Mobile Youth is in their third or fourth year of high school, either the number of credits the student has earned to the date of transfer, the length of the student's school enrollment, or, for students with significant gaps in school attendance, the student's age as compared to the average age of students in the third or fourth year of high school, may be used, whichever will qualify the student for the exemption. For a newcomer pupil, enrollment in grade 11 or 12, based on the average age of students in the third or fourth year of high school may be used to determine whether the student is in their third or fourth year of high school.

Within thirty (30) calendar days of the date that a student who may qualify for exemption under the above requirements transfers into the Charter School, the Charter School shall notify the student, the parent/guardian, and where applicable, the student's social worker or probation officer, of the availability of the exemption and whether the student qualifies for an exemption.

The Charter School shall notify and consult with students who are exempted from the Charter School's additional graduation requirements and the student's ERH. The consultation shall include all of the following:

1. Discussion regarding how any of the requirements that are waived may affect the student's postsecondary education or vocation plans, including the ability to gain admission to a postsecondary educational institution.
2. Discussion and information about other options available to the student, including, but not limited to, a fifth year of high school, possible credit recovery, and any transfer opportunities available through the California Community Colleges.
3. Consideration of the student's academic data and any other information relevant to making an informed decision on whether to accept the exemption.

The Charter School shall not require any student who would otherwise be entitled to remain in attendance at the Charter School to accept the exemption from the Charter School's additional graduation requirements or deny the student enrollment in, or the ability to complete, courses for which the student is otherwise eligible. The Charter School shall not revoke an exemption and shall grant an eligible student's request for the exemption at any time if the student qualifies, regardless of whether the student previously declined the exemption.

If a Foster and Mobile Youth who was eligible for an exemption and 1) was not properly notified of the availability of the exemption, or 2) previously declined the exemption pursuant to this Policy, the Charter School shall exempt the student within thirty (30) days of the exemption request, if an exemption is requested by the student or the student's ERH student at one time qualified for the exemption, even if the student is no longer a Foster and Mobile Youth or the court's jurisdiction of the student has terminated.

An eligible student's exemption from the Charter School's additional graduation requirements will continue to apply while the student is enrolled in the Charter School or if the student transfers to another school even after the court's jurisdiction terminates or the student no longer meets the definition of Foster and Mobile Youth.

The Charter School shall not require or request that a student transfer schools in order to qualify the student for the exemption. Nor shall a student, a student's parent/guardian or educational rights holder, or a student's social worker or probation officer request a transfer solely to qualify for an exemption from the Charter School's additional graduation requirements.

If a student who is exempted from the Charter School's additional graduation requirements completes the California minimum coursework requirements specified in Education Code section 51225.3 before the end of the student's fourth year of high school and would otherwise be entitled to remain in attendance at the Charter School,

the Charter School shall not require or request that the student graduate before the end of the student's fourth year of high school.

If the Charter School determines the student is reasonably able to complete the Charter School's additional graduation requirements by the end of the student's fifth year of high school, the Charter School shall do the following:

1. Consult with the student and the student's ERH regarding the student's option to remain at the Charter School for a fifth year to complete the Charter School's graduation requirements, consistent with the laws regarding continuous enrollment and satisfactory progress for Charter School students over age 19.
2. Consult with the student, and the ERH for the student, about how remaining in school for a fifth year to complete the Charter School's graduation requirements will affect the student's ability to gain admission to a postsecondary educational institution.
3. Consult with and provide information to the student and the student's ERH about transfer opportunities available through the California Community Colleges.
4. Permit the student to stay at the Charter School for a fifth year to complete the Charter School's graduation requirements upon agreement with the student, if the student is 18 years of age or older, or, if the student is under 18 years of age, upon agreement with the student's ERH.
5. For a student identified as a foster youth, consult with the student, and the student's ERH, regarding the student's option to remain in the school of origin.

Through January 1, 2028, upon making a finding that a Foster and Mobile Youth is not reasonably able to complete the Charter School's additional graduation requirements but is reasonably able to complete state coursework requirements specified in Education Code Section 51225.3 within the student's fifth year of high school, the Executive Director or designee shall exempt the student from Charter School's graduation requirements and provide student the option of remaining in school for a fifth (5^{th}) year to complete the statewide coursework requirements. Charter School shall consult with the Foster and Mobile Youth and their ERH regarding all of the following:

1. The student's option to remain in school for a fifth year to complete the statewide coursework requirements.
2. How waiving the local educational requirements and remaining in school for a fifth year may affect the student's postsecondary education or vocation plans, including the ability to gain admission to an institution of higher education.
3. Whether any other options are available to the student, including, but not limited to, possible credit recovery, and any transfer opportunities available through the California Community Colleges.
4. The student's academic data and any other information relevant to making an informed decision on whether to accept the exemption and option to remain in school for a fifth year to complete the statewide coursework requirements.

If a Foster and Mobile Youth is not eligible for an exemption in the year in which the student transfers between schools, or for a newcomer pupil, is not eligible for an exemption in the student's third year of high school, because Charter School makes a finding that the student is reasonably able to complete Charter School's additional graduation requirements in time to graduate from high school by the end of the student's fourth year of high school, then Charter School shall do the following:

1. Within the first 30 calendar days of the *following* academic year, Charter School shall reevaluate eligibility;
2. Provide written notice to the student, the student's ERH, and the student's social worker or probation officer, if applicable, whether the student qualifies for an exemption upon reevaluation, based on the course completion status of the student at the time of reevaluation, to determine if the student continues to be reasonably able to complete Charter School's additional graduation requirements in time to graduate from high school by the end of the student's fourth year of high school.
3. If, given their course completion status at that time the reevaluation is conducted, the student is not reasonably able to complete Charter School additional graduation requirements in time to graduate from high school by the end of the student's fourth year of high school, the Charter School shall provide written notice to the pupil and the pupil's ERH of the pupil's options to:
    a. Receive an exemption from all coursework and other requirements adopted by the governing board body of Charter School that are in addition to the statewide coursework requirements specified in Section 51225.3, or
    b. Upon agreement with the student's ERH to stay in school for a fifth year to complete the Charter School's additional graduation requirements.

The student (if not a minor) or the student's ERH shall have sole discretion whether to accept the exemption, based on the student's best educational interests.

Reporting Requirements: Charter School shall report to the California Department of Education ("CDE") annually on the number of pupils who, for the prior school year, graduated with an exemption from the Charter School's graduation requirements that are in addition to the statewide coursework requirements. This data shall be reported for pupils graduating in the fourth year and fifth year cohorts, and shall be disaggregated by cohort, pupil category, race, and disability status. The CDE shall make this data publicly available on an annual basis aligned with other reporting timelines for the California dashboard graduation data. For purposes of this notice, "pupil category" means the categories of pupils identified in the "Definitions" section of this Policy, above.

Acceptance of Course Work: The Charter School will accept any coursework satisfactorily completed at any public school, a juvenile court school, a school in a country other than the United States, and/or a nonpublic, nonsectarian school or agency by a Foster and Mobile Youth.

The Charter School will provide Foster and Mobile Youth credit for the partial completion of courses taken while attending a public school, a juvenile court school, a school in a country other than the United States, and/or a nonpublic, nonsectarian school or agency. If the student did not complete the entire course, the Charter School shall not require the student to retake the portion of the course the student completed unless the Charter School, in consultation with the holder of educational rights for the student, finds that the student is reasonably able to complete the requirements in time to graduate from high school. When partial credit is awarded in a particular course, the Foster and Mobile Youth shall be enrolled in the same or equivalent course, if applicable, so that the student may continue and complete the entire course. These students shall not be prevented from taking or retaking a course to meet California State University or the University of California admission eligibility requirements.

Student Records: When the Charter School receives a transfer request and/or student records request for the educational information and records of a foster youth from a new local educational agency ("LEA"), the Charter School shall provide these student records within two (2) business days. The Charter School shall compile the complete educational record of the student, including but not limited to a determination of seat time, full or partial credits earned, current classes and grades, immunization and other records, and, if applicable, a copy of the student's special education records including assessments, IEPs, and/or 504 plans. All requests for student records will be shared with the Foster and Mobile Youth Liaison, who shall be aware of the specific educational record-keeping needs of Foster and Mobile Youth.

The Charter School shall not lower a foster youth's grades as a result of the student's absence due to a verified court appearance, related court ordered activity, or a change the placement of the student made by a county or placing agency. If a foster youth is absent from school due to a decision to change the placement of the student made by a county or placing agency, the grades and credits of the student will be calculated as of the date the student left the Charter School.

In accordance with the Charter School's Educational Records and Student Information Policy, under limited circumstances, the Charter School may disclose student records or personally identifiable information contained in those records to certain requesting parties including but not limited to a foster family agency and state and local authorities within a juvenile justice system, without parent/guardian consent. Students who are 16 years of age or older or have finished 10th grade may access their own school records.

Discipline Determinations: If the Charter School intends to extend the suspension of any foster/ youth pending a recommendation for expulsion, the Charter School will invite the student's attorney and an appropriate representative from the relevant county agency to participate in the meeting at which the extension of the suspension will be discussed.

If the Charter School intends to suspend for more than ten (10) consecutive school days or expel a student with a disability who is also a foster youth due to an act for which the recommendation for expulsion is discretionary, the Charter School will invite the student's attorney and an appropriate representative from the relevant county agency to participate in the Manifestation Determination Review meeting.

Complaints of Noncompliance: A complaint of noncompliance with any of the requirements outlined above may be filed through the Charter School's Uniform Complaint Procedures. A copy of the Uniform Complaint Policy and Procedures is available upon request at the main office.

Availability of Complete Policy: For any Foster and Mobile Youth who enrolls at the Charter School, a copy of the Charter School's complete foster youth policy shall be provided at the time of enrollment. A copy of the complete Policy is available upon request at the main office.

Education of Homeless Children and Youth

The term "homeless children and youth" means individuals who lack a fixed, regular and adequate nighttime residence. It includes children and youths who (42 U.S.C. § 11434a):

1. Are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; are living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative adequate accommodations; are living in emergency or transitional shelters; or are abandoned in hospitals;

2. Have a primary nighttime residence that is a public or private place not designed for or ordinarily used as regular sleeping accommodations for human beings;

3. Are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings; and/or

4. Migratory children and unaccompanied youth (youth not in the physical custody of a parent or guardian) may be considered homeless if they meet the above definition of "homeless."

Homeless status is determined in cooperation with the parent or guardian. In the case of unaccompanied youth, status is determined by the Charter School Liaison.

School Liaison: The Chief Executive Officer or designee designates the following staff person as the School Liaison for homeless students (42 U.S.C. § 11432(g)(1)(J)(ii)):

Benito Juarez Elementary	Downtown Charter Academy	John Henry High School
Janice Galindo	Gregg Pentony	Omar Padilla
Dean of Instruction	Dean of Students	Dean of Students
1450 Marina Way South,	2000 Dennison St, Oakland, CA	1402 Marina Way South,

Richmond, CA 94804	94606	Richmond, CA 94804
510-215-7009	510-535-1580	510-235-2439
jgalindo@amethodschools.org	gpentony@amethodschools.org	opadilla@amethodschools.org

Oakland Charter Academy	Richmond Charter Academy
Shandrea Wing	Gabriela Lopez-Reifsnyder
Dean of Instruction	Dean of Students
4215 Foothill Blvd, Oakland, CA 94601	1450 Marina Way South, Richmond, CA 94804
510-532-6751	510-235-2465
swing@amethodschools.org	glopez@amethodschools.org

The Charter School Liaison shall ensure that (42 U.S.C. § 11432(g)(6)):

1. Homeless students are identified by Charter School personnel through outreach and coordination activities with other entities and agencies, and through the annual housing questionnaire administered by the Charter School.
2. Homeless students enroll in and have a full and equal opportunity to succeed at the Charter School.
3. Homeless students and families receive educational services for which they are eligible, including services through Head Start programs (including Early Head Start programs) under the Head Start Act, early intervention services under part C of the Individuals with Disabilities Education Act, any other preschool programs administered by the Charter School, if any, and referrals to health care services, dental services, mental health services and substance abuse services, housing services, and other appropriate services.
4. Parents/guardians are informed of the educational and related opportunities available to their children and are provided with meaningful opportunities to participate in the education of their children. Public notice of the educational rights of homeless children is disseminated at places frequented by parents or guardians of such youths, and unaccompanied youths, including schools, shelters, public libraries, and soup kitchens, and in a manner and form understandable to the parents and guardians of homeless youth and unaccompanied youth.
5. Enrollment/admissions disputes are mediated in accordance with law, the Charter School's charter, and Board policy.
6. Parents/guardians and any unaccompanied youth are fully informed of all transportation services, as applicable.
7. Charter School personnel providing services receive professional development and other support.
8. The Charter School Liaison collaborates with State coordinators and community and school personnel responsible for the provision of education and related services to homeless children and youths.
9. Unaccompanied youth are enrolled in school; have opportunities to meet the same challenging State academic standards as the State establishes for other children and youth; and are informed of their status as independent students under section 480 of the Higher Education Act of 1965 and that the youths may

obtain assistance from the Charter School Liaison to receive verification of such status for the purposes of the Free Application for Federal Student Aid described in section 483 of the Act.

The California Department of Education publishes a list of the contact information for the Homeless Education Liaisons in the state, which is available at: https://www.cde.ca.gov/sp/hs/

Housing Questionnaire: Charter School shall administer a housing questionnaire for purposes of identifying homeless children and youth. Charter School shall ensure that the housing questionnaire is based on the best practices developed by the CDE. Charter School shall annually provide the housing questionnaire to all parents/guardians of students and to all unaccompanied youths at Charter School. The housing questionnaire shall include an explanation of the rights and protections a student has as a homeless child or youth or as an unaccompanied youth. The housing questionnaire shall be available in paper form. The housing questionnaire shall be available in English, and if fifteen (15) percent or more of the students enrolled at Charter School speak a single primary language other than English, it shall also be written in the primary language. The questionnaire shall be translated into other languages upon request of a student's parent/guardian or an unaccompanied youth. Charter School shall collect the completed housing questionnaires and annually report to the CDE the number of homeless children and youths and unaccompanied youths enrolled. (Education Code Section 48851.)

School Stability: The Charter School will work with homeless students and their parent/guardian to ensure that each student is placed in the least restrictive educational programs, and has access to the academic resources, services, and extracurricular and enrichment activities that are available to all students, including, but not necessarily limited to, interscholastic sports. All decisions regarding a homeless student's education and placement will be based on the best interest of the child and shall consider, among other factors, educational stability and the opportunity to be educated in the least restrictive educational setting necessary to achieve academic progress.

Homeless students have the right to remain in their school of origin if it is in their best interest. The Charter School will immediately enroll a homeless student seeking reenrollment in the Charter School as the student's school of origin (subject to the Charter School's capacity and pursuant to the procedures stated in the Charter School's charter and Board policy). The Charter School will also immediately enroll any homeless student seeking to transfer to the Charter School (subject to the Charter School's capacity and pursuant to the procedures stated in the Charter School's charter and Board policy) regardless of the student's ability to meet normal enrollment documentation or uniform requirements (e.g., producing medical records or academic records from a previous school).

Homeless students have the right to remain in their school of origin following the termination of the child's status as a homeless student as follows:

1. For students in Kindergarten through eighth grade, inclusive, the student will be allowed to continue in the school of origin through the duration of the academic year in which the student's status changed.
2. For students enrolled in high school, the student will be allowed to continue in the school of origin through graduation.

If the Charter School operates an intersession program, Charter School shall grant priority access to homeless students. Notwithstanding any other law, if the homeless student will be moving during an intersession period, the pupil's parent, guardian, educational rights holder, Indian custodian[4] in the case of an Indian child, or, if none of the preceding are applicable, an accompanied homeless student themselves shall determine which school the pupil attends for the intersession period, if applicable. "Intersession program" means an expanded learning program offered by the Charter School on non school days, including, but not limited to, summer school. "Indian custodian" is as the term is defined in Section 1903 of Title 25 of the United States Code.

High School Graduation Requirements: Homeless students who transfer to the Charter School any time after the completion of their second year of high school shall be exempt from any of the Charter School's graduation requirements that are in excess of the California minimum graduation requirements specified in Education Code section 51225.3 ("additional graduation requirements") unless the Charter School makes a finding that the student is reasonably able to complete the Charter School's graduation requirements by the end of the student's fourth year of high school.

To determine whether a homeless student is in their third or fourth year of high school, either the number of credits the student has earned to the date of transfer, the length of the student's school enrollment, or, for pupils with significant gaps in school attendance, the pupil's age as compared to the average age of pupils in the third or fourth year of high school may be used, whichever will qualify the student for the exemption.

Within thirty (30) calendar days of the date that a student who may qualify for exemption under the above requirements transfers into the Charter School, the Charter School shall notify the student, the student's educational rights holder ("ERH"), and the School Liaison of the availability of the exemption and whether the student qualifies for an exemption.

The Charter School shall notify and consult with students who are exempted from the Charter School's additional graduation requirements and the student's ERH. The consultation shall include all of the following:

1. Discussion regarding how any of the requirements that are waived may affect the

[4] "Indian custodian" means any Indian person who has legal custody of an Indian child under tribal law or custom or under State law or to whom temporary physical care, custody, and control has been transferred by the parent of such child. *Section 1903 of Title 25 of the United States Code*

pupil's postsecondary education or vocation plans, including the ability to gain admission to a postsecondary educational institution.
2. Discussion and information about other options available to the pupil, including, but not limited to, a fifth year of high school, possible credit recovery, and any transfer opportunities available through the California Community Colleges.
3. Consideration of the pupil's academic data and any other information relevant to making an informed decision on whether to accept the exemption.

The Charter School shall not require any student who would otherwise be entitled to remain in attendance at the Charter School to accept the exemption from the Charter School's additional graduation requirements or deny the student enrollment in, or the ability to complete, courses for which the student is otherwise eligible. The Charter School shall not revoke an exemption and shall grant an eligible student's request for the exemption at any time if the student qualifies, regardless of whether the student previously declined the exemption.

If a homeless student who was eligible for an exemption and 1) was not properly notified of the availability of the exemption, or 2) previously declined the exemption pursuant to this Policy, the Charter School shall exempt the student within thirty (30) days of the exemption request, if an exemption is requested by the student or the student's ERH and the student at one time qualified for the exemption, even if the student is no longer homeless.

An eligible student's exemption from the Charter School's additional graduation requirements will continue to apply while the student is enrolled in the Charter School or if the student transfers to another school even after the student no longer meets the definition of a homeless child.

The Charter School shall not require or request that a student transfer schools in order to qualify the student for the exemption. Nor shall a student, a student's parent/guardian or educational rights holder, or a student's social worker or probation officer request a transfer solely to qualify for an exemption from the Charter School's additional graduation requirements.

If a student who is exempted from the Charter School's additional graduation requirements completes the California minimum coursework requirements specified in Education Code section 51225.3 before the end of the student's fourth year of high school and would otherwise be entitled to remain in attendance at the Charter School, the Charter School shall not require or request that the student graduate before the end of the student's fourth year of high school.

If the Charter School determines the student is reasonably able to complete the Charter School's additional graduation requirements by the end of the student's fifth year of high school, the Charter School shall do the following:

1. Consult with the student and the student's ERH regarding the student's option to

remain at the Charter School for a fifth year to complete the Charter School's graduation requirements, consistent with the laws regarding continuous enrollment and satisfactory progress for Charter School students over age 19.
2. Consult with the student and the student's ERH, and the educational rights holder for the student, about how remaining in school for a fifth year to complete the Charter School's graduation requirements will affect the student's ability to gain admission to a postsecondary educational institution.
3. Consult with and provide information to the student and the student's ERH about transfer opportunities available through the California Community Colleges.
4. Permit the student to stay at the Charter School for a fifth year to complete the Charter School's graduation requirements upon agreement with the student, if the student is 18 years of age or older, or, if the student is under 18 years of age, upon agreement with the ERH for the student.
5. Consult with the student, and the student's ERH, regarding the student's option to remain in the school of origin.

Through January 1, 2028, upon making a finding that a homeless student is not reasonably able to complete the Charter School's additional graduation requirements but is reasonably able to complete state coursework requirements specified in Education Code Section 51225.3 within the student's fifth year of high school, the Executive Director or designee shall exempt the pupil from Charter School's graduation requirements and provide pupil the option of remaining in school for a fifth (5^{th}) year to complete the statewide coursework requirements. Charter School shall consult with the homeless student and the student's ERH regarding all of the following:

1. The pupil's option to remain in school for a fifth year to complete the statewide coursework requirements.
2. How waiving the local educational requirements and remaining in school for a fifth year may affect the pupil's postsecondary education or vocation plans, including the ability to gain admission to an institution of higher education.
3. Whether any other options are available to the pupil, including, but not limited to, possible credit recovery, and any transfer opportunities available through the California Community Colleges.
4. The pupil's academic data and any other information relevant to making an informed decision on whether to accept the exemption and option to remain in school for a fifth year to complete the statewide coursework requirements.

If a homeless student is not eligible for an exemption in the year in which the pupil transfers between schools, because Charter School makes a finding that the pupil is reasonably able to complete Charter School's additional graduation requirements in time to graduate from high school by the end of the pupil's fourth year of high school, then Charter School shall do the following:

1. Within the first 30 calendar days of the *following* academic year, Charter School shall reevaluate eligibility;

2. Provide written notice to the pupil, the ERH, and the pupil's social worker or probation officer, if applicable, whether the pupil qualifies for an exemption upon reevaluation, based on the course completion status of the pupil at the time of reevaluation, to determine if the pupil continues to be reasonably able to complete Charter School's additional graduation requirements in time to graduate from high school by the end of the pupil's fourth year of high school.
3. If, given their course completion status at that time the reevaluation is conducted, the pupil is not reasonably able to complete Charter School additional graduation requirements in time to graduate from high school by the end of the pupil's fourth year of high school, the Charter School shall provide written notice to the pupil and the ERH of the pupil's options to:
    i. Receive an exemption from all coursework and other requirements adopted by the governing board body of Charter School that are in addition to the statewide coursework requirements specified in Section 51225.3, or
    ii. Upon agreement with the ERH, stay in school for a fifth year to complete the Charter School's additional graduation requirements.

The pupil (if not a minor) or the ERH shall have sole discretion whether to accept the exemption, based on the pupil's best educational interests.

Reporting Requirements: Charter School shall report to the California Department of Education ("CDE") annually on the number of pupils who, for the prior school year, graduated with an exemption from the Charter School's graduation requirements that are in addition to the statewide coursework requirements. This data shall be reported for pupils graduating in the fourth year and fifth year cohorts, and shall be disaggregated by cohort, pupil category, race, and disability status. The CDE shall make this data publicly available on an annual basis aligned with other reporting timelines for the California dashboard graduation data.

Acceptance of Course Work: The Charter School will accept any coursework satisfactorily completed at any public school, a juvenile court school, a school in a country other than the United States, and/or a nonpublic, nonsectarian school or agency by a homeless student.

The Charter School will provide homeless students credit for the partial completion of courses taken while attending a public school, a juvenile court school, a school in a country other than the United States, and/or a nonpublic, nonsectarian school or agency. If the student did not complete the entire course, the Charter School shall not require the student to retake the portion of the course the student completed unless the Charter School, in consultation with the holder of educational rights for the student, finds that the student is reasonably able to complete the requirements in time to graduate from high school. When partial credit is awarded in a particular course, the homeless student shall be enrolled in the same or equivalent course, if applicable, so that the student may continue and complete the entire course. These students shall not be prevented from taking or retaking a course to meet California State University or the University of California admission eligibility requirements.

Complaints of Noncompliance: A complaint of noncompliance with any of the requirements outlined above may be filed through the Charter School's Uniform Complaint Procedures. A copy of the Uniform Complaint Policy and Procedures is available upon request at the main office.

Availability of Complete Policy: For any homeless student who enrolls at the Charter School, a copy of the Charter School's complete policy shall be provided at the time of enrollment. A copy of the complete Policy is available upon request at the main office.

National School Lunch Program: Universal Free Meals

School Meals and Student Wellness
Pursuant to California law, the Charter School shall make available a nutritionally adequate breakfast and a nutritionally adequate lunch free of charge and with adequate time to eat, during each school day to any student who requests a meal without consideration of the student's eligibility for a federally funded free or reduced-price meal, with a maximum of one (1) free breakfast meal and one (1) free lunch meal during each school day. This shall apply to all pupils in kindergarten through grade twelve (12). This shall apply to all students in kindergarten through grade twelve (12).

Applications for school meals are included in the first day packets to all families and can also be obtained on the Charter School website and in the main office. All families are encouraged to complete the application form. Completed application forms can be returned to the main office. . Income eligibility guidelines for federally funded free and reduced-price meals are available at: https://www.cde.ca.gov/ls/nu/rs/

Based on a parent/guardian's annual earnings, a parent/guardian may be eligible to receive the Earned Income Tax Credit from the Federal Government (Federal EITC). The Federal EITC is a refundable federal income tax credit for low-income working individuals and families. The Federal EITC has no effect on certain welfare benefits. In most cases, Federal EITC payments will not be used to determine eligibility for Medicaid, Supplemental Security Income, food stamps, low-income housing, or most Temporary Assistance For Needy Families payments. Even if you a parent/guardian does not owe federal taxes, they must file a federal tax return to receive the Federal EITC. Be sure to fill out the Federal EITC form in the Federal Income Tax Return Booklet. For information regarding your eligibility to receive the Federal EITC, including information on how to obtain the Internal Revenue Service (IRS) Notice 797 or any other necessary forms and instructions, contact the IRS by calling 1-800-829-3676 or through its website at www.irs.gov.

A parent/guardian may also be eligible to receive the California Earned Income Tax Credit (California EITC) starting with the calendar year 2015 tax year. The California EITC is a refundable state income tax credit for low-income working individuals and families. The California EITC is treated in the same manner as the Federal EITC and generally will

not be used to determine eligibility for welfare benefits under California law. To claim the California EITC, even if you do not owe California taxes, you must file a California income tax return and complete and attach the California EITC Form (FTB 3514). For information on the availability of the credit eligibility requirements and how to obtain the necessary California forms and get help filing, contact the Franchise Tax Board at 1-800-852-5711 or through its website at www.ftb.ca.gov.

Charter School shall allow students, teachers, and staff to bring and carry water bottles. Water bottles may be excluded from libraries, computer labs, science labs, and other places where it is deemed dangerous to have drinking water. Charter School may develop additional policies regarding the types of water bottles that may be carried.

Charter School adheres to all applicable requirements regarding placement and maintenance of water bottle refilling stations on campus.

Charter School shall encourage water consumption through promotional and educational activities and signage that focus on the benefits of drinking water and highlight any water bottle filling stations that are located on campus.

A copy of the complete Policy is available upon request at the main office. The Charter School also maintains a School Wellness Policy pursuant to state and federal requirements and is available upon request in the main office.

All families are also encouraged to complete an "Income Survey" to qualify for other services available to the students and to the school (i.e. discounted internet and bus fares, SAT fee waivers, etc.). Income Surveys are included in the first day packets to all families and can also be obtained on the Charter School website and in the main office. All families are encouraged to complete the survey form in order to include as many eligible students as possible. Completed application forms can be returned to the main office.

In accordance with federal civil rights law and U.S. Department of Agriculture (USDA) civil rights regulations and policies, Charter School is prohibited from discriminating on the basis of race, color, national origin, sex (including gender identity and sexual orientation), disability, age, or reprisal or retaliation for prior civil rights activity.

Program information may be made available in languages other than English. Persons with disabilities who require alternative means of communication to obtain program information (e.g., Braille, large print, audiotape, American Sign Language), should contact the responsible state or local agency that administers the program or USDA's TARGET Center at (202) 720-2600 (voice and TTY) or contact USDA through the Federal Relay Service at (800) 877-8339.

To file a program discrimination complaint, a Complainant should complete a Form AD-3027, USDA Program Discrimination Complaint Form which can be obtained online at: https://www.usda.gov/sites/default/files/documents/ad-3027.pdf, from any USDA

office, by calling (866) 632-9992, or by writing a letter addressed to USDA. The letter must contain the complainant's name, address, telephone number, and a written description of the alleged discriminatory action in sufficient detail to inform the Assistant Secretary for Civil Rights (ASCR) about the nature and date of an alleged civil rights violation. The completed AD-3027 form or letter must be submitted to USDA by:

mail:
U.S. Department of Agriculture
Office of the Assistant Secretary for Civil Rights
1400 Independence Avenue, SW
Washington, D.C. 20250-9410; or

fax:
(833) 256-1665 or (202) 690-7442; or

email:
Program.Intake@usda.gov

The Charter School is an equal opportunity provider.

Parent and Family Engagement Policy

The Charter School aims to provide all students in our school significant opportunity to receive a fair, equitable, and high-quality education, and to close educational achievement gaps while abiding by guidelines within the Elementary and Secondary Education Act ("ESEA"). The Charter School staff recognizes a partnership with families is essential to meet this goal. Our Parent and Family Engagement Policy leverages and promotes active involvement of all families as partners with schools to ensure student success. A copy of the Charter School's complete Policy is available upon request in the main office.

Workplace Readiness Week and Work Permits

The week of each year that includes April 28 shall be known as "Workplace Readiness Week." All public high schools, including charter schools, shall annually observe that week by providing information to students on their rights as workers.

Beginning August 1, 2024, any minor seeking the signature of a Charter School verifying authority on a Statement of Intent to Employ a Minor and Request for a Work Permit-Certificate of Age will be issued, before or at the time of receiving the signature of the verifying authority, a document clearly explaining basic labor rights extended to workers. An infographic explaining these rights is available at: https://laborcenter.berkeley.edu/wp-content/uploads/2024/05/Know-Your-Rights-FINAL.pdf

Student Health & Safety

Physical Examinations and Right to Refuse

A parent/guardian having control or charge of any child enrolled in the Charter School may file annually with the Site Director of the school in which the child is enrolled a written and signed statement stating that the parent/guardian will not consent to a physical examination of the child. Thereupon the child shall be exempt from any physical examination, but whenever there is a good reason to believe that the child is suffering from a recognized contagious or infectious disease, the child shall be sent home and shall not be permitted to return until the school authorities are satisfied that any contagious or infectious disease does not exist.

Cancer Prevention Act

Students in the state are advised to adhere to current immunization guidelines, as recommended by the Advisory Committee on Immunization Practices (ACIP) of the federal Centers for Disease Control and Prevention (CDC), the American Academy of Pediatrics, and the American Academy of Family Physicians, regarding full human papillomavirus (HPV) immunization before admission or advancement to the eighth grade level of any private or public elementary or secondary school.

Because the vaccine is more effective when given at younger ages, two doses of HPV vaccine are recommended for all kids between the ages of 9 to 12 years, and the second dose should be given before the start of 8th grade. Kids who wait until later to get their first dose of HPV vaccine may need three doses.

HPV vaccination can prevent over 90 percent of cancers caused by HPV. HPV vaccines are very safe, and scientific research shows that the benefits of HPV vaccination far outweigh the potential risks.

Diabetes

The Charter School will provide an information sheet regarding type 2 diabetes to the parent or guardian of incoming 7th grade students, pursuant to Education Code Section 49452.7. The information sheet shall include, but shall not be limited to, all of the following:

1. A description of type 2 diabetes.
2. A description of the risk factors and warning signs associated with type 2 Diabetes.
3. A recommendation that students displaying or possibly suffering from risk factors or warning signs associated with type 2 diabetes should be screened for type 2 diabetes.

4. A description of treatments and prevention of methods of type 2 diabetes.
5. A description of the different types of diabetes screening tests available.

A copy of the information sheet regarding type 2 diabetes is available at: https://www.cde.ca.gov/ls/he/hn/type2diabetes.asp.

Please contact the office if you need a copy of this information sheet or if you have any questions about this information sheet.

The Charter School will provide an information sheet regarding type 1 diabetes to the parent or guardian of a student when the student is first enrolled in elementary school, pursuant to Education Code Section 49452.6. The information sheet shall include, but shall not be limited to, all of the following:

1. A description of type 1 diabetes.
2. A description of the risk factors and warning signs associated with type 1 diabetes.
3. A recommendation that parents or guardians of students displaying warning signs associated with type 1 diabetes should immediately consult with the student's primary care provider to determine if immediate screening for type 1 diabetes is appropriate.
4. A description of the screening process for type 1 diabetes and the implications of test results.
5. A recommendation that, following a type 1 diagnosis, parents or guardians should consult with the student's primary care provider to develop an appropriate treatment plan, which may include consultation with and examination by a specialty care provider, including, but not limited to, a properly qualified endocrinologist.

A copy of the information sheet regarding type 1 diabetes is available at: https://www.cde.ca.gov/ls/he/hn/type1diabetes.asp. Please contact the office if you need a copy of this information sheet or if you have any questions about this information sheet.

Dangers of Synthetic Drugs

The illicit use and abuse of synthetic drugs represents an emerging and ongoing public health threat in California. The fentanyl crisis specifically has impacted communities across the state, leading to a sharp increase in fentanyl poisonings and deaths in recent years.

This notice aims to address the crisis with a preventative approach ensuring students and families are educated on the deadly consequences of recreational drug use.

A synthetic drug is a drug with properties and effects similar to a known hallucinogen or narcotic but having a slightly altered chemical structure, especially such a drug created in order to evade existing restrictions against illegal substances.

Synthetic drugs include but are not limited to synthetic cannabinoids ("synthetic marijuana," "Spice," "K2"), methamphetamines, bath salts, and fentanyl.

The California Department of Public Health ("CDPH,") has expounded on the extreme danger of drugs laced with fentanyl. Illicit fentanyl can be added to other drugs to make them cheaper, more powerful, and more addictive. Illicit fentanyl has been found in many drugs, including heroin, methamphetamine, counterfeit pills, and cocaine. Fentanyl mixed with any drug increases the likelihood of a fatal overdose. Furthermore, it is nearly impossible to tell if drugs have been laced with fentanyl without additional testing, because fentanyl cannot be seen, smelled, or tasted when used as a lacing agent. Social media platforms may be used as a way to market and sell synthetic drugs, such as fentanyl.

Additional information regarding fentanyl from the CDPH's Substance and Addiction Prevention Branch can be found here.

Human Trafficking Prevention

California has the highest number of incidents of human trafficking in the U.S., and all students may be vulnerable. The Charter School believes it is a priority to inform our students about (1) the prevalence, nature of and strategies to reduce the risk of human trafficking, techniques to set healthy boundaries, and how to safely seek assistance, and (2) how social media and mobile device applications are used for human trafficking.

In accordance with the California Healthy Youth Act, Charter School will provide age-appropriate instruction on the prevention of human trafficking, including sexual abuse, assault, and harassment. You have the right to excuse your child from all or part of the instruction on the prevention of human trafficking. An opt-out form is available at the main office for your convenience. Your consent for this instruction is NOT required. If we do not receive a written request to excuse your child, your child will be included in the instruction.

Information and materials for parents/guardians about the curriculum and resources on prevention of human trafficking and abuse, including sexual abuse, assault, and harassment are available on Charter School's website for your review.

Immunizations

Pursuant to the California Health and Safety Code and the California Code of Regulations, children must provide proof of having received required immunizations (shots) before they can attend school unless they meet the requirements for an exemption. Immunization records will be required for all incoming students. Verification of immunizations will be completed with written medical records from the child's doctor or immunization clinic. To ensure a safe learning environment for all students, the

Charter School follows and abides by the health standards set forth by the state of California. The immunization status of all students will be reviewed periodically. Those students who are not in compliance with the State requirements must be excluded from attendance until the requirements are met. Students who have been exposed to a communicable disease for which they have not been immunized may be excluded from school at the discretion of the Charter School.

These required immunizations include:

Child's Grade	List of shots required to attend school
TK/K-12 Admission	Diphtheria, Tetanus and Pertussis, (DTaP) - Five (5) doses Polio - Four (4) doses Measles, Mumps, and Rubella (MMR) - Two (2) doses Hepatitis B (Hep B) - Three (3) doses Varicella (chickenpox) – Two (2) doses NOTE: Four doses of DTaP are allowed if one was given on or after the fourth birthday. Three doses of DTaP meet the requirement if at least one dose of Tdap, DTaP, or DTP vaccine was given on or after the seventh birthday (also meets the 7th-12th grade Tdap requirement.) One or two doses of Td vaccine given on or after the seventh birthday count towards the requirement for DTaP. Three doses of Polio are allowed if one was given on or after fourth birthday. MMR doses must be given on or after the first birthday. Two doses of measles, two doses of mumps, and one dose of rubella vaccine meet the requirement, separately or combined. Combination vaccines (e.g., MMRV) meet the requirements for individual component vaccines.

Entering 7th Grade	Tetanus, reduced Diphtheria, and acellular Pertussis (Tdap) - One (1) dose Varicella (chickenpox) - Two (2) doses NOTE: In order to begin 7th grade, students who had a valid personal belief exemption on file with a public or private elementary or secondary school in California before January 1, 2016 must meet the requirements listed for grades K-12 as well as requirements for 7th grade advancement (i.e., polio, MMR, varicella and primary series for diphtheria, tetanus, and pertussis). At least one dose of pertussis-containing vaccine is required on or after the 7th birthday.

Mental Health Services

The Charter School recognizes that when unidentified and unaddressed, mental health challenges can lead to poor academic performance, increased likelihood of suspension and expulsion, chronic absenteeism, student attrition, homelessness, incarceration, and/or violence. Access to mental health services at the Charter School and in our community is not only critical to improving the physical and emotional safety of students, but it also helps address barriers to learning and provides support so that all students can learn problem-solving skills and achieve in school and, ultimately, in life. The following resources are available to your child:

Available on Campus:

- School-based counseling services – your child is encouraged to directly contact a Charter School counselor by coming into the counseling office during school hours and making an appointment to speak with a counselor. Our Charter School counselors support students by providing individual sessions, group or parent consultations whenever a student is having a difficult time due to academic stress, transition to changes in their environment, or social concerns, including isolation. Counseling services, whether provided by our Charter School or by an outside provider listed herein, are voluntary. The counseling office can also be reached at:

School	Phone
Benito Juarez Elementary	510-215-7009
John Henry High School	510-235-2439
Downtown Charter Academy	510-535-1580
Oakland Charter Academy	510-532-6751
Richmond Charter Academy	510-235-2465

- Special education services – if you believe your child may have a disability, you are encouraged to directly contact the Site Director to request an evaluation:

School	Name/Title	Phone
Benito Juarez Elementary	Michelle Walker, Site Director	510-215-7009
John Henry High School	Stacy Drakeford, Site Director	510-235-2439
Downtown Charter Academy	Jillianne Whitfield, Site Director	510-535-1580
Oakland Charter Academy	Phillip Ellingberg, Site Director	510-532-6751
Richmond Charter Academy	Jasmine Landers, Site Director	510-235-2465

- Prescription medication while on campus – if your child requires prescription medication during school hours and you would like assistance from School staff in providing this medication to your child, please contact:

School	Name/Title	Phone
Benito Juarez Elementary	Janice Galindo, Dean of Instruction	510-215-7009
John Henry High School	Omar Padilla, Dean of Students	510-235-2439
Downtown Charter Academy	Greg Pentony, Dean of Students	510-535-1580
Oakland Charter Academy	Shandrea Wing, Dean of Instruction	510-532-6751
Richmond Charter Academy	Gabriela Lopez-Reifsnyder, Dean of Students	510-235-2465

Available in the Community for All School:

- Call TeenLine Online: (800) TLC-TEEN from 6pm to 10pm PST

Texting Hotlines:

- Text "safe" to 20121 (Local, between 4pm-11pm)
- Text 741-741 (24 hours)
- Text “TEEN” to 839-863 (Teens helping teens, 6pm-9pm)
- Seneca Mobile Crisis Response Team: (877) 441-1089 (24 hr phone support) Best to call between 7am-11pm to reach a clinician.

Contra Costa County

- Adults Crisis Line-----

  - Contra Costa Mobile Crisis Line: 833-443-2672
    Hours of operation are Monday thru Friday: 8:00 am -10:30 pm and Saturday & Sunday: 8:00 am - 5:00 pm

- STAND! for Families Free of Violence (Contra Costa County): http://www.standffov.org/ (support related to intimate partner violence)
  24-HOUR TOLL-FREE CRISIS LINES
  STAND!: 1.888.215.5555

- First Hope: 925-608-6550 (an outpatient treatment program for young people and their families, experiencing early symptoms of psychosis or a recent psychotic episode) https://cchealth.org/firsthope/index.php

- Alameda County Adults Crisis Line-----
  - County Mobile Crisis Line: 510-891-5600
    Hours of operation are Monday thru Friday: 8:00am -6:00pm

- A safe place emergency phone line for domestic violence: 510-536-7233

- Alameda County hotline to report child abuse or neglect: 510-259-1800

- Crisis Support Services hotline: 800-309-2131

- County hotline to report child abuse or neglect: 510-259-1800

- Crisis Support Services hotline: 800-309-2131

Available in the State or Nationally:

- California Youth Crisis Line: 800-843-5200 (24 hours)

- National Suicide Prevention Hotline - This organization provides confidential support for adults and youth in distress, including prevention and crisis resources. Available 24 hours at 1-800-273-8255.

- The Trevor Project - This organization provides suicide prevention and crisis intervention for LGBTQ youth between the ages of 13 and 24. Available At 1-866-488-7386 or visit https://www.thetrevorproject.org/.

- Big Brothers/Big Sisters of America – This organization is a community- based mentorship program. Community-specific program information can be found online at https://www.bbbs.org or by calling (813) 720-8778.

- National Domestic Violence Hotline: 1.800.799.7233

- Community Violence Solutions: (support related to sexual assault) NEED HELP? CALL (800) 670-7273 https://cvsolutions.org/

Oral Health Assessment

Students enrolled in transitional kindergarten or kindergarten in a public school or while enrolled in first grade if the student was not previously enrolled in kindergarten in a public school are required to present proof of having received an oral health assessment completed by a dental professional that was performed within 12 months before the student's initial enrollment in a public school. Please contact the main office if you have questions about this requirement.

Pregnant and Parenting Students

The Charter School recognizes that pregnant and parenting students are entitled to accommodations that provide them with the opportunity to succeed academically while protecting their health and the health of their children. A pregnant or parenting student is entitled to eight (8) weeks of parental leave, or more if deemed medically necessary by the student's physician, which the student may take before the birth of the student's infant if there is a medical necessity and after childbirth during the school year in which the birth takes place, inclusive of any mandatory summer instruction, in order to protect the health of the student who gives or expects to give birth and the infant, and to allow the pregnant or parenting student to care for and bond with the infant. The Charter School will ensure that absences from the student's regular school program are excused until the student is able to return to the regular school program.

Upon return to school after taking parental leave, a pregnant or parenting student will be able to make up work missed during the pregnant or parenting student's leave, including, but not limited to, makeup work plans and re enrollment in courses. Notwithstanding any other law, a pregnant or parenting student may remain enrolled for a fifth year of instruction in the Charter School if it is necessary in order for the student to be able to complete any graduation requirements, unless the Charter School determines that the student is reasonably able to complete the graduation requirements in time to graduate from high school by the end of the student's fourth year of high school.

Complaints of noncompliance with laws relating to pregnant or parenting students may be filed under the Uniform Complaint Procedures ("UCP") of the Charter School. The complaint may be filed in writing with the compliance officer:

Maria Arechiga
Chief Strategy and Compliance Officer
Amethod Public Schools
1450 Marina Way South
Suite 300

Richmond, CA 94804
marechiga@amethodschools.org
Telephone: (510) 436-0172

A copy of the UCP is available upon request at the main office. For further information on any part of the complaint procedures, including filing a complaint or requesting a copy of the complaint procedures, please contact the Chief Executive Officer.

Opioid Information Sheet

The Charter School annually provides each athlete with an Opioid Factsheet for Patients published by the Centers for Disease Control and Prevention. The athlete and, if the athlete is 17 years of age or younger, the athlete's parent or guardian shall sign a document acknowledging receipt of the Opioid Factsheet for Patients and return that document to the Charter School before the athlete initiates practice or competition. The fact sheet is available at:
https://www.cdc.gov/drugoverdose/pdf/AHA-Patient-Opioid-Factsheet-a.pdf

Sudden Cardiac Arrest Prevention and Automated External Defibrillators

The Charter School is invested in the health of its athletes, especially their heart health. Sudden cardiac arrest ("SCA") is when the heart stops beating, suddenly and unexpectedly. Those wishing to participate in athletics at the Charter School, must review the information sheet on sudden cardiac arrest via the following link https://www.cde.ca.gov/pd/ca/pe/documents/pescaform.pdf

Concussion/Head Injuries

A concussion is a brain injury that can be caused by a bump, blow, or jolt to the head, or by a blow to another part of the body with the force transmitted to the head. Even though most concussions are mild, all concussions are potentially serious and may result in complications including prolonged brain damage and death if not recognized and managed properly. Because the Charter School has elected to offer an athletic program, we must immediately remove from a school-sponsored athletic activity for the remainder of the day an athlete who is suspected of sustaining a concussion or head injury during that activity. The athlete may not return to that activity until the athlete is evaluated by, and receives written clearance from, a licensed health care provider. If the licensed health care provider determines the athlete has a concussion or head injury, the athlete shall also complete a graduated return-to-play protocol of no less than 7 days in duration under the supervision of a licensed health care provider. On a yearly basis, a concussion and head injury information sheet must be signed and returned by the athlete and the athlete's parent or guardian before the athlete initiates practice or competition. This requirement does not apply to an athlete engaging in an athletic activity during the regular school day or as part of a physical education course.

Safe Storage of Firearms

The purpose of this notice is to inform and to remind parents and legal guardians of all students at the Charter School of their responsibilities for keeping firearms out of the hands of children as required by California law. There have been many news reports of children bringing firearms to school. In many instances, the child obtained the firearm(s) from his or her home. These incidents can be easily prevented by storing firearms in a safe and secure manner, including keeping them locked up when not in use and storing them separately from ammunition.

To help everyone understand their legal responsibilities, this notice spells out California law regarding the storage of firearms. Please take some time to review this notice and evaluate your own personal practices to assure that you and your family are in compliance with California law:

- With very limited exceptions, California makes a person criminally liable for keeping any firearm, loaded or unloaded, within any premises that are under their custody and control where that person knows or reasonably should know that a child is likely to gain access to the firearm without the permission of the child's parent or legal guardian, and the child obtains access to the firearm and thereby (1) causes death or injury to the child or any other person; (2) carries the firearm off the premises or to a public place, including to any preschool or school grades kindergarten through twelfth grade, or to any school-sponsored event, activity, or performance; or (3) unlawfully brandishes the firearm to others.
    - The criminal penalty may be significantly greater if someone dies or suffers great bodily injury as a result of the child gaining access to the firearm.
- With very limited exceptions, California also makes it a crime for a person to negligently store or leave any firearm, loaded or unloaded, on their premises in a location where the person knows or reasonably should know that a child is likely to gain access to it without the permission of the child's parent or legal guardian, unless reasonable action is taken to secure the firearm against access by the child, even where a minor never actually accesses the firearm.
- In addition to potential fines and terms of imprisonment, as of January 1, 2020, a gun owner found criminally liable under these California laws faces prohibitions from possessing, controlling, owning, receiving, or purchasing a firearm for 10 years.
- Finally, a parent or guardian may also be civilly liable for damages resulting from the discharge of a firearm by that person's child or ward.

The county or city may have additional restrictions regarding the safe storage of firearms. Thank you for helping to keep our children and schools safe. Remember that the easiest and safest way to comply with the law is to keep firearms in a locked container or secured with a locking device that renders the firearm inoperable.

School Bus and Passenger Safety

All students who are transported in a school bus or school student activity bus shall

receive instruction in school bus emergency procedures and passenger safety. A copy of the complete Policy is available upon request at the main office.

School Safety Plan and Asbestos Management Plan

The Charter School has established a Comprehensive School Safety Plan. The Plan is available upon request at the main office.

The Charter School has also established an Asbestos Management Plan. The Plan is available upon request at the main office. The following asbestos-related activities are planned or in progress at the Charter School: no such activities are planned or in progress for the current school year.

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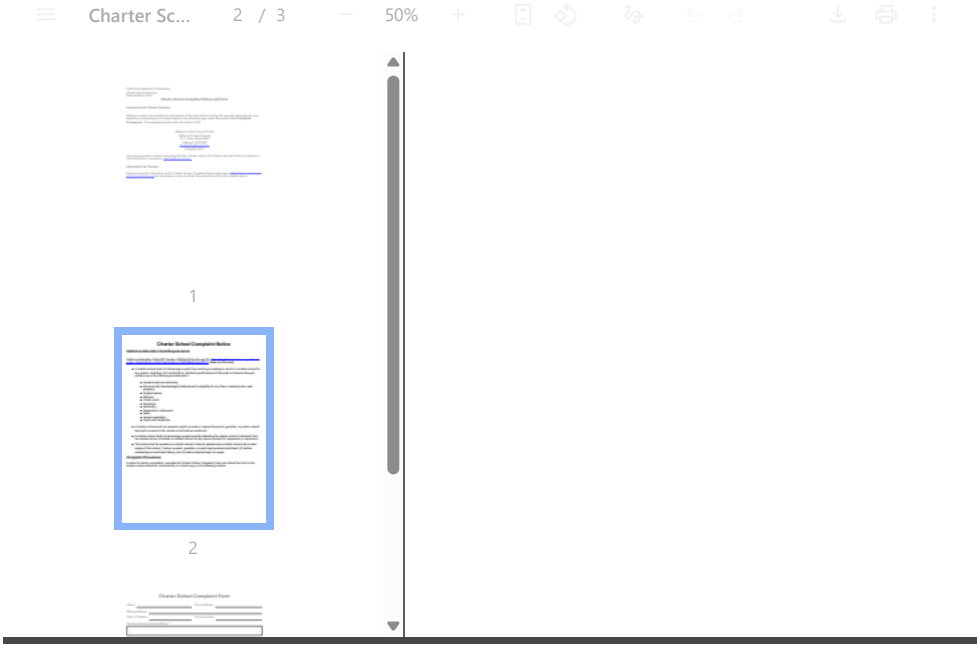
Location of All Automated External Defibrillator(s) on Campus
AED machines are available at each schools Front Office

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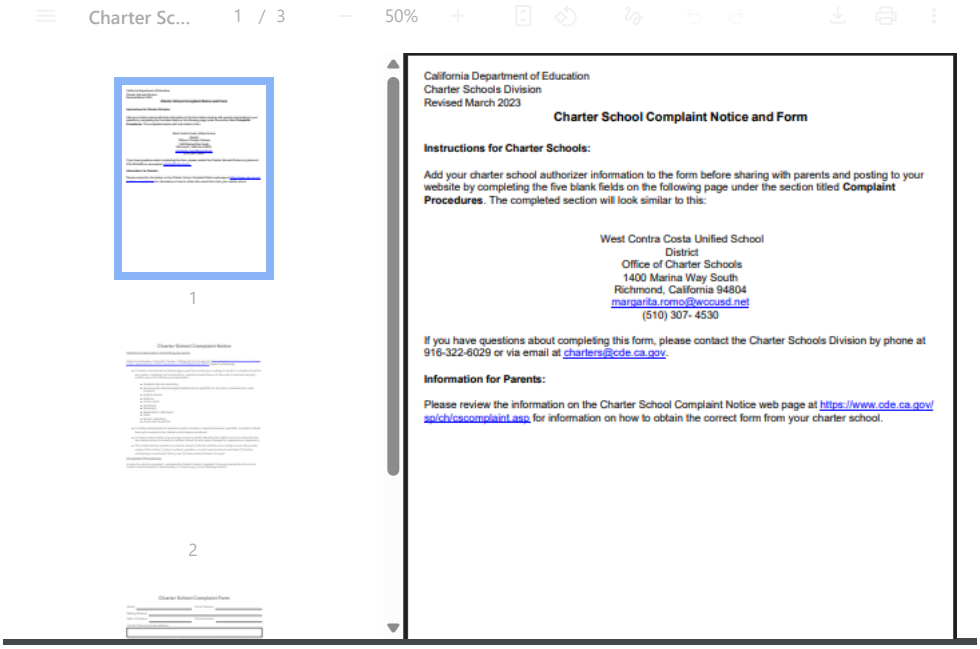
PUBLIC REPORTING & RESOURCES

- Board Approved Budget Summary
- Academic Calendar
- Annual Notices
- Anti-Racism Resolution
- California Community Schools Partnership Program | Implementation Grant
- California Test Score Guide
- Cardiac Arrest Symptoms & Warning Signs
- Charter School Enrollment/Disenrollment Complaint Form
- Charter SELPA Local Plan
- Education for Foster and Mobile Youth Policy
- Education Protection Account (EPA)
- Employee Code of Conduct & Child Abuse and Neglect Policy
- ESSER III Expenditure Plans
- Expanded Learning Opportunities Grant
- Family Educational Rights and Privacy Act Policy (FERPA)
- Financial Audits
- Parcel Tax Audits
- Independent Studies Policy
- Internal Resolution Service Process and Forms
- LEA Plans
- Local Control and Accountability Plan (LCAP)

Oakland Unified School District Complaint Form



West Contra Costa Unified School District Complaint Form



Amethod Public School's
Mathematics Placement Policy for High Schools

Board Approved: June 18, 2024

Purpose

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

Use of Objective Indicators

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

Prohibition of Subjective Measures

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

Notification and Opportunity for Recourse

Mathematics placement decisions and parent/student notification of placement decisions shall be made according to a timeline that allows for maximum use of current objective measures. Placement decisions shall be communicated in writing to parents/students prior to the start of the school year. Notices of placement protocol shall also include a recourse plan developed by Amethod Public Schools, for any parents/guardians/students who may be dissatisfied with a student's mathematics placement.

Implementation, Monitoring, And Accountability

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

Governing Board Approval And Review

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

Legal References:
California Education Code Section 200
California Education Code Section 201
California Education Code Section 260

Methods for Placement Process

All ninth grade students entering high school for the first time will be given a diagnostic test based on California Common Core Content Standards for Algebra I provided through an external assessment provider (e.g., Northwest Evaluation Association, Illuminate Education, et al.).
All students who have completed Algebra I in 7th or 8th grade and have received a passing grade of C (74%) or higher in that course, will be placed in the next progressive class in the school, currently Geometry, unless a parent or guardian, teacher or other staff member requests evaluation of the student's knowledge of Algebra I whereby the student in question may be placed in an alternate class based upon the results from the Algebra I diagnostic test.

All students who have not completed Algebra I in 7th or 8th grade will be placed in a Math Support Course/Lab **in addition to** Algebra I unless they show proficiency in Algebra I concepts and skills. Proficiency in Algebra I concepts and skills will be determined by achieving a score showing proficiency on at least one of two diagnostic tests: **(1)** a diagnostic test based on California Common Core Content Standards for Algebra I provided through an external assessment provider (e.g., Northwest Evaluation Association, Illuminate Education, et al.) **OR**, at the request of a student's parent, guardian, or school staff member **(2)** an in-house diagnostic test based on California Common Core Content Standards for Algebra 1 created by a qualified teacher and approved by at least two other math teachers within the Amethod Public School network selected by a member of the Home Office Instructional staff (e.g., Chief Academic Officer, Regional Director of Instruction, Instructional Coordinator, et al.).

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

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

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

Methods for Evaluating the Placement Process

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

An examination of the aggregate pupil placement data must occur annually by May of the school year in order to ensure that pupils who are qualified to progress in mathematics courses based on their performance on the objective measures selected are not held back in a disproportionate manner on the basis of their race, ethnicity, gender, or socioeconomic background. All local educational agencies shall report the aggregate results of this examination to the governing board prior to the end of the school along with any recommended revisions to this process.

Notice of Placement Process and Means of Recourse

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

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

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

HONOR HARD WORK

Suicide Prevention Policy

Board Policy #: 5007
Adopted/Ratified: 2017
Revision Date: June 12, 2024

The Board of Directors of Amethod Public Schools ("AMPS" or "Charter School"), a nonprofit benefit corporation which operates Oakland Charter Academy, Oakland Charter High School, Downtown Charter Academy, Richmond Charter Academy, Benito Juarez Elementary, and John Henry High School recognizes that suicide is a major cause of death among youth and should be taken seriously. To attempt to reduce suicidal behavior and its impact on students and families, the Board of Directors has developed prevention strategies and intervention procedures.

In compliance with Education Code section 215, this policy has been developed in consultation with Charter School and community stakeholders, Charter school-employed mental health professionals, (e.g., school counselors, psychologists, social workers, nurses), administrators, other school staff members, parents/guardians/caregivers, students, local health agencies and professionals, the county mental health plan, law enforcement, and community organizations in planning, implementing, and evaluating AMPS's strategies for suicide prevention and intervention. AMPS must work in conjunction with local government agencies, community-based organizations, and other community supports to identify additional resources and address procedures relating to suicide prevention, intervention, and postvention.

To ensure the policies regarding suicide prevention are properly adopted, implemented, and updated, AMPS shall appoint an individual (or team) to serve as the suicide prevention point of contact for AMPS. The suicide prevention point of contact for AMPS and the Site Director shall ensure proper coordination and consultation with the county mental health plan if a referral is made for mental health or related services on behalf of a student who is a Medi-Cal beneficiary. This policy shall be reviewed and revised as indicated, at least annually in conjunction with the previously mentioned community stakeholders.

Suicide Prevention Crisis Team

To ensure the policies regarding suicide prevention are properly adopted, implemented, and updated, AMPS created an in-house Suicide Prevention Crisis Team ("SPCT") consisting of administrators, mental health professionals, relevant staff, parents, and middle and high school students.

AMPS designates the following administrators to act as the primary and secondary suicide prevention liaisons to lead the SPCT:

1. School Psychologist

2. Executive Director

The functions of the SPCT are to:
- Review mental health related school policies and procedures;
- Provide annual updates on school data and trends;
- Review and revise school prevention policies;
- Review and select general and specialized mental health and suicide prevention training;
- Review and oversee staff, parent/guardian, and student trainings;
- Ensuring the suicide prevention policy, protocols, and resources are posted on the school website;
- Collaborate with community mental health organizations;
- Identify resources and agencies that provide evidence-based or evidence-informed treatment;
- Help inform and build skills among law enforcement and other relevant partners; and

- Collaborate to build community response**.**

Prevention and Instruction

Suicide prevention strategies may include, but not be limited to, efforts to promote a positive school climate that enhances students' feelings of connectedness with Charter School and is characterized by caring staff and harmonious interrelationships among students.

The Charter School's instructional and student support program shall promote the healthy mental, emotional, and social development of students including, but not limited to, the development of problem-solving skills, coping skills, and resilience.

The Site Director or designee may offer parents/guardians education or information which describes the severity of the youth suicide problem, Charter School's suicide prevention efforts, risk factors and warning signs of suicide, basic steps for helping suicidal youth, reducing the stigma of mental illness, and/or Charter School and community resources that can help youth in crisis.

The Charter School's instructional curriculum may include information about suicide prevention, as appropriate or needed, taking into consideration the grade level and age of the students. If offered or included in Charter School's instructional curriculum, suicide prevention instruction shall be designed to help students:

1. Identify and analyze signs of depression and self-destructive behaviors and understand how feelings of depression, loss, isolation, inadequacy, and anxiety can lead to thoughts of suicide.
2. Identify alternatives to suicide and develop coping and resiliency skills.
3. Learn to listen, be honest, share feelings, and get help when communicating with friends who show signs of suicidal intent.
4. Identify trusted adults, Charter School resources, and/or community crisis intervention resources where youth, including those at high risk, such as youth bereaved by suicide; youth with disabilities, mental illness, or substance use disorders; youth experiencing homelessness or in out-of-home settings such as foster care; and lesbian, gay, bisexual, transgender, or questioning youth can get help and recognize that there is no stigma associated with seeking mental health, substance abuse, gender identity, or other support services.

Staff Development

Suicide prevention training for staff will be provided and be designed to help staff identify and find help for students at risk of suicide.

AMPS, along with its partners, has carefully reviewed available staff training to ensure it promotes the mental health model of suicide prevention and does not encourage the use of the stress model to explain suicide.

Training shall be provided for all school staff members. It may also be provided, when appropriate, for other adults on campus (such as substitutes and intermittent staff, volunteers, interns, tutors, coaches, and afterschool staff). Training shall include the following:

1. All suicide prevention trainings shall be offered under the direction of mental health professionals (e.g., school counselors, school psychologists, other public entity professionals, such as psychologists or social workers) who have received advanced training specific to suicide. Charter School has collaborated with Contra Costa County Health, Clinica de la Raza, Asian Health, Native American Health Center, and Lifelong Medical Center to review the training materials and content to ensure it is evidence-based, evidence-informed, and aligned with

best practices.

2. Staff training may be adjusted year-to-year based on previous professional development activities and emerging best practices.
3. At least annually, all staff shall receive training on the risk factors and warning signs of suicide, suicide prevention, intervention, referral, and postvention.
4. Charter School shall ensure that training is available for new hires during the school year.
5. At a minimum, all staff shall participate in training on the core components of suicide prevention (identification of suicide risk factors and warning signs, prevention, intervention, referral, and postvention) at the beginning of their employment or annually. Core components of the general suicide prevention training shall include:

    a. Suicide risk factors, warning signs, and protective factors.
    b. How to talk with a student about thoughts of suicide.
    c. How to respond appropriately to the youth who has suicidal thoughts. Such responses shall include constant supervision of any student judged to be at risk for suicide and an immediate referral for a suicide risk assessment.
    d. Emphasis on immediately referring (same day) any student who is identified to be at risk of suicide for assessment while staying under constant monitoring by staff member.
    e. Emphasis on reducing stigma associated with mental illness and that early prevention and intervention can drastically reduce the risk of suicide.
    f. Reviewing the data annually to look for any patterns or trends of the prevalence or occurrence of suicide ideation, attempts, or death. Data from the California School Climate, Health, and Learning Survey (Cal-SCHLS) should also be analyzed to identify school climate deficits and drive program development. See the Cal-SCHLS Web site at http://cal-schls.wested.org/.
    g. Information regarding groups of students judged by the school, and available research, to be at elevated risk for suicide. These groups include, but are not limited to, the following:
        i. Youth affected by suicide.
        ii. Youth with a history of suicide ideation or attempts.
        iii. Youth with disabilities, mental illness, or substance abuse disorders.
        iv. Lesbian, gay, bisexual, transgender, or questioning youth.
        v. Youth experiencing homelessness or in out-of-home settings, such as foster care.
        vi. Youth who have suffered traumatic experiences.

6. In addition to initial orientations to the core components of suicide prevention, ongoing annual staff professional development for all staff may include the following components:

    a. The impact of traumatic stress on emotional and mental health.
    b. Common misconceptions about suicide.
    c. Charter School and community suicide prevention resources.
    d. Appropriate messaging about suicide (correct terminology, safe messaging guidelines).
    e. The factors associated with suicide (risk factors, warning signs, protective factors).
    f. How to identify youth who may be at risk of suicide.
    g. Appropriate ways to interact with a youth who is demonstrating emotional distress or is suicidal. Specifically, how to talk with a student about their thoughts of suicide and (based on AMPS guidelines) how to respond to such thinking; how to talk with a student about thoughts of suicide and appropriately respond and provide support based on AMPS guidelines.
    h. Charter School-approved procedures for responding to suicide risk (including multi-tiered systems of support and referrals). Such procedures should emphasize that the suicidal student should be constantly supervised until a suicide risk assessment is completed.
    i. Charter School-approved procedures for responding to the aftermath of suicidal behavior (suicidal behavior postvention).
    j. Responding after a suicide occurs (suicide postvention).

k. Resources regarding youth suicide prevention.
l. Emphasis on stigma reduction and the fact that early prevention and intervention can drastically reduce the risk of suicide.
m. Emphasis that any student who is identified to be at risk of suicide is to be immediately referred (same day) for assessment while being constantly monitored by a staff member.

Parents, Guardians, and Caregivers Participation and Education

1. Parents/guardians/caregivers may be included in suicide prevention efforts. At a minimum, the Charter School shall share this Policy with parents/guardians/caregivers by notifying them where a complete copy of the policy is available.

2. This Suicide Prevention Policy shall be easily accessible and prominently displayed on the AMPS Web page and included in the parent handbook.

3. Parents/guardians/caregivers should be invited to provide input on the development and implementation of this policy.

4. Charter School shall establish and widely disseminate a referral process to all parents/guardians/caregivers/families, so they are aware of how to respond to a crisis and are knowledgeable about protocols and school, community- based, and crisis resources.

5. Community-based organizations that provide evidence-based suicide-specific treatments shall be highlighted on the Charter School's website with treatment referral options marked accordingly.

6. Staff autoreplies during vacations or absences shall include links to resources and phone/text numbers so parents and students have information readily available.

7. All parents/guardians/caregivers may have access to suicide prevention training that addresses the following:

   a. Suicide risk factors, warning signs, and protective factors.
   b. How to talk with a student about thoughts of suicide.
   c. How to respond appropriately to the student who has suicidal thoughts. Such responses shall include constant supervision of any student judged to be at risk for suicide and referral for an immediate suicide risk assessment.
   d. Charter School's referral processes and how they or their children can reach out for help, etc.

8. Parents/guardians/caregivers are reminded that the Family Educational Rights and Privacy Act ("FERPA") generally protects the confidentiality of student records, which may sometimes include counseling or crisis intervention records. However, FERPA's health or safety emergency provision permits the disclosure of personally identifiable information from a student's education records, to appropriate parties, in order to address a health or safety emergency when the disclosure is necessary to protect the health or safety of the student or other individuals.

Student Participation and Education

Messaging about suicide has an effect on suicidal thinking and behaviors. Consequently, AMPS along with its partners has carefully reviewed and will continue to review all materials and resources used in awareness efforts to ensure they align with best practices for safe messaging about suicide. Suicide prevention strategies may include, but not be limited to, efforts to promote a positive school climate that enhances students' feelings of connectedness with AMPS and is

characterized by caring staff and harmonious interrelationships among students.

AMPS's instructional and student support program shall promote the healthy mental, emotional, and social development of students including, but not limited to, the development of problem-solving skills, coping skills, and resilience. The instruction shall not use the stress model to explain suicide.

AMPS's instructional curriculum may include information about suicide prevention, as appropriate or needed. If suicide prevention is included in the Charter School's instructional curriculum, it shall consider the grade level and age of the students and be delivered and discussed in a manner that is sensitive to the needs of young students. Under the supervision of an appropriately trained individual acting within the scope of their credential or license, students shall:

1. Receive developmentally appropriate, student-centered education about the warning signs of mental health challenges and emotional distress. The content of the education may include:

    a. Coping strategies for dealing with stress and trauma.
    b. How to recognize behaviors (warning signs) and life issues (risk factors) associated with suicide and mental health issues in oneself and others.
    c. Help-seeking strategies for oneself and others, including how to engage school-based and community resources and refer peers for help.
    d. Emphasis on reducing the stigma associated with mental illness and the fact that early prevention and intervention can drastically reduce the risk of suicide.

2. Receive developmentally appropriate guidance regarding AMPS's suicide prevention, intervention, and referral procedures. Student-focused suicide prevention education can be incorporated into classroom curricula (e.g., health classes, orientation classes, science, and physical education).

AMPS will support the creation and implementation of programs and/or activities on campus that raise awareness about mental wellness and suicide prevention (e.g., Mental Health Awareness Week, Peer Counseling, Freshman Success, and National Alliance on Mental Illness on Campus High School Clubs).

Charter School maintains a list of current student trainings, which is available upon request. Charter School has shared school-based supports and self-reporting procedures, so students are able to seek help if they are experiencing thoughts of suicide or if they recognize signs with peers. Although confidentiality and privacy are important, students should understand safety is a priority and if there is a risk of suicide, school staff are required to report. Charter-based mental health professionals are legally and ethically required to report suicide risk. **When reporting suicidal ideation or an attempt, school staff must maintain confidentiality and only share information limited to the risk or attempt**.

Charter School shall establish and widely disseminate a referral process to all students, so they know how to access support through school, community-based, and crisis services. Students shall be encouraged to notify a staff member when they are experiencing emotional distress or suicidal ideation, or when they have knowledge or concerns of another student's emotional distress, suicidal ideation, or attempt.

Specialized Professional Development for School-based Mental Health Staff (Screening and/or Assessment)

Additional professional development in suicide risk assessment (SRA) and crisis intervention is provided to designated student mental health professionals, including but not limited to school counselors, psychologists, social workers, administrators, and nurses employed by Charter School. Training for these staff is specific to conducting SRAs, intervening during a crisis, de-escalating situations, interventions specific to preventing suicide, making referrals, safety planning, and re-entry.

Specialized Professional Training for targeted School-based mental health staff includes the following components:

- Best practices and skill building on how to conduct an effective suicide risk screening/SRA using an evidence-based, Charter-approved tool; Patient Health Questionnaire 9 (PHQ-9) Depression Scale; BSS Beck Scale for Suicide Ideation; National Institute of Mental Health (NIMH)'s Ask Suicide-Screening Questions (ASQ) Toolkit; and the Adolescent Suicide Assessment Protocol – 20.
- Best practices on approaching and talking with a student about their thoughts of suicide and how to respond to such thinking, based on district guidelines and protocols.
- Best practices on how to talk with a student about thoughts of suicide and appropriately respond and provide support based on district guidelines and protocols.
- Best practices on follow up with parents/caregivers.
- Best practices on re-entry.

Virtual Screenings for Suicide Risk

Virtual suicide prevention efforts include checking in with all students, promoting access to school and community-based resources that support mental wellbeing and those that address mental illness and give specific guidance on suicide prevention.

Charter School has established a protocol for assigning school staff to connect with students during distance learning and school closures. In the event of a school closure, Charter School has determined a process and protocols to establish daily or regular contact with all students. Staff understand that any concern about a student's emotional wellbeing and/or safety must be communicated to the appropriate school staff, according to Charter School protocols.

Charter School has determined a process and protocols for school-based mental health professionals to establish regular contact with high-risk students, students who are on their caseloads, and those who are identified by staff as demonstrating need. When connecting with students, staff are directed to begin each conversation by identifying the location of the student and the availability of parents or caregivers. This practice allows for the staff member to ensure the safety of the student, particularly if they have expressed suicidal thoughts.

Employee Qualifications and Scope of Services

Employees of AMPS must act only within the authorization and scope of their credential or license. While it is expected that school professionals are able to identify suicide risk factors and warning signs, and to prevent the immediate risk of a suicidal behavior, treatment of suicidal ideation is typically beyond the scope of services offered in the school setting. In addition, treatment of the mental health challenges often associated with suicidal thinking typically requires mental health resources beyond what schools are able to provide.

Intervention and Emergency Procedures

Whenever a staff member suspects or has knowledge of a student's suicidal intentions, they shall promptly notify the Site Director or designee. If this primary suicide prevention liaison is unavailable, the staff shall promptly notify the secondary suicide prevention liaison. The Site Director or designee shall then notify the student's parent/guardian as soon as possible and may also refer the student to mental health resources at Charter School or in the community.

The suicide prevention liaison shall immediately notify the Site Director or designee, who shall then notify the student's parent/guardian as soon as possible if appropriate and in the best interest of the student. Determination of notification to parents/guardians/caregivers should follow a formal initial assessment to ensure that the student is not endangered by

parental notification.

The suicide prevention liaison shall also refer the student to mental health resources at AMPS or in the community.

When a student is in imminent danger (has access to a gun, is on a rooftop, or in other unsafe conditions), a call shall be made to 911. The call shall NOT be made in the presence of the student and the student shall not be left unsupervised. Staff shall NOT physically restrain or block an exit.

When a suicide attempt or threat is reported on campus or at a school-related activity, the suicide prevention liaison shall, at a minimum:

1. Ensure the student's physical safety by one or more of the following, as appropriate:

    a. Securing immediate medical treatment if a suicide attempt has occurred;
    b. Securing law enforcement and/or other emergency assistance if a suicidal act is being actively threatened.
    c. Keeping the student under continuous adult supervision until the parent/guardian and/or appropriate support agent or agency can be contacted and has the opportunity to intervene.
    d. Remaining calm, keeping in mind the student is overwhelmed, confused, and emotionally distressed.
    e. Moving all other students out of the immediate area.
    f. Not sending the student away or leaving him/her alone, even to go to the restroom.
    g. Providing comfort to the student, listening and allowing the student to talk and being comfortable with moments of silence.
    h. Promising privacy and help, but not promising confidentiality.

2. Document the incident in writing as soon as feasible.
3. Follow up with the parent/guardian and student in a timely manner to provide referrals to appropriate services as needed and coordinate and consult with the county mental health plan if a referral is made for mental health or related services on behalf of a student who is a Medi-Cal beneficiary. **Determination of notification to parents/guardians/caregivers should follow a formal initial assessment to ensure that the student is not endangered by parental notification.**
4. After a referral is made, AMPS shall verify with the parent/guardian that the follow up treatment has been accessed. Parents/guardians will be required to provide documentation of care for the student. If parents/guardians refuse or neglect to access treatment for a student who has been identified to be at risk for suicide or in emotional distress, the suicide prevention liaisons shall meet with the parent to identify barriers to treatment (e.g., cultural stigma, financial issues) and work to rectify the situation and build understanding of care. If follow up care is still not provided, AMPS may contact Child Protective Services.
5. Provide access to counselors or other appropriate personnel to listen to and support students and staff who are directly or indirectly involved with the incident at Charter School.

6. Provide an opportunity for all who respond to the incident to debrief, evaluate the effectiveness of the strategies used, and make recommendations for future actions.

In the event a suicide occurs or is attempted on the AMPS campus, the suicide prevention liaison shall follow the crisis intervention procedures contained in AMPS's safety plan. After consultation with the Site Director or designee and the student's parent/guardian about facts that may be divulged in accordance with the laws governing confidentiality of student record information, the Site Director or designee may provide students, parents/guardians, and staff with information, counseling, and/or referrals to community agencies as needed. AMPS staff may receive assistance from AMPS counselors or other mental health professionals in determining how best to discuss the suicide or attempted suicide with students.

In the event a suicide occurs or is attempted off the AMPS campus and unrelated to school activities, the Site Director or designee shall take the following steps to support the student:

1. Contact the parent/guardian and offer support to the family.

2. Discuss with the family how they would like AMPS to respond to the attempt while minimizing widespread rumors among teachers, staff, and students.

3. Obtain permission from the parent/guardian to share information to ensure the facts regarding the crisis are correct.

4. The suicide prevention liaisons shall handle any media requests.

5. Provide care and determine appropriate support to affected students.

6. Offer to the student and parent/guardian steps for re-integration to school. Re-integration may include obtaining a written release from the parent/guardian to speak with any health care providers; conferring with the student and parent/guardian about any specific requests on how to handle the situation; informing the student's teachers about possible days of absences; allowing accommodations for make-up work (being understanding that missed assignments may add stress to the student); appropriate staff maintaining ongoing contact with the student to monitor the student's actions and mood; and working with the parent/guardian to involve the student in an aftercare plan; providing parents/guardians/caregivers/families local emergency numbers for after school and weekend emergency contacts.

Supporting Students during or after a Mental Health Crisis

Students shall be encouraged through the education program and in AMPS activities to notify a teacher, the Site Director, another AMPS administrator, psychologist, AMPS counselor, suicide prevention liaisons, or other adult when they are experiencing thoughts of suicide or when they suspect or have knowledge of another student's suicidal intentions. AMPS staff should treat each report seriously, calmly, and with active listening and support. Staff should be non-judgmental to students and discuss with the student and the student's parent/guardian about additional resources to support the student.

Responding After a Suicide Death (Postvention)

A death by suicide in the school community (whether by a student or staff member) can have devastating consequences on the school community, including students and staff. AMPS shall follow the below action plan for responding to a suicide death, which incorporates both immediate and long-term steps and objectives:

The suicide prevention liaison shall:

1. Coordinate with the Site Director to conduct an initial meeting of the Suicide Crisis team to:
   a. Confirm death and cause.
   b. Identify a staff member to contact the deceased's family (within 24 hours).
   c. Enact the Suicide Postvention Response.
   d. Notify all staff members (ideally in-person or via phone, not via e-mail or mass notification).

2. Coordinate an all-staff meeting, to include:
   a. Notification (if not already conducted) to staff about suicide death.
   b. Emotional support and resources available to staff.
   c. Notification to students about suicide death and the availability of support services (if this is the protocol

that is decided by administration).
d. Share information that is relevant and that which you have permission to disclose.

3. Prepare staff to respond to needs of students regarding the following:
   a. Review of protocols for referring students for support/assessment.
   b. Talking points for staff to notify students.
   c. Resources available to students (on and off campus).

4. Identify students significantly affected by suicide death and other students at risk of imitative behavior and refer them to a school-based mental health professional.
5. Identify students affected by suicide death but not at risk of imitative behavior.
6. Communicate with the larger school community about the suicide death. Staff shall not share explicit, graphic, or dramatic content, including the manner of death.
7. Consider funeral arrangements for the family and school community.
8. Respond to memorial requests in respectful and non-harmful manner; responses should be handled in a thoughtful way and their impact on other students should be considered.
9. Identify media spokesperson if needed.
10. Ensure that all communications, documents, materials related to messaging about suicide avoid discussing details about method of suicide, avoid oversimplifying (i.e. identifying singular cause of suicide), avoid sensational language, and only includes clear, respectful, people-first language that encourages an environment free of stigma. As part of safe messaging for suicide, Charter School shall use specific terminology when referring to actions related to suicide or suicidal behavior:

Use	Do Not Use
"Died by suicide" **or** **"Took their own life"**	**"Committed suicide"** **Note:** Use of the word "commit" can imply crime/sin
"Attempted suicide"	**"Successful" or "unsuccessful"** **Note:** There is no success, or lack of success, when dealing with suicide

11. Include long-term suicide postvention responses:
    a. Consider important dates (i.e., anniversary of death, deceased birthday, graduation, or other significant event) and how these will be addressed.
    b. Support siblings, close friends, teachers, and/or students of the deceased.
    c. Consider long-term memorials and how they may impact students who are emotionally vulnerable and at risk of suicide.

Student Identification Cards

Charter School will include the following telephone number on all student identification cards:

- National Suicide Prevention Lifeline/Suicide Crisis Lifeline:
  - Call or Text **"988"**
  - Call 1-800-273-8255
- National Domestic Violence Hotline: Call 1-800-799-7233
- Crisis Text Line: Text **"HOME"** to 741741

- Teen Line: Text “TEEN” to 839863
- Trevor Project: Text “START” to 678678
- Trans Lifeline: 1-877-565-8860
- Local suicide prevention hotline telephone number

Charter School Employees Acting Within Scope of Services

Charter School shall ensure that employees act only within the authorization and scope of the employee’s credential or license. While it is expected that school professionals are able to identify suicide risk factors and warning signs, and to prevent the immediate risk of a suicidal behavior, treatment of suicidal ideation is typically beyond the scope of services offered in the school setting. In addition, treatment of the mental health challenges often associated with suicidal thinking typically requires mental health resources beyond what schools are able to provide.

4860-2577-6836, v. 1

Directory of Schools

John Henry High School
Grades: **9-12**
ACS WASC Accreditation Code: **07 61796 233**
Category: **Charter School**
Instructional Focus: **Comprehensive**
1402 Marina Way South
Richmond, California 94804
United States
Main Phone: 510-235-2439
Website: jhhs.amethodschools.org
Status: **Accredited**

Back to Search Results New Search

John Henry High School

High School (Grades >9-12)
Site-Based/Traditional
Public

College Board Code: 054856

Course List Manager
Mary Busby
(510) 436-0172
mbusby@amethodschools.org

Course List for: 2025-26
Printed On: 10/10/2025

A - History / Social Science

Title *Discipline*	Course Length / Learning Environment / UC Honors
American Government CP *Civics / American Government*	1/2 Year / Classroom based
AP United States History *U.S. History*	1 Year / Classroom based / UC Honors
Modern World History CP *World History / Cultures / Historical Geography*	1 Year / Classroom based
U.S. History CP *U.S. History*	1 Year / Classroom based

B - English

Title *Discipline*	Course Length / Learning Environment / UC Honors
AP English Language and Composition *English*	1 Year / Classroom based / UC Honors
AP English Literature and Composition *English*	1 Year / Classroom based / UC Honors
CSU Expository Reading and Writing *English*	1 Year / Classroom based
ELD Advanced CP *English as a Second Language (ESL) / English Language Development (ELD)*	1 Year / Classroom based
English 10 HP *English*	1 Year / Classroom based / UC Honors
English 11 HP *English*	1 Year / Classroom based / UC Honors
English 9 CP *English*	1 Year / Classroom based

C - Mathematics

Title *Discipline*	Course Length / Learning Environment / UC Honors
Algebra 1 CP *Algebra I*	1 Year / Classroom based
Algebra 2 CP *Algebra II*	1 Year / Classroom based
Geometry HP *Geometry*	1 Year / Classroom based
Precalculus HP *Pre-Calculus*	1 Year / Classroom based / UC Honors

D - Science

Title *Discipline*	Course Length / Learning Environment / UC Honors
Biology HP *Biology / Life Sciences*	1 Year / Classroom based / UC Honors
Chemistry HP *Chemistry*	1 Year / Classroom based / UC Honors
Geophysical Science CP *Physics/Earth & Space Sciences*	1 Year / Classroom based
Human Anatomy and Physiology CP *Biology / Life Sciences*	1 Year / Classroom based
Physics HP *Physics*	1 Year / Classroom based / UC Honors

E - Language Other than English

Title *Discipline*	Course Length / Learning Environment / UC Honors
AP Spanish Language and Culture *LOTE Level 4+*	1 Year / Classroom based / UC Honors
Spanish 1 *LOTE Level 1*	1 Year / Classroom based
Spanish 2 *LOTE Level 2*	1 Year / Classroom based
Spanish 3 HP *LOTE Level 3*	1 Year / Classroom based / UC Honors

F - Visual & Performing Arts

Title *Discipline*	Course Length / Learning Environment / UC Honors
Visual Arts 1 CP *Visual Arts*	1 Year / Classroom based
Visual Arts 2 CP *Visual Arts*	1 Year / Classroom based

G - College - Preparatory Elective

Title *Discipline*	Course Length / Learning Environment / UC Honors
Economics CP *History / Social Science*	1/2 Year / Classroom based
ELD Beginning CP *English as a Second Language (ESL) / English Language Development (ELD)*	1 Year / Classroom based
ELD Intermediate CP *English as a Second Language (ESL) / English Language Development (ELD)*	1 Year / Classroom based
Ethnic Studies CP *History / Social Science*	1 Year / Classroom based
Financial Literacy CP *Interdisciplinary*	1 Year / Classroom based
Psychology CP *History / Social Science*	1 Year / Classroom based
Strength & Conditioning CP *Interdisciplinary*	1 Year / Classroom based

Coversheet

Review and Consideration of Approval of Application to Richmond Chamber of Commerce

Section: V. Business II
Item: E. Review and Consideration of Approval of Application to Richmond Chamber of Commerce
Purpose: Vote
Submitted by: Adrienne Barnes
Related Material: Richmond Chamber of Commerce Membership Application_.1.10.25.pdf

BACKGROUND:

AMPS wishes to join the Richmond Chamber of Commerce. As removal from the Chamber requires notice from the Board, Staff is bringing this item to the Board for approval.

RECOMMENDATION:

Staff recommends approval.

APPLICATION FOR MEMBERSHIP

This investment may be tax deductible as a legitimate business expense and is continuous until written resignation is submitted to the Board of Directors. Make checks payable to Richmond Chamber of Commerce.

For your convenience, simply fill this application out and mail to us.

Business Name, Amethod Public Schools Date Established, 1993

Business Category, Non-Profit - Education No. of Employees, *P/T* ___ *F/T* __

Business Address, 1450 Marina Way S

City, State, Zip, Richmond Ca, 94804

Business Ph, (510) 436-0172

Business Website, www.amethodschools.org Business E-mail:

CEO/Manager (this location), Adrienne Barnes

Title, Chief Executive Officer

E-mail: abarnes@amethodschools.org Cell Phone,

Primary Contact (For mailing and Directory listings), Adrienne Barnes

Title, Chief Executive Officer

E-mail, abarnes@amethodschools.org Phone,

Benefit Level Desired, Referred By,

Signature, Date,

Please complete form & mail with payment to ***P.O. Box 5171. Richmond, CA 94805.***

Make checks payable to Richmond Chamber of Commerce. If you have any questions, please call us at:

(510) 235-3512 – 3720 Barrett Avenue

-

Please List the representatives you would like listed on our system-

	Name	Title	E-mail
I.			
2.			
3.			
4.			
5.			

Coversheet

Review and Consideration of Approval of Cengage Invoices

Section:	V. Business ll
Item:	F. Review and Consideration of Approval of Cengage Invoices
Purpose:	Vote
Submitted by:	Adrienne Barnes
Related Material:	Cengage Quote Number 00093837 - DCA.pdf Cengage Quote Number 00096372 - Oakland Charter Academy.pdf Cengage Quote Number 00096375 - Richmond Charter Academy.pdf

BACKGROUND:

Curriculum renewals for DCA, OCA, and RCA.

RECOMMENDATION:

Staff recommends approval, including up to $10,000 in additional curriculum as may be required for new students in 2025-26.

Cengage Learning
ATTN: Order Fulfillment
10650 Toebben Drive
Suite A, Independence, KY 41051
(888)-915-3276

Created Date 8/4/2025
Expiration Date 10/31/2025

Quote Number 00093837

Prepared By:
Zakery Gierke
zakery.gierke@cengage.com

Presented To:
Michele Coleman
5104360172
mcoleman@amethodschools.org

Bill To:
DOWNTOWN CHARTER ACADEMY
United States

Ship To:
DOWNTOWN CHARTER ACADEMY
2000 DENNISON ST
OAKLAND, California 94606
United States

Product	ISBN	Quantity	Sales Price	Total Price
IMPACT AME FOUNDATION SPARK TE ACHERS ACCESS EPIN (12 MO)	9798214384993	1.00	USD 100.00	USD 100.00
IMPACT AME SPARK TEACHERS ACCE SS EPIN 2 (12 MO)	9798214385013	1.00	USD 100.00	USD 100.00
IMPACT AME SPARK TEACHERS ACCE SS EPIN 3 (12 MO)	9798214385020	1.00	USD 100.00	USD 100.00

Sub Total	USD 300.00
Total Price	USD 300.00
Processing Fee	USD 30.00
Grand Total	USD 330.00
Total Savings	USD 0.00

Accept Quote

Order Creation Link https://cengageorg.my.site.com/Service/s/k12-order?orderId=00093837

Terms & Conditions

This quote shall be deemed accepted by Customer upon Cengage receiving (i) any written confirmation indicating acceptance, or (ii) a Customer purchase order. Any terms or conditions contained in any written confirmation or Customer purchase order will have no force and effect and will not amend or modify this quote. Once confirmed, an invoice will be sent on the start date of Customer purchase. Notwithstanding anything in the Terms (defined below), invoices are due and payable within thirty (30) days from receipt of the applicable invoice. This quote shall be governed by the terms and conditions for Products and/or Offerings found at https://cengage.widen.net/s/glsqhrqfbt/ngl-online-sales-terms---jan-2025 (the "Terms"), except (i) where Customer has a written sales agreement executed by Cengage for the Products and/or Offerings referenced herein, in which case such written sales agreement will govern, or (ii) as otherwise set forth herein.

If Customer wishes to negotiate terms, please reach out to Cengage to obtain the proper agreement. All information embodied in this document is strictly confidential and may not be duplicated or disclosed to third parties outside recipient's organization without prior written consent of Cengage.

Additional Information

Comments

Processing Fee – Similar to a handling fee for print products, the Processing Fee covers the costs of safely and efficiently onboarding K-12 students into our digital product whether through rostering, LMS integration, Google Classroom integration, self-registration or code-delivery.

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Cengage Learning
ATTN: Order Fulfillment
10650 Toebben Drive
Suite A, Independence, KY 41051
(888)-915-3276

Specifically, the fee covers the careful handling of data to ensure privacy and accuracy along with the updating and handling of onboarding systems.

Cengage Learning
ATTN: Order Fulfillment
10650 Toebben Drive
Suite A, Independence, KY 41051
(888)-915-3276

Created Date	8/12/2025	Quote Number	00096372
Expiration Date	9/30/2025		

Prepared By:
Zakery Gierke
zakery.gierke@cengage.com

Presented To:
Michele Coleman
5104360172
mcoleman@amethodschools.org

Bill To:
OAKLAND CHARTER ACADEMY

Ship To:
OAKLAND CHARTER ACADEMY
4215 Foothill Boulevard
Oakland, California 94601
United States

Product	ISBN	Quantity	Sales Price	Total Price
Impact Foundation: Lesson Planner	9780357972298	1.00	USD 99.00	USD 99.00
EPACK: IMPACT AME SB FOUNDATIO N + SPARK EPIN FOUNDATION	9798214375687	130.00	USD 65.00	USD 8,450.00
Impact 2: Lesson Planner	9780357972311	1.00	USD 99.00	USD 99.00
EPACK: IMPACT AME SB 2 + SPARK EPIN 2	9798214375700	130.00	USD 65.00	USD 8,450.00
Impact 3: Lesson Planner	9780357972328	1.00	USD 99.00	USD 99.00
EPACK: IMPACT AME SB 3 + SPARK EPIN 3	9798214375717	130.00	USD 65.00	USD 8,450.00
Impact 4: Lesson Planner	9780357972335	1.00	USD 99.00	USD 99.00
EPACK: IMPACT AME SB 4 + SPARK EPIN 4	9798214375724	130.00	USD 65.00	USD 8,450.00

Subtotal	USD 34,196.00
Total Price	USD 34,196.00
Shipping and Handling	USD 3,419.60
Grand Total	USD 37,615.60
Total Savings	USD 0.00

Accept Quote

Order Creation Link https://cengageorg.my.site.com/Service/s/k12-order?orderId=00096372

Terms & Conditions

This quote shall be deemed accepted by Customer upon Cengage receiving (i) any written confirmation indicating acceptance, or (ii) a Customer purchase order. Any terms or conditions contained in any written confirmation or Customer purchase order will have no force and effect and will not amend or modify this quote. Once confirmed, an invoice will be sent on the start date of Customer purchase. Notwithstanding anything in the Terms (defined below), invoices are due and payable within thirty (30) days from receipt of the applicable invoice. This quote shall be governed by the terms and conditions for Products and/or Offerings found at https://cengage.widen.net/s/glsqhrqfbt/ngl-online-sales-terms---jan-2025 (the "Terms"), except (i) where Customer has a written sales agreement executed by Cengage for the Products and/or Offerings referenced herein, in which case such written sales agreement will govern, or (ii) as otherwise set forth herein.

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(888)-915-3276

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Additional Information

Comments

Cengage Learning
ATTN: Order Fulfillment
10650 Toebben Drive
Suite A, Independence, KY 41051
(888)-915-3276

Created Date	8/12/2025	Quote Number	00096375
Expiration Date	9/30/2025		

Prepared By:
Zakery Gierke
zakery.gierke@cengage.com

Presented To:
Michele Coleman
5104360172
mcoleman@amethodschools.org

Bill To:
RICHMOND CHARTER ACADEMY

Ship To:
RICHMOND CHARTER ACADEMY
1450 Marina Way South
Richmond, California 94804
United States

Product	ISBN	Quantity	Sales Price	Total Price
Impact Foundation: Lesson Planner	9780357972298	1.00	USD 99.00	USD 99.00
EPACK: IMPACT AME SB FOUNDATIO N + SPARK EPIN FOUNDATION	9798214375687	115.00	USD 65.00	USD 7,475.00
Impact 2: Lesson Planner	9780357972311	1.00	USD 99.00	USD 99.00
EPACK: IMPACT AME SB 2 + SPARK EPIN 2	9798214375700	115.00	USD 65.00	USD 7,475.00
Impact 3: Lesson Planner	9780357972328	1.00	USD 99.00	USD 99.00
EPACK: IMPACT AME SB 3 + SPARK EPIN 3	9798214375717	115.00	USD 65.00	USD 7,475.00
Impact 4: Lesson Planner	9780357972335	1.00	USD 99.00	USD 99.00
EPACK: IMPACT AME SB 4 + SPARK EPIN 4	9798214375724	115.00	USD 65.00	USD 7,475.00

Subtotal	USD 30,296.00
Total Price	USD 30,296.00
Shipping and Handling	USD 3,029.60
Grand Total	USD 33,325.60
Total Savings	USD 0.00

Accept Quote

Order Creation Link https://cengageorg.my.site.com/Service/s/k12-order?orderId=00096375

Terms & Conditions

This quote shall be deemed accepted by Customer upon Cengage receiving (i) any written confirmation indicating acceptance, or (ii) a Customer purchase order. Any terms or conditions contained in any written confirmation or Customer purchase order will have no force and effect and will not amend or modify this quote. Once confirmed, an invoice will be sent on the start date of Customer purchase. Notwithstanding anything in the Terms (defined below), invoices are due and payable within thirty (30) days from receipt of the applicable invoice. This quote shall be governed by the terms and conditions for Products and/or Offerings found at https://cengage.widen.net/s/glsqhrqfbt/ngl-online-sales-terms---jan-2025 (the "Terms"), except (i) where Customer has a written sales agreement executed by Cengage for the Products and/or Offerings referenced herein, in which case such written sales agreement will govern, or (ii) as otherwise set forth herein.

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ATTN: Order Fulfillment
10650 Toebben Drive
Suite A, Independence, KY 41051
(888)-915-3276

If Customer wishes to negotiate terms, please reach out to Cengage to obtain the proper agreement. All information embodied in this document is strictly confidential and may not be duplicated or disclosed to third parties outside recipient's organization without prior written consent of Cengage.

Additional Information

Comments

Coversheet

Review and Consideration of Approval of Joyce Montgomery Contract

Section:	V. Business II
Item:	H. Review and Consideration of Approval of Joyce Montgomery Contract
Purpose:	Vote
Submitted by:	Adrienne Barnes
Related Material:	Joyce Montgomery AMPS 2526 Contract.pdf

BACKGROUND:

Extension of contract for Joyce Montgomery, fiscal consultant, for 2025-26 with a cap of $150,000. Additional support is required until the Director of Finance role is filled.

RECOMMENDATION:

Staff recommends approval of the extension.

EXHIBIT “A”

STATEMENT OF WORK #3

BY AND BETWEEN

JOYCE L. MONTGOMERY AND

AMETHOD PUBLIC SCHOOLS (“AMPS”)

Reference:	Master Services Agreement 6/20/2024, by and between AMETHOD PUBLIC SCHOOLS (“AMPS”) and Joyce L. Montgomery (“Service Provider”).
Extended Term:	Statement of work commences on July 1, 2025. Contract expires on June 30, 2026
Scope of Services:	-Service Provider will provide consulting and accounting support for the AMPS 2023-24 and 2024-2025 closing, reporting, reconciliation and audit process. -Assigned work to confirm prepared closing entries for the 2025-2026 fiscal year. -Service Provider will provide consulting and accounting/reporting support, including training of new staff, as needed for the 2025-26 fiscal year Client will provide access to multiple platforms belonging to AMPS, including but not limited to accounting software, emails, and document storage systems. Note: Service Provider does not warrant, or promise successful audit or other outcomes, only general accounting support, research, and recommendations.
Excluded Services:	Other than the services and deadlines outlined above, contractor is not responsible for any other activities, unless mutually agreed to in writing with a separate statement of work and agreed upon amount.

Compensation:	Time spent by the service provider pursuant to this statement of work will be billed at the rate of **$200.00/hour** for meetings, materials, research and any other project related activities. Travel time will be billed at **$100/hour, plus mileage. Contract not to exceed $150,000.00** Other miscellaneous out of pocket expenses paid by Service Provider will only be invoiced to AMPS upon pre-approval by AMPS, these items may include but are not limited to parking, supplies, or software costs. Service provider will provide invoices as of the end of every month with descriptions of work done.

AMethod Public Schools By: _____ Date: Name of Authorized Signer: Adrienne Barnes, CEO Email: Address: 1450 Marina Blvd South Richmond CA, 94804	Joyce L. Montgomery By: _____ Date: Name: Joyce L. Montgomery Title: Service Provider Address: 2566 Highland Hills Dr. El Dorado Hills CA 95762 Email: newvision4me@yahoo.com Phone: __(650)223-4610

Coversheet

Review and Consideration of Approval of Get Empowered MOU for Richmond Charter Academy

Section: V. Business ll
Item: I. Review and Consideration of Approval of Get Empowered MOU for Richmond Charter Academy
Purpose: Vote
Submitted by: Adrienne Barnes
Related Material: Get Empowered RCA 2025-2026.pdf

BACKGROUND:

AMPS has engaged with Get Empowered for its ASES and ELOP programming, including Measure G-1 funding, for DCA and OCA, and is now requesting an additional MOU for RCA. Total MOU liability is over CEO's threshold. AMPS will likely engage in additional contracts/MOUs in 2025-26 for summer programming.

RECOMMENDATION:

Staff requests approval to engage in contracts/MOUs with Get Empowered up to $200,000 across all AMPS schools for 2025-26, without further approval by the Board

AMPS

HONOR HARD WORK

Memorandum of Understanding

This Memorandum of Understanding is made on 10/17/2025 with an effective date of 10/17/2025 by and between Richmond Charter Academy (c/o Amethod Public Schools), 1450 Marina Way S, Richmond, CA 94804, hereinafter "AMPS" or "School" and ***Get Empowered***, 2025 Pioneer Court, San Mateo, CA 94403 hereinafter "Vendor" or "Contractor".

The parties hereby bind themselves to undertake a Memorandum of Understanding ("MOU") under the following terms and conditions:

TERM. The term of this MOU shall be for the 2025-2026 Academic Year unless terminated sooner in accordance with the terms of this MOU (the "Term").

INSURANCE AND DOCUMENT REQUIREMENTS: ***Get Empowered*** will provide the required insurance and contractor certification documents as requested by Amethod Public Schools:

1. Minimum Insurance Requirements. Prior to the beginning, and throughout the duration of services to be performed, or as otherwise provided herein, Contractor shall, at its expense, procure and maintain the following minimum levels of coverage:

   (A) Commercial General Liability Insurance which shall be written on an occurrence basis and be at least as broad as the latest version of ISO form CG 00 01 with limits of not less than $1,000,000 per occurrence and $2,000,000 in the aggregate for claims against bodily injury, personal and advertising injury, and property damage, including products-completed operations. Such policy shall include Contractual Liability coverage and shall be endorsed to include the School, its directors, officers, employees, agents, and volunteers as additional insureds on all primary and excess policies for ongoing and completed operations performed by, or behalf of Contractor. Such additional insured coverage shall be as broad as that provided by ISO form CG 20 10 (ongoing operations) and CG 20 37 (completed operations).

AMPS

HONOR HARD WORK

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) Business Automobile Liability insurance which shall be as broad as ISO form CA 00 01 covering bodily injury and property damage with a combined single limit of not less than $1,000,000 per accident for all owned, non-owned, and hired automobiles used in connection with the services or operations to be performed under this Agreement.

(C) Workers' Compensation Insurance with statutory limits, and Employer's Liability insurance with limits of not less than $1,000,000 per accident or disease. The Workers' Compensation policy shall be endorsed with a waiver of subrogation in favor of the School, its directors, officers, employees, agents, and volunteers.

2. Provisions Applicable to All Insurance Requirements.

(a). Acceptability of Insurers. Unless otherwise reviewed and accepted by the School, all required insurance must be placed with insurers with a current A.M. Best rating of not less than A- VII and be admitted to do business in California, or approved by the Surplus Lines Association.

(b) Verification of Coverage. Contractor shall furnish the School with Certificates of Insurance and applicable endorsements effecting coverage required by this Agreement on forms satisfactory to the School. The certificates of insurance shall be signed by a person authorized by that insurer to bind coverage on its behalf. All certificates and endorsements must be received by the School before work commences. Acceptance of Contractor's Certificates of Insurance does not relieve Contractor of the insurance requirements, nor decrease the liability of Contractor under this Agreement. It is the Contractor's responsibility to ensure its compliance with these insurance requirements. Any actual or alleged failure on the part of the School to obtain proof of insurance required under this

AMPS

HONOR HARD WORK

Agreement shall not in any way be construed to be a waiver of any right or remedy of the School, in this or any regard.

(c). Primary and Noncontributory. The insurance required to be maintained by Contractor shall primarily with respect to all claims arising out of Contractor's performance and/or activities under this Agreement, and any insurance or self-insurance maintained by the School shall be excess only, and not be required to contribute with it.

(d) Umbrella or Excess Insurance. Any Umbrella or Excess insurance shall also apply on a primary and noncontributory basis for the benefit of the School, before the School's own primary insurance or self-insurance shall be called upon to protect it as a Named Insured.

(e). Broader Coverage and Limits. The insurance requirements under this Agreement shall be the greater of (1) the minimum coverage and limits specified in this Agreement, or (2) the broader coverage and maximum limits of coverage of any insurance policy or proceeds available to the Named Insured. It is agreed that these insurance requirements shall not in any way act to reduce coverage that is broader or that includes higher limits than the minimums required herein. No representation is made that the minimum insurance requirements of this Agreement are sufficient to cover the obligations of Contractor hereunder.

(f). Severability of Interest (Cross Liability). A severability of interest provision must apply for the additional insureds, ensuring that Contractor's insurance shall apply separately to each insured against whom a claim is made or suit is brought, except with respect to the policies' limits.

(g) Notices; Cancellation or Reduction of Coverage. No policy required to be maintained by Contractor shall be canceled and not replaced with equivalent coverage without thirty (30) days prior written notice to the School, unless cancellation is due to the non-payment of premium, in which case, ten (10) days prior written notice shall be provided.

AMPS
HONOR HARD WORK

SERVICES PROVIDED.

Get Empowered will provide instructors for the following programs:

Richmond Charter Academy
Location: 1450 Marina Way S, Richmond, CA 94804

ASES Afterschool Club(s): Soccer

- Location: Richmond Charter Academy
  - 1450 Marina Way S, Richmond, CA 948041
- Every Tuesday from 3:30pm to 5:30pm and Friday 1:30pm - 3:30pm for the following dates:
  - 10/3, 10/7, 10/10, 10/14, 10/17, 10/21, 10/28, 10/31, 11/4, 11/7, 11/14, 11/18, 11/21, 12/2, 12/5, 12/9, 12/12, 12/16, 12/19, 1/6 , 1/9, 1/13, 1/16, 1/20, 1/23, 1/27, 1/30, 02/3, 02/06, 02/10, 02/20, 02/24, 02/27, 03/03, 03/06, 03/10, 13/17, 03/20, 03/24, 03/31, 04/03, 04/14, 04/17, 04/21, 04/24, 04/28, 05/01, 05/05, 05/08 05/12, 05/15, 05/19, 05/22, 05/26, 05/29
- Classes will not be in session on 10/24, 11/11, 11/25, 11/28, 12/23, 12/25, 12/30, 01/2, 02/13, 02/17, 03/13, 03/27, 4/7, 4/10
- The last day of ASES classes will be 5/18.
- RCA will provide a classroom to practice. All supplies provided by RCA will remain the property of RCA and must stay on the school grounds.

ASES Afterschool Club(s): Product Design/codding

- Location: Richmond Charter Academy
  - 1450 Marina Way S, Richmond, CA 948041
- Every Tuesday from 3:30pm to 5:30pm and Friday 1:30pm - 3:30pm for the following dates:
  - 10/3, 10/7, 10/10, 10/14, 10/17, 10/21, 10/28, 10/31, 11/4, 11/7, 11/14, 11/18, 11/21, 12/2, 12/5, 12/9, 12/12, 12/16, 12/19, 1/6 , 1/9, 1/13, 1/16, 1/20, 1/23, 1/27, 1/30, 02/3, 02/06, 02/10, 02/20, 02/24, 02/27, 03/03, 03/06, 03/10, 13/17, 03/20, 03/24, 03/31, 04/03, 04/14, 04/17, 04/21,

AMPS

HONOR HARD WORK

        - 04/24, 04/28, 05/01, 05/05, 05/08 05/12, 05/15, 05/19, 05/22, 05/26, 05/29
    - Classes will not be in session on 10/24, 11/11, 11/25, 11/28, 12/23, 12/25, 12/30, 01/2, 02/13, 02/17, 03/13, 03/27, 4/7, 4/10
    - The last day of ASES classes will be 5/18.
    - RCA will provide a classroom to practice. All supplies provided by RCA will remain the property of RCA and must stay on the school grounds.

ASES Afterschool Club(s): Cooking

- Location: Richmond Charter Academy
    - 1450 Marina Way S, Richmond, CA 948041
- Every Mondays 3:30 - 5:30pm and Fridays 1:30 - 3:30pm for the following dates:
    - 10/6, 10/10, 10/17, 10/20, 10/27, 10/31, 11/3, 11/ 7, 11/14, 11/17, 11/21, 12/1, 12/5, 12/8, 12/12, 12/15, 12/19, 1/9, 1/12, 1/16, 1/23, 1/26, 1/30, 2/2, 2/6, 2/9, 2/20, 2/23, 2/27, 3/2, 3/6, 3/9, 3/16, 3/20, 3/23, 3/30, 4/3, 4/13, 4/17, 4/20, 4/24, 4/27, 5/1, 5/4, 5/8, 5/11, 5/15, 5/18, 5/22, 5/29
- Classes will not be in session on 10/13, 10/24, 11/10, 10/24, 11/28, 12/22, 12/26, 12/29, 1/2, 1/5, 1/19, 2/13, 2/16, 3/13, 3/27, 4/6, 4/10, 05/25
- The last day of ASES classes will be 5/18.
- RCA will provide a classroom to practice. All supplies provided by RCA will remain the property of RCA and must stay on the school grounds.

ASES Afterschool Club(s): Basketball

- Location: Richmond Charter Academy
    - 1450 Marina Way S, Richmond, CA 948041
- Every Mondays 3:30 - 5:30pm and Fridays 1:30 - 3:30pm for the following dates:
    - 10/6, 10/10, 10/17, 10/20, 10/27, 10/31, 11/3, 11/ 7, 11/14, 11/17, 11/21, 12/1, 12/5, 12/8, 12/12, 12/15, 12/19, 1/9, 1/12, 1/16, 1/23, 1/26, 1/30, 2/2, 2/6, 2/9, 2/20, 2/23, 2/27, 3/2, 3/6, 3/9, 3/16, 3/20, 3/23, 3/30, 4/3, 4/13, 4/17, 4/20, 4/24, 4/27, 5/1, 5/4, 5/8, 5/11, 5/15, 5/18, 5/22, 5/29
- Classes will not be in session on 10/13, 10/24, 11/10, 10/24, 11/28, 12/22, 12/26, 12/29, 1/2, 1/5, 1/19, 2/13, 2/16, 3/13, 3/27, 4/6, 4/10, 05/25
- The last day of ASES classes will be 5/18.
- RCA will provide a classroom to practice. All supplies provided by RCA will remain the property of RCA and must stay on the school grounds.

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ASES Afterschool Club(s): Graffiti Art

- Location: Richmond Charter Academy
  - 1450 Marina Way S, Richmond, CA 948041
- Every Mondays 3:30 - 5:30pm and Fridays 1:30 - 3:30pm for the following dates:
  - 10/6, 10/10, 10/17, 10/20, 10/27, 10/31, 11/3, 11/ 7, 11/14, 11/17, 11/21, 12/1, 12/5, 12/8, 12/12, 12/15, 12/19, 1/9, 1/12, 1/16, 1/23, 1/26, 1/30, 2/2, 2/6, 2/9, 2/20, 2/23, 2/27, 3/2, 3/6, 3/9, 3/16, 3/20, 3/23, 3/30, 4/3, 4/13, 4/17, 4/20, 4/24, 4/27, 5/1, 5/4, 5/8, 5/11, 5/15, 5/18, 5/22, 5/29
- Classes will not be in session on 10/13, 10/24, 11/10, 10/24, 11/28, 12/22, 12/26, 12/29, 1/2, 1/5, 1/19, 2/13, 2/16, 3/13, 3/27, 4/6, 4/10, 05/25
- The last day of ASES classes will be 5/18.
- RCA will provide a classroom to practice. All supplies provided by RCA will remain the property of RCA and must stay on the school grounds.

ASES Afterschool Club(s): Percussion/Drumming

- Location: Richmond Charter Academy
  - 1450 Marina Way S, Richmond, CA 948041
- Every Thursday from 4:00 pm to 6:00 pm for the following dates:
  - 10/2, 10/9, 10/16, 10/23, 10/20, 11/6, 11/13, 11/20, 12/4, 12/11, 12/19, 1/8 , 1/15, 1/22, 1/29, 2/05 , 2/12, 2/19, 2/26, 3/05 , 3/12, 3/19, 3/26, 4/2, 4/16, 4/23, 4/30, 5/7, 5/14, 5/21, 5/28
- Classes will not be in session on 11/27, 12/25, 1/1, 4/9
- The last day of ASES classes will be 5/18.
  RCA will provide a classroom to practice. All supplies provided by RCA will remain the property of RCA and must stay on the school grounds.

ASES Afterschool Club(s): Theater Art

- Location: Richmond Charter Academy
  - 1450 Marina Way S, Richmond, CA 948041
- Every Thursday from 4:00 pm to 6:00 pm for the following dates:
  - 10/2, 10/9, 10/16, 10/23, 10/20, 11/6, 11/13, 11/20, 12/4, 12/11, 12/19, 1/8 , 1/15, 1/22, 1/29, 2/05 , 2/12, 2/19, 2/26, 3/05 , 3/12, 3/19, 3/26, 4/2, 4/16, 4/23, 4/30, 5/7, 5/14, 5/21, 5/28
- Classes will not be in session on 11/27, 12/25, 1/1, 4/9
- The last day of ASES classes will be 5/18.

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RCA will provide a classroom to practice. All supplies provided by RCA will remain the property of RCA and must stay on the school grounds.

ASES Afterschool Club(s): Dance

- Location: Richmond Charter Academy
  - 1450 Marina Way S, Richmond, CA 948041
- Every Wednesday from 4:00 pm to 6:00 pm for the following dates:
  - 10/1, 10/8, 10/15, 10/22, 10/29, 11/5, 11/12, 11/19, 12/3, 12/10, 12/ 17, 1/7, 1/14, 1/21, 1/28, 2/4, 2/11, 2/18, 2/25, 3/4, 3/11, 3/18, 3/25, 4/15, 4/22, 4/29, 5/6, 5/13, 5/20, 5/27
- Classes will not be in session on 11/26, 12/24, 12/31,
- The last day of ASES classes will be 5/18.
- RCA will provide a classroom to practice. All supplies provided by RCA will remain the property of RCA and must stay on the school grounds.

FEE FOR SERVICE.

$250 per hour/per club session for Cooking Nutrition and $200 per hour/per club session for Basketball. Total payment for services rendered for all programming for OCA shall not exceed $28,900.

REPRESENTATIONS AND WARRANTIES. Each party to this MOU represents and warrants to the other party that he/she/it:-

(a) has full power, authority and legal right to execute and perform this MOU;

(b) has taken all necessary legal and corporate action to authorize the execution and performance of this MOU;

(c) this MOU constitutes the legal, valid and binding obligations of such party in accordance with its terms; and

(d) shall act in good faith to give effect to the intent of this MOU and to take such other action as may be necessary or convenient to consummate the purpose and subject matter of this MOU.

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TERMINATION. Either party may terminate its performance of related obligations under this MOU if the other party fails to rectify a material breach under a portion of this MOU within thirty (30) days of receipt by the breaching party of written notice of such breach from the non-breaching party. In such a case, the non-breaching Party shall be entitled, without further notice, to cancel that Party's involvement pursuant to the MOU, without prejudice to any claim for damages, breach of contract or otherwise. The parties agree that the failure or termination of any portion or relevant provision of this MOU will not be a basis for terminating other severable obligations or provisions of this MOU, unless the failure or breach is such that the entire MOU loses substantially all its value to the non-breaching party.

REMEDIES ON DEFAULT. In addition to any and all other rights a party may have available according to law, if a party defaults by failing to substantially perform any provision, term or condition of this MOU (including without limitation the failure to make a monetary payment when due), the other party may terminate the MOU by providing written notice to the defaulting party. This notice shall describe with sufficient detail the nature of the default. The party receiving such notice shall have 10 days from the effective date of such notice to cure the default(s). Unless waived by a party providing notice, the failure to cure the default(s) within such time period shall result in the automatic termination of this MOU.

FORCE MAJEURE. If performance of this MOU or any obligation under this MOU is prevented, restricted, or interfered with by causes beyond either party's reasonable control ("Force Majeure"), and if the party unable to carry out its obligations gives the other party prompt written notice of such event, then the obligations of the party invoking this provision shall be suspended to the extent necessary by such event. The term Force Majeure shall include, without limitation, acts of God, plague, epidemic, pandemic, outbreaks of infectious disease or any other public health crisis, including quarantine or other employee restrictions, fire, explosion, vandalism, storm or other similar occurrence, orders or acts of military or civil authority, or by national emergencies, insurrections, riots, or wars, or strikes, lock-outs, work stoppages, or supplier failures. The excused party shall use reasonable efforts under the circumstances to avoid or remove such causes of non-performance and shall proceed to perform with reasonable dispatch whenever such causes are removed or ceased. An

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act or omission shall be deemed within the reasonable control of a party if committed, omitted, or caused by such party, or its employees, officers, agents, or affiliates.

NOTICE. Any notice or communication required or permitted under this MOU shall be sufficiently given if delivered in person or by certified mail, return receipt requested, to the addresses listed above or to such other address as one party may have furnished to the other in writing. The notice shall be deemed received when delivered or signed for, or on the third day after mailing if not signed for.

ASSIGNMENT. Neither party may assign or transfer this MOU without prior written consent of the other party, which consent shall not be unreasonably withheld.

ENTIRE AGREEMENT. This MOU contains the entire agreement of the parties regarding the subject matter of this MOU, and there are no other promises or conditions in any other agreement whether oral or written. This MOU supersedes any prior written or oral agreements between the parties.

AMENDMENT. This MOU may be modified or amended if the amendment is made in writing and signed by both parties.

SEVERABILITY. If any provision of this MOU shall be held to be invalid or unenforceable for any reason, the remaining provisions shall continue to be valid and enforceable. If a court finds that any provision of this MOU is invalid or unenforceable, but that by limiting such provision it would become valid and enforceable, then such provision shall be deemed to be written, construed, and enforced as so limited.

WAIVER OF CONTRACTUAL RIGHTS. The failure of either party to enforce any provision of this MOU shall not be construed as a waiver or limitation of that party's right to subsequently enforce and compel strict compliance with every provision of this MOU.

GOVERNING LAW. This MOU shall be governed by and construed in accordance with the laws of California.

AMETHOD PUBLIC SCHOOLS:

Signature	Date
Printed Name	Title

VENDOR: Get Empowered:

Signature	Date
Printed Name	Title

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SEND INVOICES AND BILLS TO:		
Name and Title Amethod Public Schools Accounts Payable		
Address 1450 Marina Way South Suite 300		
City Richmond, CA 94804	State	Zip
Phone 510-436-0172	Email apsupport@amethodschools.org	

Coversheet

CEO Report

Section: V. Business II
Item: J. CEO Report
Purpose: FYI
Submitted by:
Related Material: CEO Report 10.16.2025.pdf

AMPS Leadership Presentation

CEO Update

October 16, 2025

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Recent/Upcoming Events

- September:
  - Continued Principal & SLT work with Lead Liberated
  - Raise the Bar awards for DCA (4) and OCHS (1)
  - Began work with Malka Borrego, Governance Coach
  - EOY reporting
- October:
  - CSDC Conference
  - CCCBOE Trustee Tour (RCA)
  - Instructional Walk-throughs

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Traffic Study

Richmond:

- Traffic concerns, including safety, parking, flow
- Internal study, review, improvement
- External study coming soon
- Redevelopment of traffic flow across BJE & RCA

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Lead Liberated AMPS

Anti-racist learning culture: where student learning and experience drives all decision making, and adults across AMPS are strategically learning and working collaboratively across differences to identify and interrupt racial oppression within themselves and every aspect of our schools - to ensure every student and adult thrives.

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