



Amethod Public Schools

Regular Meeting of the AMPS Board of Directors

Published on September 14, 2026 at 4:57 PM PDT

Date and Time

Thursday September 17, 2026 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 a two-way teleconference location for the public to attend at our Oakland school site:

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

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](https://www.google.com/maps/place/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			2 m
Members of the public may comment here on non-agenda items that relate to one or more schools operated by Amethod Public Schools.			
II. Consent			6:06 PM
A. Approval of 08/27/2026 Special Board Meeting Minutes	Approve Minutes		1 m

	Purpose	Presenter	Time
B. Approval of 08/27/2026 Regular Board Meeting Minutes	Approve Minutes		1 m
C. Acceptance of August Check Register	Vote		1 m
III. Business I			6:09 PM
A. HR Presentation	FYI	Heather Eyerman, Vertex	5 m
Public comment			
IV. Closed Session			6:14 PM
A. CONFERENCE WITH LEGAL COUNSEL— ANTICIPATED LITIGATION	Discuss		60 m
Significant exposure to litigation pursuant to Paragraph (2) or (3) of subdivision (d) of Section 54956.9 (5 cases)			
B. Public Employee Performance Evaluation (Gov. Code, § 54957)	Discuss		15 m
Title: Chief Executive Officer			
V. Business II			7:29 PM
A. CEO Update	FYI	Adrienne Barnes	5 m
Public comment			
B. Review and Consideration of Approval of EL Blueprint	Vote	Mary Busby	2 m
Public comment			
C. Review and Consideration of Approval of CEO Goals	Vote	Rodolfo Ornelas	5 m
Public comment			
D. Review and Consideration of Approval of City Rise Invoice	Vote	Marisol Magana	2 m
Public comment			

	Purpose	Presenter	Time
E. Review and Consideration of Approval of Joyce Montgomery Contract/Statement of Work #4 Public comment	Vote	Adrienne Barnes	2 m
F. Review and Consideration of Lease Termination Agreement for 4215 Foothill Blvd, Oakland Public comment	Vote	Adrienne Barnes	2 m
G. Review and Consideration of Approval of Transitional Kindergarten (TK) Teacher Credentialing and ECE Qualification Requirements Public comment	Vote	Sally Li	2 m

VI. Closing Items**7:49 PM**

A. Adjourn Meeting	FYI	Rodolfo Ornelas	1 m
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Coversheet

Approval of 08/27/2026 Special Board Meeting Minutes

Section: II. Consent
Item: A. Approval of 08/27/2026 Special Board Meeting Minutes
Purpose: Approve Minutes
Submitted by:
Related Material:
Minutes for Special Meeting of the AMPS Board of Directors on August 27, 2026

APPROVED



Amethod Public Schools

Minutes

Special Meeting of the AMPS Board of Directors

Date and Time

Thursday August 27, 2026 at 5:30 PM

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

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

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ORDER OF BUSINESS MAY BE CHANGED WITHOUT NOTICE

Directors Present

D. Leung, J. Lerma, L. Martinez (remote), M. DiGiorgio, R. Ornelas

Directors Absent

None

Guests Present

A. Barnes, M. Arechiga, 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 Thursday Aug 27, 2026 at 5:32 AM.

B. Record Attendance

C. Announcements

Board Chair Rodolfo announced Board Member Liz will be participating in the meeting via Zoom under just cause.

D. Approval of the Agenda

L. Martinez made a motion to approve the agenda with the removal of item 2B due to insufficient information.

R. Ornelas seconded the motion.

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

Roll Call

R. Ornelas Aye

L. Martinez Aye

M. DiGiorgio Aye

D. Leung Aye

J. Lerma Aye

E. Public Comments on Non-Agenda Items

No public comments.

II. Business

A. Review and Consideration of the OCA Closure Milestone Timeline

Adrienne, CEO shared the Oakland Unified School District's Office of Charter Schools requested a closure milestone timeline as part of the charter closure request list. Staff populated the required items with specific dates and presented the finalized timeline to the board for formal approval before submission to the district.

D. Leung made a motion to approve OCA Closure Milestone Timeline.

L. Martinez seconded the motion.

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

Roll Call

L. Martinez Aye

R. Ornelas Aye

D. Leung Aye

J. Lerma Aye

M. DiGiorgio Aye

B. Review and Consideration of Approval of Request for Authorization for Traffic Management

Item was pulled from the agenda.

C. Review and Consideration of Approval of SB740 Application for Downtown Charter Academy

Prasanth, from Charter Impact requested the board's review and approval to apply for the SB740 grant program. He noted that this is a reapplication for funding the schools have received in the past, highlighting that it provides significant financial support to offset facility and rent costs and that the application is prepared for submission.

D. Leung made a motion to Approve SB740 Application for Downtown Charter Academy.

R. Ornelas seconded the motion.

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

Roll Call

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

D. Review and Consideration of Approval of SB740 Application for John Henry High School

R. Ornelas made a motion to Approve SB740 Application for John Henry High School.

M. DiGiorgio seconded the motion.

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

Roll Call

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

E. Review and Consideration of Approval of SB740 Application for Richmond Charter Academy

M. DiGiorgio made a motion to Approve SB740 Application for Richmond Charter Academy.

D. Leung seconded the motion.

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

Roll Call

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

F. Review and Consideration of Approval of SB740 Application for Richmond Charter Elementary - Benito Juarez

D. Leung made a motion to Approve SB740 Application for Richmond Charter Elementary - Benito Juarez.

R. Ornelas seconded the motion.

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

Roll Call

R. Ornelas Aye
M. DiGiorgio Aye
L. Martinez Aye

Roll Call

J. Lerma Aye
D. Leung Aye

III. Closing Items

A. Adjourn Meeting

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 5:44 PM.

Respectfully Submitted,
R. Ornelas

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Approval of 08/27/2026 Regular Board Meeting Minutes

Section:	II. Consent
Item:	B. Approval of 08/27/2026 Regular Board Meeting Minutes
Purpose:	Approve Minutes
Submitted by:	
Related Material:	Minutes for Board Meeting on August 27, 2026

APPROVED



Amethod Public Schools

Minutes

Board Meeting

Date and Time

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Directors Present

D. Leung, J. Lerma, L. Martinez (remote), M. DiGiorgio, R. Ornelas

Directors Absent

None

Directors who left before the meeting adjourned

L. Martinez

Guests Present

A. Barnes, M. Arechiga

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 Thursday Aug 27, 2026 at 6:01 PM.

B. Record Attendance

C. Announcements

No Announcements

D. Approval of the Agenda

R. Ornelas made a motion to Approve the agenda with the removal of item Business II: A and X.

D. Leung seconded the motion.

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

Roll Call

D. Leung Aye

M. DiGiorgio Aye

J. Lerma Aye

R. Ornelas Aye

L. Martinez Aye

E. Public Comments on Non-Agenda Items

II. Consent

A. Approval of 08/13/2026 Regular Board Meeting Minutes

D. Leung made a motion to approve the minutes from Regular Meeting of the AMPS Board of Directors on 08-13-26.

M. DiGiorgio seconded the motion.

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

Roll Call

M. DiGiorgio Aye

R. Ornelas Aye

L. Martinez Aye

D. Leung Aye

J. Lerma Aye

B. Acceptance of June Check Register

D. Leung made a motion to Approve the consent calendar.

M. DiGiorgio seconded the motion.

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

Roll Call

J. Lerma Aye

L. Martinez Aye

R. Ornelas Aye

M. DiGiorgio Aye

D. Leung Aye

C. Acceptance of July Check Register

D. Leung made a motion to Approve the consent calendar.

M. DiGiorgio seconded the motion.

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

Roll Call

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

III. Business I

A. HR Presentation

Heather Eyerman provided an talent update to the board reviewing vacancies

IV. Closed Session

A. CONFERENCE WITH LEGAL COUNSEL— ANTICIPATED LITIGATION

No action to report from closed session.

V. Business II

A. CEO Update

Item removed from the agenda.

B. 2025-26 Unaudited Actuals Report

Prasanth Mudumby presented the Unaudited Actuals Report to the board

C. Review and Consideration of Approval of 2025-26 Unaudited Actuals Report - Downtown Charter Academy

D. Leung made a motion to Approve 2025-26 Unaudited Actuals Report - Downtown Charter Academy pending final review by staff.

R. Ornelas seconded the motion.

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

Roll Call

R. Ornelas Aye
M. DiGiorgio Aye
J. Lerma Aye
D. Leung Aye

D. Review and Consideration of Approval of 2025-26 Unaudited Actuals Report - John Henry High School

J. Lerma made a motion to Approve 2025-26 Unaudited Actuals Report - John Henry High School pending final review by staff.

D. Leung seconded the motion.

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

Roll Call

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

E. Review and Consideration of Approval of 2025-26 Unaudited Actuals Report - Oakland Charter Academy

D. Leung made a motion to Approve 2025-26 Unaudited Actuals Report - Oakland Charter Academy pending final review by staff.

M. DiGiorgio seconded the motion.

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

Roll Call

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

F. Review and Consideration of Approval of 2025-26 Unaudited Actuals Report - Richmond Charter Academy

R. Ornelas made a motion to Approve 2025-26 Unaudited Actuals Report - Richmond Charter Academy pending final review by staff.

M. DiGiorgio seconded the motion.

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

Roll Call

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

G. Review and Consideration of Approval of 2025-26 Unaudited Actuals Report - Richmond Charter Elementary - Benito Juarez

M. DiGiorgio made a motion to Approve 2025-26 Unaudited Actuals Report - Richmond Charter Elementary - Benito Juarez pending final review by staff.

R. Ornelas seconded the motion.

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

Roll Call

J. Lerma Aye

Roll Call

D. Leung Aye
L. Martinez Absent
M. DiGiorgio Aye
R. Ornelas Aye

H. Prop 28 2025-26 Annual Report

Adrienne Barnes presented an overview of Prop 28 reports for the 2025-26 school year

I. Review and Consideration of Approval of 2025-26 Prop 28 Report for Downtown Charter Academy

D. Leung made a motion to Approve Prop 28 Report for Downtown Charter Academy.

M. DiGiorgio seconded the motion.

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

Roll Call

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

J. Review and Consideration of Approval of 2025-26 Prop 28 Report for John Henry High School

M. DiGiorgio made a motion to Approve 2025-26 Prop 28 Report for John Henry High School.

R. Ornelas seconded the motion.

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

Roll Call

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

K. Review and Consideration of Approval of 2025-26 Prop 28 Report for Oakland Charter Academy

D. Leung made a motion to Approve 2025-26 Prop 28 Report for Oakland Charter Academy.

R. Ornelas seconded the motion.

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

Roll Call

R. Ornelas Aye

Roll Call

D. Leung Aye

M. DiGiorgio Aye

L. Martinez Aye

J. Lerma Aye

L. Review and Consideration of Approval of 2025-26 Prop 28 Report for Richmond Charter Academy

R. Ornelas made a motion to Approve 2025-26 Prop 28 Report for Richmond Charter Academy.

J. Lerma seconded the motion.

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

Roll Call

J. Lerma Aye

D. Leung Aye

M. DiGiorgio Aye

R. Ornelas Aye

L. Martinez Aye

M. Review and Consideration of Approval of 2025-26 Prop 28 Report for Richmond Charter Elementary - Benito Juarez

D. Leung made a motion to Approve Prop 28 Report for Richmond Charter Elementary - Benito Juarez.

M. DiGiorgio seconded the motion.

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

Roll Call

D. Leung Aye

J. Lerma Aye

R. Ornelas Aye

M. DiGiorgio Aye

L. Martinez Aye

N. 2025-26 Education Protection Account Final Expenditure Report

O. Review and Consideration of Approval of the 2025-26 Education Protection Account Final Expenditure Report - Downtown Charter Academy

M. DiGiorgio made a motion to Approve 2025-26 Education Protection Account Final Expenditure Report - Downtown Charter Academy.

R. Ornelas seconded the motion.

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

Roll Call

R. Ornelas Aye

M. DiGiorgio Aye

Roll Call

L. Martinez Aye

J. Lerma Aye

D. Leung Aye

P. Review and Consideration of Approval of the 2025-26 Education Protection Account Final Expenditure Report - John Henry High School

D. Leung made a motion to Approve 2025-26 Education Protection Account Final Expenditure Report - John Henry High School.

R. Ornelas seconded the motion.

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

Roll Call

L. Martinez Aye

R. Ornelas Aye

M. DiGiorgio Aye

J. Lerma Aye

D. Leung Aye

Q. Review and Consideration of Approval of the 2025-26 Education Protection Account Final Expenditure Report - Oakland Charter Academy

J. Lerma made a motion to Approve 2025-26 Education Protection Account Final Expenditure Report - Oakland Charter Academy.

D. Leung seconded the motion.

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

Roll Call

J. Lerma Aye

M. DiGiorgio Aye

L. Martinez Aye

R. Ornelas Aye

D. Leung Aye

R. Review and Consideration of Approval of the 2025-26 Education Protection Account Final Expenditure Report - Richmond Charter Academy

M. DiGiorgio made a motion to Approve 2025-26 Education Protection Account Final Expenditure Report - Richmond Charter Academy.

R. Ornelas seconded the motion.

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

Roll Call

D. Leung Aye

L. Martinez Aye

R. Ornelas Ave

M. DiGiorgio Ave

J. Lerma Aye

S. Review and Consideration of Approval of the 2025-26 Education Protection Account Final Expenditure Report - Richmond Charter Elementary - Benito Juarez

D. Leung made a motion to Approve 2025-26 Education Protection Account Final Expenditure Report - Richmond Charter Elementary - Benito Juarez.

M. DiGiorgio seconded the motion.

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

Roll Call

R. Ornelas Aye

L. Martinez Aye

M. DiGiorgio Aye

D. Leung Aye

J. Lerma Aye

T. Review and Consideration of Approval of Provisional Internship Permits (PIP) Public Notice

J. Lerma made a motion to Approve Provisional Internship Permits (PIP) Public Notice.

R. Ornelas seconded the motion.

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

Roll Call

D. Leung Aye

M. DiGiorgio Aye

J. Lerma Aye

L. Martinez Aye

R. Ornelas Aye

U. Review and Consideration of Approval of Contract for AMPS Strategic Planning

D. Leung made a motion to Approve Attuned Contract for Strategic Planning.

R. Ornelas seconded the motion.

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

Roll Call

M. DiGiorgio Aye

R. Ornelas Aye

J. Lerma Aye

L. Martinez Aye

D. Leung Aye

V. Review and Consideration of Approval of HopSkipDrive Contract

D. Leung made a motion to Approve HopSkipDrive Contract.

R. Ornelas seconded the motion.

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

Roll Call

D. Leung Aye
M. DiGiorgio Aye
R. Ornelas Aye
J. Lerma Aye
L. Martinez Aye
L. Martinez left at 8:05 PM.

W. Review and Consideration of Approval of Zen Educate Contract

D. Leung made a motion to Approve Zen Educate Contract.
M. DiGiorgio seconded the motion.
The board **VOTED** to approve the motion.

Roll Call

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

X. Review and Consideration of Approval of New Board Member(s)

Y. Review and Consideration of Approval of Officers of the Board

R. Ornelas made a motion to Approve Jorge Lerma as board secretary and Davis Leung as board treasurer.
M. DiGiorgio seconded the motion.
The board **VOTED** to approve the motion.

Roll Call

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

VI. Closing Items

A. Adjourn Meeting

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 8:25 PM.

Respectfully Submitted,
R. Ornelas

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Coversheet

Acceptance of August Check Register

Section:	II. Consent
Item:	C. Acceptance of August Check Register
Purpose:	Vote
Submitted by:	
Related Material:	August Check Register.pdf

Amethod Public Schools

Check Register

August 31, 2026

Check Date	Vendor Name	Check Number	Check Amount	Comments
8/5/2026	AMAZON CAPITAL SERVICES, INC.	12872	\$ 2,833.55	
8/5/2026	Charter Impact	12873	28,000.00	
8/5/2026	Charterup LLC	12874	2,609.69	
8/5/2026	Curriculum Associates, LLC	12875	2,400.00	
8/5/2026	IXL Learning	12876	5,971.88	
8/5/2026	Kings III of America, LLC	12877	39.17	
8/5/2026	Mary Busby	12878	149.88	
8/5/2026	Mealtime/Harris School Solutions	12879	431.80	
8/5/2026	MVP Sports	12880	31,672.51	
8/5/2026	Nor-Cal Specialties, Inc.	12881	8,489.00	
8/5/2026	Power School Group LLC	12882	9,967.05	
8/5/2026	Procopio			
8/5/2026	Riviera Finance	12884	15,960.00	
8/5/2026	Sally Li	12885	237.80	
8/5/2026	Savvas Learning Company LLC	12886	33,710.20	
8/5/2026	School Safe ID, LLC	12887	1,996.00	
8/5/2026	Staples	12888	2,538.39	
8/5/2026	Swing Education	12889	8,092.00	
8/5/2026	TCI	12890	11,763.99	
8/7/2026	BoardOn Track, Inc.	12891	9,250.00	
8/7/2026	Elise Darwish	12892	6,200.00	
8/7/2026	Joyce Montgomery	12893	1,500.00	
8/7/2026	MJ Akerland RN, A Professional Nursing Corporation	12894	5,329.50	
8/7/2026	Oakland Unified School District	12895	19,505.25	
8/12/2026	Bay Pro	12896	10,800.00	
8/12/2026	CharterSafe	12897	47,674.00	
8/12/2026	Curriculum Associates, LLC	12898	4,080.00	
8/12/2026	Follett Software LLC	12899	1,101.12	
8/12/2026	Lead Liberated	12900	82,800.00	Board approved contract; professional development serv
8/12/2026	MS Custom Painting	12901	26,328.00	
8/13/2026	Contra Costa County Charter Coalition	12902	20,000.00	
8/13/2026	Javier Hernandez	12903	1,250.00	
8/14/2026	AMAZON CAPITAL SERVICES, INC.	12904	175.59	
8/14/2026	Amplify Education, Inc	12905	64,195.33	Board approved quote; required science curriculum
8/14/2026	Curriculum Associates, LLC	12906	6,814.50	
8/14/2026	Delta Charter Service	12907	3,950.00	
8/14/2026	Guardian	12908	8,302.24	
8/14/2026	Navitas Credit Corp	12909	3,110.19	
8/14/2026	Nor-Cal Specialties, Inc.	12910	8,489.00	
8/14/2026	Omega Pest Control, Inc.	12911	350.00	
8/14/2026	Saphira Education Assoc. LLC	12912	13,387.50	
8/14/2026	Scoot Education	12913	4,073.00	
8/14/2026	SpectrumVoIP	12914	179.54	
8/14/2026	Staples	12915	1,042.63	
8/14/2026	Vertex Support Services LLC	12916	26,395.75	
8/19/2026	4imprint, Inc	12917	1,039.41	

Amethod Public Schools

Check Register

August 31, 2026

Check Date	Vendor Name	Check Number	Check Amount	Comments
8/19/2026	Acacia Partners	12918	10,000.00	
8/19/2026	ACME	12919	2,232.62	
8/19/2026	AT&T Mobility	12920	1,537.86	
8/19/2026	Garfias Flooring, Inc.	12921	83,889.23	Board approved contract; flooring replacement
8/19/2026	HopSkipDrive, Inc	12922	3,275.46	
8/19/2026	Imagine Learning LLC	12923	2,500.00	
8/19/2026	The Kya Group, LLC	12924	67,608.14	Board Approved contract; required facility/HVAC services
8/19/2026	Trust Ed Solutions	12925	2,500.00	
8/21/2026	Bay Pro	12926	1,003.22	
8/21/2026	Republic Services #851	12927	5,417.47	
8/21/2026	Savvas Learning Company LLC	12928	30,413.04	
8/21/2026	Star Elevator, Inc.	12929	205.14	
8/21/2026	Swing Education	12930	1,792.00	
8/21/2026	Ventris Learning	12931	1,073.63	
8/26/2026	Bay Pro	12932	504.18	
8/26/2026	Brady Industries	12933	33.73	
8/26/2026	California Charter Schools Association	12934	34,056.00	
8/26/2026	ChromebookParts.com	12935	271.96	
8/26/2026	EBMUD PAYMENT CENTER	12936	626.93	
8/26/2026	EBMUD PAYMENT CENTER	12937	995.46	
8/26/2026	EBMUD PAYMENT CENTER	12938	423.38	
8/26/2026	Educational Networks, Inc.	12939	1,868.75	
8/26/2026	EVERON FKA ADT COMMERCIAL	12940	2,356.52	
8/26/2026	EVERON FKA ADT COMMERCIAL	12941	2,965.88	
8/26/2026	IXL Learning	12942	5,545.31	
8/26/2026	JM Fire Systems	12943	1,000.00	
8/26/2026	Jordan Rojo	12944	935.00	
8/26/2026	Legacy Mechanical & Energy Services, Inc.	12945	6,151.00	
8/26/2026	MS Custom Painting	12946	23,320.00	
8/26/2026	MVP Sports	12947	18,690.43	
8/26/2026	Oakland Chinatown Chamber of Commerce	12948	300.00	
8/26/2026	Ooma Inc	12949	197.56	
8/26/2026	Pacific Office Automation	12950	92.19	
8/26/2026	Republic Services #851	12951	4,966.13	
8/26/2026	SafeTight Security	12952	2,134.62	
8/26/2026	Scoot Education	12953	27,365.51	
8/28/2026	Brady Industries	12954	6,571.17	
8/28/2026	Crime Watch Security Systems, LLC	12955	700.00	
8/28/2026	EBMUD PAYMENT CENTER	12956	1,162.16	
8/28/2026	EBMUD PAYMENT CENTER	12957	950.81	
8/28/2026	El Dorado County Office of Education	12958	13,225.00	
8/28/2026	Legacy Mechanical & Energy Services, Inc.	12959	720.00	
8/28/2026	Orkin	12960	374.16	
8/28/2026	Reed Brothers Security	12961	2,446.60	
8/28/2026	Rojas Building Solution and Janitorial Services	12962	28,800.00	

Coversheet

HR Presentation

Section:	III. Business I
Item:	A. HR Presentation
Purpose:	FYI
Submitted by:	
Related Material:	AMPS Board Deck 9.17.2026_Final.pptx.pdf

AMPS BOARD MEETING

Talent & Hiring Update

Human Resources | September 17, 2026

1. HIRING — CURRENT VACANCIES

Where We Stand: Open Positions

CREDENTIALLED TEACHING VACANCIES

9

open teaching positions across all AMPS schools, as of
9/17/2026

INSTRUCTIONAL AIDE VACANCIES

4

1. HIRING — BY SCHOOL

Teaching Vacancies by School

Positions currently open and how many candidates are already in onboarding for that school.

8/27 Teaching Roles	8/27 Teaching Vacancies	8/27 In Onboarding	8/27 Pipeline Updates	Projected vacancies by 9/14/2026	9/14 Teaching Roles	9/14 In Onboarding	9/14 Active Pipeline	9/14 Teaching Vacancies	New roles added after 8/27	Projections for Mid October
BJE (1 – TK, 2 – K, 2 – 2nd, 1 – 5th, 1 – Art, 1 – PE, 1 - ELD)	9	1 (8/31 – K) 1 (8/31 – K) 1 (9/7 - Art) 1 (9/7 – TK) 1 (9/9– PE)	4 - Elementary 1 – 2nd (offer extended)	3	(1 – K, 1 – 5th, 1- ELD)	1 (9/16 – 2ND)	Offer Out to ELD	4		2
RCA (Science, Math)	2	0	1 – Math 3 – Science	2	(Science & Math)	n/a	1 Candidate waiting Leadership review	2		2
DCA (Humanities & PE)	2	1 (8/31 - PE)	2 – Humanities	1	(Science & Humanities)	n/a	Offer Out to Humanities	2	1 - Science	1
John Henry (History, English, College Advisor)	3	1 - (8/31 – College) 1 - (8/31– English)	2 - History	1	(History)	n/a	Candidates for Leadership to review	1		1

3. CREDENTIALS & PATHWAYS

Credential Status

Highest Reached Credential Type All school sites

See the highest credential level each educator has reached, including permits, waivers, certificates, and employees with no credentials.



Filters

Clear

EDUCATORS

Exclude central office educators

CREDENTIAL TYPE

All credential types

Total Educators

72

Current selected school scope

Records

72

Rows in this report

Categories

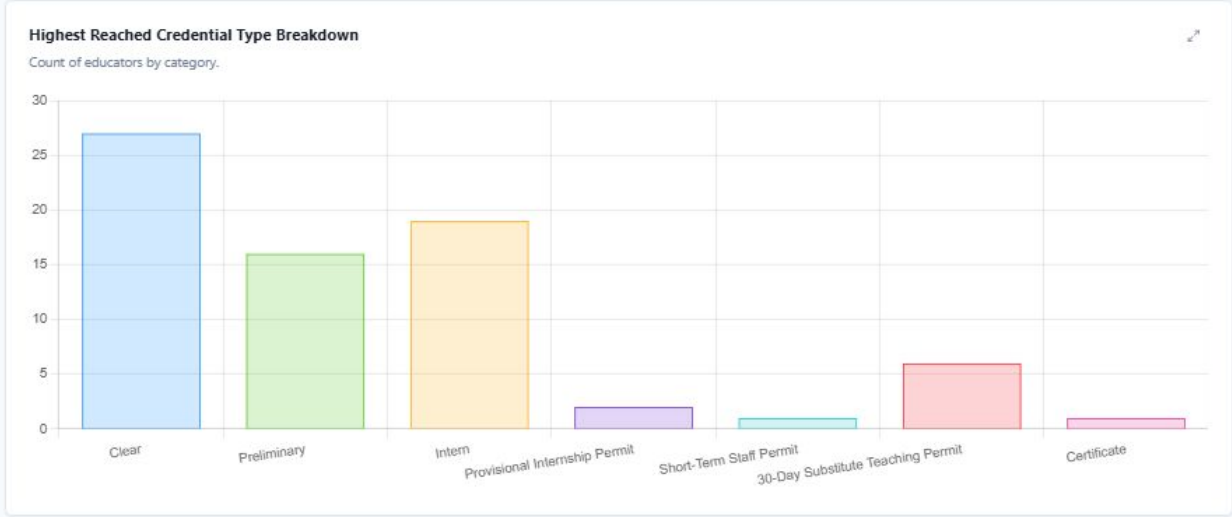
7

Distinct report categories

School Sites

4

Sites represented in this report



3. CREDENTIALS & PATHWAYS

Milestones

Recently Issued Credentials

All school sites

Review credentials issued during a selected date range.



Filters

Clear

EDUCATORS

Exclude central office educators

DATE RANGE

Last 90 Days

CREDENTIAL TYPE

All credential types

Total Credentials

25

Jun 19, 2026 – Sep 17, 2026

Records

25

Rows in this report:

Categories

8

Distinct report categories:

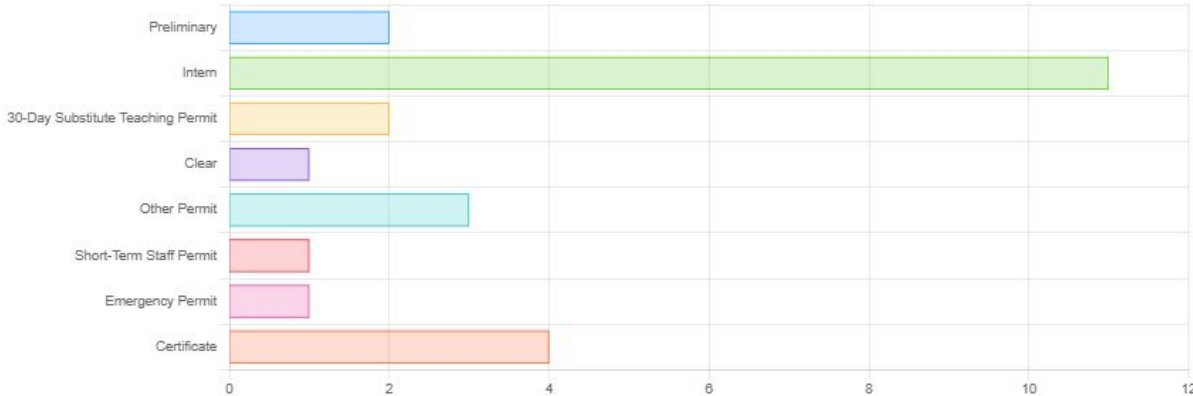
School Sites

4

Sites represented in this report:

Recently Issued Credentials Breakdown

Count of credentials by category.



Comparison by School Site

Compare the same categories across the school sites in the selected scope.



NEXT STEPS

Discussion & Feedback

Thank you.

Coversheet

CEO Update

Section:	V. Business II
Item:	A. CEO Update
Purpose:	FYI
Submitted by:	
Related Material:	September CEO Report 9.17.2026.pdf

AMPS Leadership Presentation

CEO Update

September 17, 2026

AMPS

HONOR HARD WORK

Enrollment Update

School	Enrollment as of 9/17/26	Issued offers	Budget
BJE	479	3	480
RCA	308	4	319
DCA	386	1	386
JHHS	305	3	310

- Oakland Enrolls and Enroll WCC outreach events
- TrustEd
- Facebook & Google Ads

ADA Updates

School	Budgeted ADA	Actual ADA (8/12-9/11)	Budgeted ADA%	Actual ADA% (8/12-9/11)
BJE	444.01	447.89	92.5%	95.2%
DCA	366.70	372.78	95.0%	97.9%
JHHS	285.20	288.94	92.0%	96.4%
RCA	297.60	286.11	93.0%	95.3%

Events - Back to School Night



AMPS

HONOR HARD WORK

Events - AMPS Summit



Events - AMPS Summit



Events - AMPS Summit



Thank you

Compliance Deadlines

- September 30- National School Lunch Program (NSLP) Equipment Assistance Grant (EAG) Deadline to return unused funds.
- October 1- Comprehensive Support and Improvement (CSI) Report Window Opens
- October 1- Non-classroom based Funding Determination Form for Charter Schools without Prior Year Funding Determination to be placed on December ACCS and January.
- October 31- CSI Report Window Closes

Events

- Graduations - June 2-5
- Last Day of School - June 4
- All AMPS Sites Summer Break - June 29 - July 3
- Leadership Retreat - July 20-22
- Staff return/begin - August 3
- Summit (All Staff PD) - August 4-5
- Potential Board Meeting - August 13
- First Day of School - August 18
- Board Meeting - August 27th

Recruitment

School	Accepted	Offers Outstanding	Waitlisted
BJE	108	9	184
DCA	157	5	18
JHHS	67	29	2
RCA	124	2	43

Goal #1 - Renewal & Material Revision Leadership

- Charter Renewals for DCA & BJE:
 - Working toward July submissions w/consultants
 - Next steps - continued meetings w/FIA & 5C, community engagement

Overall: Near Track

Goal #2 - Governance Communication, Compliance Transparency, and Role Clarity

- Evaluation framework being updated
- Committee work continuing
- Continued CEO report
- Board packets generally aligned with agenda posting

Overall: Near Track

Goal #3 - Financial and Operational Stabilization

- Business Manager started in May
- CEO/Cabinet decision-making/role clarity
- Defined roles/buckets for 2025-26, will revise for 2026-27

Overall: On Track for 2026-27

Recruitment

School	Accepted	Offers Outstanding	Waitlisted
BJE	108	9	184
DCA	157	5	18
JHHS	67	29	2
RCA	124	2	43

Coversheet

Review and Consideration of Approval of EL Blueprint

Section: V. Business II
Item: B. Review and Consideration of Approval of EL Blueprint
Purpose: Vote
Submitted by: Mary Busby
Related Material: English Language Learning _ Network Blueprint_26_27.pdf

BACKGROUND:

EL Mater plan adopted 2019.

Executive Summary: AMPS serves a diverse population of English Learners whose linguistic and cultural assets are an important part of our school communities. As the number and needs of English Learners continue to evolve, AMPS has an opportunity to establish a clear, coherent system for identifying, serving, monitoring, and supporting EL students from enrollment through reclassification and beyond.

The proposed EL Blueprint is aligned with the California English Learner Roadmap: Strengthening Comprehensive Educational Policies, Programs, and Practices for English Learners, adopted by the California State Board of Education in 2017. The California EL Roadmap establishes four guiding principles: (1) assets-oriented and needs-responsive schools, (2) intellectual quality of instruction and meaningful access, (3) system conditions that support effectiveness, and (4) alignment and articulation within and across systems.

The blueprint translates these state-level principles into AMPS-specific expectations, practices, and systems so that English Learner services are implemented consistently across all schools.

Purpose of the Plan:

The EL Blueprint establishes a common approach to:

- Identify and assess English Learners and newly enrolled students;
- Provide designated and integrated ELD aligned to the California English Language Development Standards;
- Ensure English Learners have meaningful access to grade-level academic content and rigorous instruction;
- Establish consistent systems for monitoring student progress and academic achievement;
- Support timely and appropriate reclassification;
- Provide targeted intervention and additional supports for students who are not making adequate progress;
- Engage families as partners in the education of English Learners;
- Clarify roles and responsibilities for teachers, school leaders, counselors, and network-level staff; and
- Use student data to evaluate program effectiveness and continuously improve EL services.

Alignment to California Requirements and Priorities:

The Blueprint is designed to support compliance with applicable federal and California requirements while strengthening AMPS's implementation of the California EL Roadmap. CDE identifies the EL Roadmap as a resource for LEAs to update their EL policies and align EL goals with the Local Control and Accountability Plan (LCAP) and Title III plans.

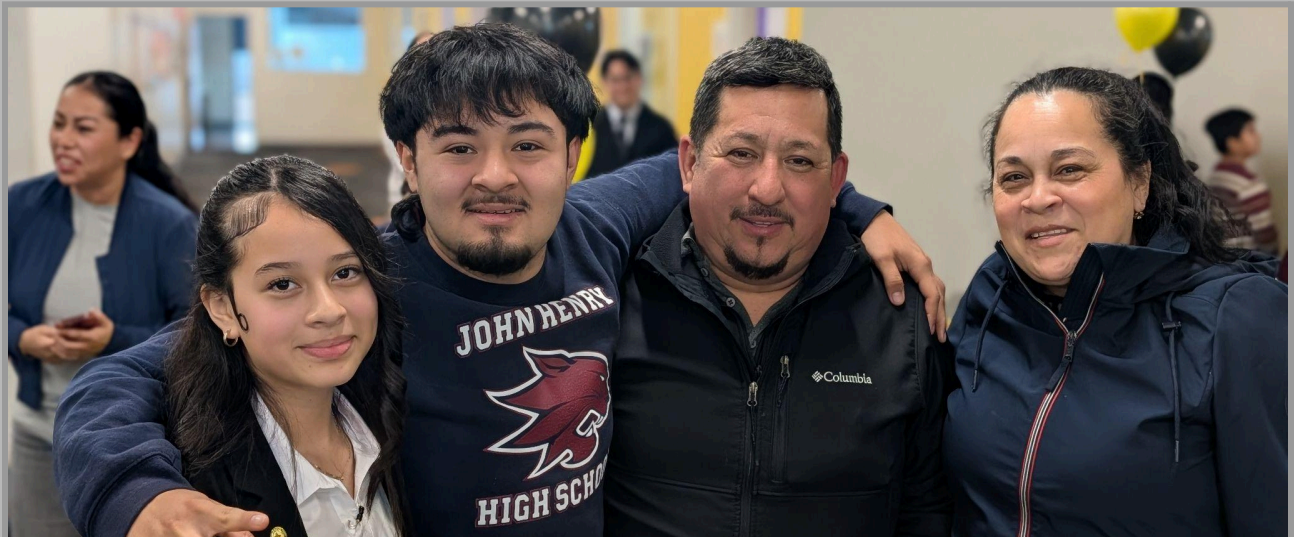
The plan also provides a structure for aligning EL programming with AMPS's broader academic priorities, including college and career readiness, equitable access to rigorous instruction, student achievement, and meaningful family engagement.

RECOMMENDATION:

The Administration recommends that the Board of Directors approve the English Learner (EL) Blueprint as the framework for providing consistent, high-quality, and equitable English Language Development (ELD) services across AMPS schools. Administration to implement the plan beginning in the 2026–27 school year, with ongoing monitoring and updates as needed to reflect changes in student needs, state guidance, and applicable requirements.



AMETHOD PUBLIC SCHOOLS ***ENGLISH LANGUAGE DEVELOPMENT***



RICHMOND CHARTER



ACADEMY

DOWNTOWN CHARTER



ACADEMY

JOHN HENRY



HIGH SCHOOL

NETWORK BLUEPRINT
Revised September 2026

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I. Foundation of Excellence



INTRODUCTION

At Amethod Public Schools (AMPS), we believe that every student has the opportunity to be successful when provided with a rigorous, structured, and college-preparatory educational experience. Our community takes immense pride in the linguistic and cultural diversity of our schools, recognizing that the varied experiences of our English Learners (ELs) are a significant asset to our academic environment.

Our Vision for English Learners: The hallmark of the AMPS network is to ensure that all K-12 English Learners develop native-like fluency in Academic English as efficiently as possible. We are committed to providing the specialized instruction necessary for ELs to participate fully in the rigorous academic content. When we explicitly teach "how English works" through academic language lessons and meaningful discussion, we improve instruction for all students.

Network Context & Demographics: Amethod Public Schools (AMPS) is a 501(c)(3) nonprofit public benefit corporation serving approximately 1,600 students across four public charter schools located in Oakland and Richmond:

- **Elementary:** Richmond Charter Elementary - Benito Juarez (Benito Juarez Elementary) (TK–5)

- **Middle Schools:** Downtown Charter Academy and Richmond Charter Academy (6–8)
- **High Schools:** John Henry High School (9–12)

For the 2025–2026 academic year, our demographic data remains a point of community pride and a driver of our instructional mission: 80% of our student population comes from homes where a primary language other than English is spoken, and 41% of our total enrollment consists of students actively developing English proficiency.

THEORETICAL FRAMEWORK

What is an English Learner (EL)? An English Learner (EL) is a student who has a primary or home language other than English and who, based on the state's English Language Proficiency Assessments for California (ELPAC), has not yet developed the English language skills of listening, speaking, reading, and writing necessary to access grade-level academic content without specialized support. At AMPS, we view the "EL" status as a temporary stage of linguistic growth that triggers a dedicated pathway to academic acceleration.

The AMPS instructional approach is informed by Dr. Jim Cummins' framework, which distinguishes between the two types of language proficiency required for school success:

- **Basic Interpersonal Communication Skills (BICS):** These are the conversational language skills needed for daily social interactions. For most students, BICS is acquired naturally within six months to two years of immersion.
- **Cognitive Academic Language Proficiency (CALP):** This is the formal, "school" language required to read, write, and think about complex academic content. CALP is cognitively demanding and context-reduced; it typically takes 5 to 7 years (and up to 10 years without consistent support) to reach parity with native-speaking peers.

The AMPS Approach: Our goal is to accelerate the transition from BICS to CALP by providing explicit instruction in academic discourse, ensuring students move beyond "social fluency" to "academic mastery." This approach adheres to five research-based principles:

1. **Usage-Based Learning:** Language is learned by *using* language in meaningful contexts.
2. **Function over Form:** The primary focus is on meaning and communication, not just isolated grammar.
3. **Lowered Affective Filter:** Learning is most effective when it is non-stressful and concretely based.
4. **Self-Directed Growth:** Language development is a holistic process, not a strictly segmented sequence.

5. **Universal Conditions:** The conditions for language acquisition are consistent for all children, regardless of their primary language.

LEGAL & FEDERAL REQUIREMENTS

AMPS adheres to all federal and state mandates designed to protect the rights of English Learners and ensure equitable access to education.

- **Title VI of the Civil Rights Act (1964)** Prohibits discrimination on the basis of race, color, or national origin. In the context of English Learners, the U.S. Supreme Court ruled in *Lau v. Nichols (1974)* that providing the same facilities, textbooks, and teachers to students who do not understand English does not constitute equality of treatment. AMPS must take affirmative steps to rectify language deficiencies to ensure students can participate in our educational programs.
- **Equal Educational Opportunities Act (EEOA - 1974)** Requires an educational agency to take "appropriate action" to overcome language barriers that impede equal participation by its students in its instructional programs. This mandate was clarified by *Castañeda v. Pickard (1981)*, establishing the "Castañeda Three-Prong Test" which AMPS uses to evaluate our programs:
 1. Theory: The program must be based on sound educational theory.
 2. Practice: The program must be implemented effectively with adequate resources and personnel.
 3. Results: The program must result in students overcoming language barriers.
- **Every Student Succeeds Act (ESSA - 2015)** To comply with ESSA, AMPS is held accountable for the progress of English Learners toward English proficiency (Title III) and their achievement in core academic subjects (Title I). Our compliance includes:
 - Standardized, statewide entrance and exit (reclassification) procedures.
 - Annual assessment of English proficiency via the Summative ELPAC.
 - Regular reporting of EL student progress toward meeting state academic standards.
 - Parent notification within 30 days of the start of the school year regarding EL identification and program placement.

State Compliance & Accountability Beyond federal mandates, AMPS operates in full alignment with California's legal requirements for English Language Acceleration. This includes the standardized administration of the **Summative ELPAC**, rigorous annual reporting of student progress toward state academic goals, and the timely notification of parents regarding identification and program placement. This ensures that our ELD program is not only pedagogically sound but legally compliant at every level of governance.

II. The Student Journey: IDENTIFICATION, PLACEMENT, AND RECLASSIFICATION



CLASSIFICATION PROCEDURES

The identification of English Learners is a standardized, four-step process required by the Every Student Succeeds Act (ESSA) and California Education Code. AMPS ensures that every student's linguistic journey begins with an accurate assessment of their skills.

Step 1: Initial Identification & The Home Language Survey (HLS)

Upon initial enrollment in an AMPS school, parents or guardians must complete the California Home Language Survey (HLS). This document becomes a permanent part of the student's cumulative record (CUM) and, once filed, typically supersedes any later versions.

Determining Language Status:

- **English Only (EO):** If the responses to questions 1, 2, and 3 are all "English," the student is classified as EO and placed in the general education program.
- **To Be Determined (TBD):** If any response to questions 1, 2, or 3 indicates a language other than English, the student is designated as TBD, and the formal assessment process begins.

- *Note:* A non-English response to question 4 regarding adults in the home does not, by itself, trigger TBD status.

Step 2: Initial Assessment (ELPAC)

Every student designated as **TBD** must be administered the **Initial ELPAC** within **30 calendar days** of their first day of enrollment. This assessment measures four domains: Listening, Speaking, Reading, and Writing.

The Initial ELPAC results determine the student's first official California classification:

- **Initial Fluent English Proficient (IFEP):** The student demonstrates well-developed oral and written English skills and is placed in the general education program.
- **English Learner (EL):** The student requires ELD services to access grade-level content. The student is assigned a proficiency level [\(1–3\)](#) which dictates their instructional placement.

Step 3: Parent Notification of Results

Within the same **30-day window**, AMPS must provide parents/guardians with a formal notification of the assessment results. This notice includes:

- The child's English proficiency level.
- The instructional program model and placement.
- How the program will meet the child's educational strengths and needs.
- The specific exit (reclassification) criteria.

Step 4: Data Entry and Tracking

Final classifications and ELPAC scores must be documented immediately in a Board-approved Student Information System (SIS) such as PowerSchool and reported to the state via **CALPADS**. The EL Site Designee at each school is responsible for verifying that this data is current for accurate instructional grouping and state reporting.

Standardized Placement: Placement at AMPS is governed by a data-triangulation protocol designed to ensure instructional integrity. Site leadership uses a hierarchy of data to determine the most appropriate entry point for every student:

- **Initial ELPAC Assessment or Summative ELPAC Score** are the primary drivers for proficiency-level grouping.
- **Domain-Specific Scores:** Analysis of Listening, Speaking, Reading, and Writing to identify targeted growth areas.
- **Years in U.S. Schools:** A critical metric used to distinguish instructional tracks.

Differentiated Support Tracks: To provide precise acceleration, AMPS differentiates between student profiles through a tiered approach. As a student's time in U.S. schools increases, the level of systemic oversight and specialized intervention intensifies.

- **Newcomer Track (Years 1–2):** Prioritizes foundational literacy and the rapid acquisition of "Basic Interpersonal Communication Skills" (BICS) to allow for immediate school participation and social-emotional integration.
- **Continuing EL Track (Years 2–6):** Targets "Cognitive Academic Language Proficiency" (CALP). Instruction shifts toward high-level academic discourse and content-specific vocabulary to ensure students remain on the trajectory toward reclassification.
 - **At-Risk Category (Years 4–6):** Students who have not reclassified by their fourth year are designated as "At-Risk." This stage triggers increased monitoring and targeted scaffolds to ensure they do not transition into long-term status.
- **LTEL Track (Years 6+):** Dedicated to Long-Term English Learners. This track is designed to disrupt linguistic plateaus. Instruction emphasizes literacy across content areas and "academic identity" to prevent disengagement.
- **RFEP Track (Post-Exit):** This is the **fourth level of systemic oversight**. While these students have officially exited the program (see the *Reclassification* section for criteria), they remain on the network's active monitoring roster for four years to ensure sustained academic success without specialized support.

Placement Integrity: Amethod Public Schools maintains a strict boundary between **Instructional Placement** (the student's daily support group) and **Reclassification Data** (the criteria used to exit the program).

- **The Principle of Instructional Integrity:** Instructional placement is a pedagogical decision based on a student's *current* ability to access and produce academic language in a classroom setting. A student retains their AMPS designated acceleration levels ([Level 1 - 6](#)) until they demonstrate the linguistic stamina required for the next level. High performance on a single "basic skills" metric (such as a high math score or a specific reading benchmark) does not automatically result in a change of ELD placement.
- **[Reclassification](#) as an "Exit-Only" Protocol:** To ensure students are fully prepared for independent academic success, AMPS reviews state standardized data, including all **CAASPP** results, on a yearly basis. The formal transition to **Reclassified Fluent English Proficient (RFEP)** status is a rigorous protocol that requires meeting all four AMPS criteria: **ELPAC Proficiency (Overall Level 4), Teacher Evaluation, Parent Consultation,** and **Academic Performance in core ELA**. Until this process is finalized and documented, students must remain in their designated ELD placement. This ensures they continue to receive the specialized scaffolding and metalinguistic training necessary to master the high-level academic demands of the subsequent grade level.

Data-Driven Progress Data-driven progress monitoring is a shared responsibility: while site leadership actively implements the program and tracks student growth at the campus level,

the AMPS ELD Home Office Designee monitors network-wide trends and provides ongoing support to ensure that:

- **Progress is monitored:** Students who show significant growth mid-year should be evaluated for a move to a higher *instructional level* within the ELD program.
- **Support is sustained:** No student is "pushed out" of a designated ELD block solely to create space in a master schedule or based on an isolated data point.
- **The "Whole Child" view:** Reclassification requires meeting *all four* state-mandated criteria to ensure the student is truly prepared to succeed without specialized support.

RECLASSIFICATION

Reclassification is the process by which an English Learner is transitioned to Reclassified Fluent English Proficient (RFEP) status. At AMPS, our goal is to ensure students reclassify as efficiently as possible, typically within 4–6 years of initial identification.

The Four Reclassification Criteria To ensure students are prepared for the rigors of a college-prep environment without specialized ELD support, AMPS adheres to the four standardized criteria mandated by [California Education Code Section 313](#). A student must simultaneously meet all four benchmarks to be eligible for reclassification:

Requirement	Measurement	AMPS Benchmark
<u>Criterion 1:</u> Assessment of ELP	Summative ELPAC	Overall Performance Level 4.
<u>Criterion 2:</u> Teacher Evaluation and Recommendations	ELA Course Mastery	Grade of "C" or higher in the most recent semester of English Language Arts this objective evaluation serves as a recommendation for reclassification
<u>Criterion 3:</u> Parent Opinion	Consultation	Documented consultation with parent/guardian via phone or in-person meeting.
<u>Criterion 4:</u> AMPS Basic Skills (see below)	Standardized Assessment	Meeting the grade-level benchmarks detailed in the "Basic Skills Matrix" below.

AMPS Basic Skills Matrix (Criterion 4) In accordance with state requirements, AMPS compares the performance of English Learners in basic skills against an empirically established range of English-proficient students of the same age. To ensure this comparison is rigorous and adaptable, AMPS utilizes the following tiered assessment hierarchy:

- **Grades TK–3 (Early Literacy & Interim Metric):**
 - **Monitoring Assessment Platforms:** In grade levels where SBAC data is unavailable or incomplete, students must meet grade-level proficiency benchmarks on the network’s instructional team’s approved platform (e.g., **i-Ready, NWEA MAP, or IXL**).
 - **Proficiency Target:** Students must achieve a scaled score or percentile rank that places them "**At Grade Level**" or higher as defined by the platform’s national norms.
- **Grades 4–8 & 11 (SBAC Metric):**
 - Students must achieve a performance level of "**Standard Met**" or "**Standard Exceeded**" in English Language Arts (ELA).
- **High School Flexibility (Grades 9–12):**
 - In cases where SBAC data is unavailable, the High School site may utilize **PSAT/SAT** (Evidence-Based Reading and Writing), **AP Exam** scores in English, or an alternative benchmark/ interim assessment.
 - **Approval Protocol:** Use of these alternative benchmarks must be formally reviewed and **approved by the Chief Academic Officer** prior to finalizing reclassification.

Administrative Oversight & Assessment Continuity: AMPS recognizes that shifts in the educational landscape may necessitate changes to specific platforms. In the absence of a named **interim/monitoring assessment platform** or during system transitions, the Chief Academic Officers or Designee holds the sole authority to determine the valid assessment of record. The Chief Academic Officers or Designee will provide sites with the specific scaled scores or "cut-off" benchmarks for any non-SBAC assessments used to fulfill [Criterion 4](#) for that academic year.

Reclassification Workflow & Procedures The reclassification process is an annual, **site-specific cycle** designed to ensure that each student’s transition to fluency is supported by localized expertise. For a detailed breakdown of the specific roles and responsibilities involved in this process, please refer to the [Network & Site Support Structure](#) section of this document. The cycle is led by the designated site administrator and the **Site Principal** through the following phases:

- **Data Screen:** Following the release of Summative ELPAC scores, site leadership collaborates with the home office to generate a "Reclassification Ready" list of students who have achieved an Overall Level 4.
- **Academic Review:** Site leads verify the student’s academic health by reviewing core English grades and **CAASPP (SBAC)** performance (or approved high school alternative assessments).

- **Teacher Recommendation:** The current ELA/ELD teacher completes a formal evaluation verifying the student's ability to participate effectively in grade-level tasks without linguistic scaffolds.
- **Parent Consultation:** The school notifies the family of the intent to reclassify. Parents are encouraged to provide feedback and ask questions regarding the impact of the change in status on the student's instructional schedule.
- **Home Office Verification (HS Only):** For High School students utilizing alternative assessments to prove basic skills, the site-level data is submitted to the Chief Academic Officers or Designee for final instructional approval.
- **Final Documentation:** Once all site-level signatures are secured, the student's status is officially updated to **RFEP** in the Board-approved Student Information System (**SIS**) and **CALPADS**.

Criteria for Students with Disabilities (IEP Team Process): AMPS is committed to providing English Learners with disabilities (dual-identified students) the same opportunities to be reclassified as their peers. Because a disability may impact a student's performance on standardized assessments, the Individualized Education Program (IEP) Team serves as the primary decision-making body for reclassification.

The IEP team, which must include a designated EL representative and the parent/guardian, may address the four reclassification criteria using the following alternative measures:

- **Criterion 1: Assessment of ELP**
 - If the student cannot access the Summative ELPAC (even with universal tools or accommodations), the team may utilize the California Alternate ELPAC or other domain-specific alternate assessments as documented in the IEP.
- **Criterion 2: Teacher Evaluation**
 - In place of a standard letter grade, the team may evaluate the student's progress toward specific linguistically appropriate IEP goals in the areas of English Language Arts and communication.
- **Criterion 3: Parent Opinion and Consultation**
 - The parent/guardian is an active participant in the IEP meeting where reclassification is discussed, fulfilling the consultation requirement.
- **Criterion 4: Basic Skills Comparison**
 - The team may use the California Alternate Assessment (CAA) or other board-approved assessments of basic skills to compare the student's performance to English-proficient peers with similar disabilities.

Note: The IEP team must determine if a student's inability to meet standard reclassification benchmarks is due to their disability rather than a lack of English proficiency.

III. Instructional Models & Specialized Programs



PROGRAM MAPPING

The California ELD Roadmap The AMPS instructional design is grounded in the **California English Language Development (CA ELD) Standards**. While the Standards define specific linguistic milestones, the **Proficiency Level Descriptors (PLDs)** provide the framework for understanding a student's functional ability at each stage. Together, they ensure that English Learners develop academic English in tandem with rigorous, grade-level content, rather than studying language in isolation.

The 6-Level Acceleration Framework To drive precise linguistic growth, AMPS utilizes a **6-Level Proficiency Map** that mirrors the California **English Learner Progress Indicator (ELPI)**. By splitting standard ELPAC levels into "Low" and "High" designations, we ensure that:

- **Instructional Grouping:** Student cohorts are homogeneous and calibrated to their specific needs.
- **Curricular Alignment:** Materials are precisely matched to a student's **Zone of Proximal Development**.

Proficiency Level Descriptors PLD & ELPAC Correlation AMPS utilizes California's Proficiency Level Descriptors to differentiate instruction with high precision. The following table aligns **Summative ELPAC Overall Performance Levels** with our internal **6-Level Acceleration Map**,

ensuring that instructional support is perfectly calibrated to each student's specific stage of language acquisition.

	Initial ELPAC	Summative ELPAC	Instructional Description	Network Instructional Acceleration Placement
Proficiency Level Descriptors (PLDs)	Level 1 Novice English Learner	Level 1 Emerging	Substantial Support: Students require significant linguistic scaffolding as they learn to use English for immediate needs and begin to acquire basic academic vocabulary.	AMPS 1 Newcomer, survival language & foundational phonics
	Level 2 Intermediate English Learner	Level 2.1 Low Expanding	Moderate Support: Students require balanced linguistic scaffolding as they begin to apply their growing language skills in more sophisticated, age - appropriate contexts.	AMPS 2 Early production of short phrases & high frequency words.
		Level 2.2 High Expanding		AMPS 3 Developing sentence complexity & social fluency
		Level 3.1 Low Expanding	Light Support: Students require minimal linguistic scaffolding as they are challenged to refine and increase their English proficiency across a wider variety of complex academic contexts.	AMPS 4 LTEL Warning Zone Contextual academic vocabulary
		Level 3.2 High Expanding		AMPS 5 LTEL/ At-Risk Text analysis & complex discourse focus
	Level 3 Initial Fluent English (IFEP)	Level 4 Bridging	Strategic Support: Students require minimal specialized instruction as they apply high-level English skills in technical contexts and transition to full, independent engagement in all grade-level tasks.	AMPS 6 Native like output, RFEP candidate

To ensure network-wide consistency, all staff must distinguish between state data and internal mapping: "**Level 1–4**" and "**Initial 1–3**" refer strictly to state ELPAC scores, while "**AMPS 1–6**" designates a student's functional Instructional Acceleration Placement. This norm ensures all stakeholders communicate with precision regarding a scholar's specific linguistic "on-ramp" and immediate intervention needs.

DATA-DRIVEN PLACEMENT

To ensure instructional precision, AMPS moves beyond broad state categories by utilizing a **Custom Conversion Matrix**. This system, our dynamic, site-level manual for classroom execution and instructional routines- converts raw ELPAC scale scores into six distinct levels, allowing Site Leads and Deans of Instruction to accurately calibrate student placement. By mapping granular data to specific instructional "on-ramps," leadership can:

- **Identify the "LTEL Warning Zone" Early:** Levels 4 and 5 act as triggers for intervention, ensuring students receive support before hitting the 6-year mark.
- **Construct "Golden Rosters":** Designated ELD groups are built with peers at the exact same linguistic level to maximize instructional impact.
- **Track Micro-Growth:** This conversion matrix captures incremental progress that standard 4-level reports miss, validating student effort and teacher efficacy.

Proactive LTEL Management A student is officially designated as a **Long-Term English Learner (LTEL)** after six or more years in U.S. schools without reclassification. AMPS uses the 6-level map to identify "At-Risk" students as early as Grade 4. Students remaining at **Levels 4 or 5** for more than two years are receiving Intensive Academic Language Development (ALD), specifically targeting the complex syntax and dense academic texts that often serve as the final barriers to reclassification.

ELD Instructional Materials To achieve native-like fluency, AMPS provides a suite of Board-approved, research-based resources that amplify the **CA ELD Standards**. These tools facilitate student movement through the **6-Level Acceleration Map** by ensuring active production across all four language domains: Listening, Speaking, Reading, and Writing.

- **Adaptive Curriculum & Delivery:** Our framework utilizes both print and digital mediums to ensure accessibility. Where available, adaptive platforms provide real-time "Assessment Without Testing" data to track linguistic stamina and micro-growth.
- **Targeted Scaffolding & Alignment:** Core resources include built-in scaffolds—such as visual anchors and multi-modal texts—to support Emerging and Expanding learners. The Home Office provides specific curriculum maps to ensure instruction is vertically aligned with each student's 6-level placement.

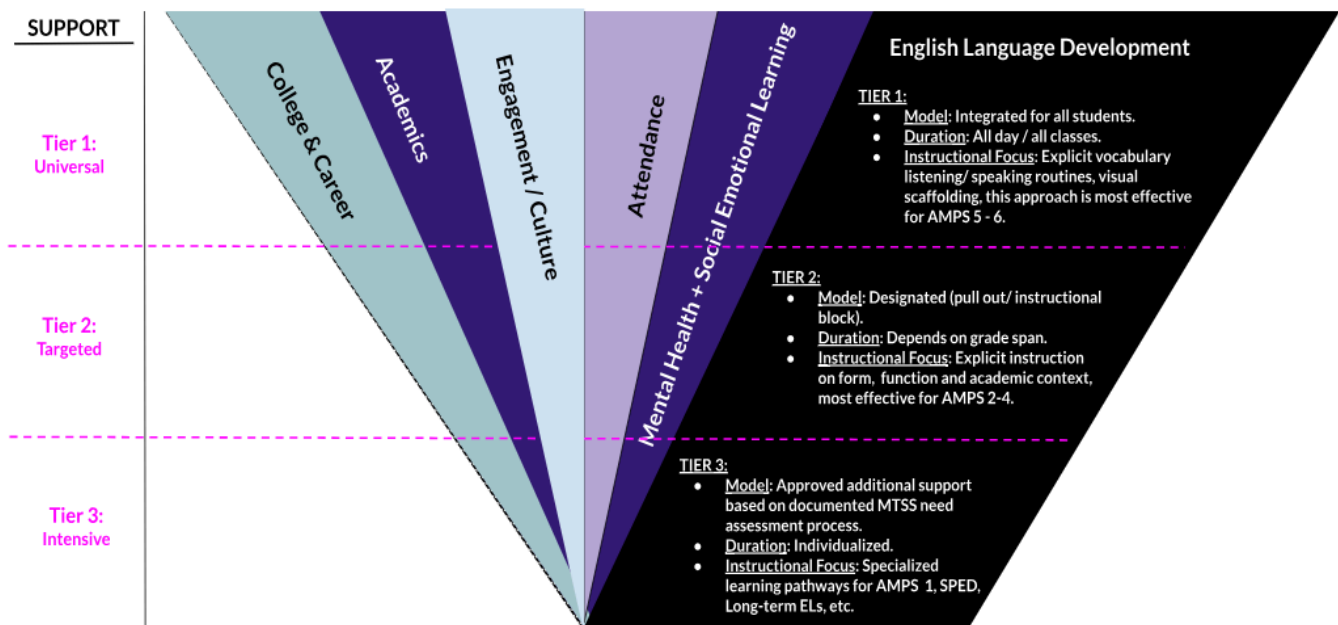
- **Instructional Support:** The Chief Academic Officers or Designee assists with lesson planning and data integration through network-wide professional development, helping sites translate analytics into targeted classroom interventions.
- **Practice & Connectivity:** Students are provided flexible opportunities for language engagement beyond the school day, including digital access, independent reading, or extension tasks that bridge ELD and core content.
- **Oversight & Continuity:** The Chief Academic Officers or Designee conducts an annual audit of all materials to ensure alignment with current literacy research. In the event of a platform transition, "Bridge" resources are provided to ensure uninterrupted student support.

MTSS: LANGUAGE INSTRUCTIONAL APPROACH

AMPS operates under a comprehensive **Multi-Tiered System of Support (MTSS)** framework. This network-wide approach ensures that we address the academic, behavioral, and socio-emotional needs of every student through a tiered delivery model.

While the AMPS MTSS model serves all students, this Blueprint details the specific instructional supports, linguistic scaffolds, and specialized programs designed to accelerate **English Language Development (ELD)** within that framework. By nesting our ELD strategy within MTSS, we ensure that language acquisition is not a "siloed" service, but a core responsibility of every educator in every classroom.

Amethod English Language Development Model



ELD Instructional MTSS Overview: AMPS utilizes the MTSS framework to ensure that every English Learner receives the precise level of scaffolding required to access grade-level standards. This matrix defines the transition from universal, school-wide support (Tier 1) to intensive, targeted support (Tier 2) to individualized intervention (Tier 3).

Tier 1: Core Universal Support (Integrated ELD) is the "Universal Floor" of the MTSS framework. It is provided to all students in every content area (Math, Science, Social Studies, and ELA) throughout the entire school day. At AMPS, Tier 1 instruction for English Learners is synonymous with Integrated ELD.

- To ensure academic acceleration, Tier 1 lessons across the network should include one or more the following high-leverage components. Central to this approach is that ELD objectives are integrated across all content areas, ensuring that language development is a shared responsibility in every classroom, whether the focus is Math, Science, History, or ELA.
 - Explicit Vocabulary Instruction: Teachers must provide direct instruction of Tier 2 (Academic) and Tier 3 (Domain-Specific) vocabulary. This includes "front-loading" key terms before reading, using visual anchors (realia/photos), and teaching morphology (roots/affixes) to unlock meaning.
 - Structured Listening & Speaking : provide opportunities for students to process grade-level content orally. This is facilitated through Academic Discourse Routines (e.g., "Think-Pair-Share") and the use of Sentence Frames/Starters to ensure students are speaking in complete, academic sentences.
 - Integrated Language Objectives: a visible language objective that defines how students will use English to engage with the content (e.g., "Students will justify their math solution using the words because and therefore").
 - Grade-Level Content Access: Tier 1 instruction does not "water down" the curriculum. Instead, it provides the linguistic "on-ramps" (graphic organizers, tiered questioning, and multi-modal texts) that allow English Learners to engage with the same complex ideas as their English-proficient peers.

Tier 2: Targeted Strategic Support (Designated ELD) is provided in addition to Tier 1 for students who require more explicit language instruction. It consists of Designated ELD, where students are grouped by their 6-Level Proficiency status for a protected block of time.

- **Flexible Delivery Models**: The structure of Designated ELD is designed to be responsive to student needs and site-specific dynamics. Depending on the grade span and individual student profiles, this may consist of targeted pull-out sessions and/or a dedicated ELD instructional block. These models are differentiated across Elementary, Middle, and High school sites to ensure delivery is developmentally appropriate and logistically effective.

- **Language Focus in Action:** While Integrated ELD focuses on content mastery, Designated ELD provides the linguistic "heavy lifting" required to navigate that content. Rather than teaching grammar in isolation, this block focuses on the application of complex language structures—such as using specific verb tenses to sequence events, employing cohesive devices to build a logical argument, and mastering the syntax required for academic synthesis.
- **Interactive Acceleration:** Instruction is high-output and highly interactive. It utilizes Board-approved acceleration platforms and curricula to bridge specific gaps in the four language domains, ensuring students are not just learning about English, but are actively producing it across the 4 ELD domains (Reading, Writing, Speaking and Listening) to meet the demands of their core classes.

Tier 3: Intensive Individualized Student Support is the most intensive level of the MTSS framework, reserved for students who are not making adequate progress despite high-quality Tier 1 and Tier 2 support, or those whose initial entry requires immediate, specialized acceleration.

- **Specialized Student Track:** The Newcomer Program Students enrolled in U.S. schools for less than three years are placed on the Newcomer Track. At AMPS, Newcomer support is designed to be developmental and site-appropriate:
 - Foundational Literacy & BICS: Intensive focus on "Basic Interpersonal Communication Skills" (BICS) and high-frequency survival vocabulary to ensure immediate school belonging.
 - Socio-Emotional Support: AMPS ensures that Newcomers receive enhanced social-emotional support, such as culturally responsive counseling and intentional community-building initiatives. These resources are designed to reduce barriers to belonging and facilitate a smooth, supportive transition into the school community.
 - Tiered Entry Points: Newcomer language support utilizes specialized foundational resources to build phonemic awareness and basic syntax, ensuring that instruction is tailored to the student's initial linguistic entry point.
- **Special Education (Spec. Ed.) Collaboration & Dual-Identification** For dual-identified students (ELs with an IEP), the ELD program operates in a formal partnership with the Special Education Department:
 - Linguistically Appropriate IEPs: EL Site Leads and Case Managers co-plan to ensure ELD goals are specifically tailored to the student's disability profile and language level.
 - Service Delivery Models: Departments coordinate to determine the most effective setting for ELD, whether delivered through linguistic scaffolds in a Resource Specialist Program (RSP).

FRAMEWORK OF HIGH NEEDS GROUPS

Amethod Public Schools recognizes that while all English Learners require intentional support, two specific profiles demand a heightened level of systemic focus: **Newcomers** and **Long-Term English Learners (LTELs)**.

- **Newcomers:** Students in their first three years of U.S. schooling who require rapid acquisition of foundational literacy and "survival" English (BICS).
- **Long-Term English Learners (LTELs):** Students enrolled in U.S. schools for six or more years without achieving reclassification. These scholars require intensive, specialized intervention to disrupt deep-seated linguistic plateaus.

Newcomer Track This Oral Language & Foundational Literacy focused track is a high-intensity model designed to build a student's linguistic foundation from day one through a formal collaborative structure between the Home Office and Site Leadership.

- **Emphasis on Oral Production:** Recognizing that listening and speaking are the primary "on-ramps" to literacy, this track utilizes specialized resources that prioritize **listening and speaking**. Instruction is front-loaded with high-frequency oral routines to build the phonetic and auditory stamina necessary to access complex written content.
- **Collaborative Design & Feedback:** The Chief Academic Officers or Designee serves as a central hub, gathering regular feedback from site leaders to ensure instructional entry points remain developmentally appropriate and responsive to the evolving profiles of new arrivals.
- **Customized Wrap-Around Support:** At the request of site leadership, Chief Academic Officers or Designee deploys tailored resource mapping, focused teacher training in foundational ELD strategies, and home-acceleration tools to ensure a high-intensity instructional experience.

Long-Term English Learner (LTEL) Track is designed to disrupt the linguistic plateau to re-engage academic identity and proactive learning patterns for students who have been in U.S. schools for 6+ years without reclassification.

- **The Diagnostic Audit & Instructional Pivot:** Every student officially designated as an LTEL will be referred for additional support with the MTSS process.
- **Transition to CALP:** Once diagnosed, instruction pivots from conversational fluency (BICS) to **Cognitive Academic Language Proficiency (CALP)**. This focus includes metalinguistic awareness, complex academic writing, and strategic peer regrouping to foster high-level linguistic risk-taking.
- **Network Accountability:** Accountability is maintained through measurable short-term growth targets. This ensures the responsibility for moving these scholars toward reclassification is shared across all levels of leadership until the student officially exits the program.

IV. Systems of Accountability

FISCAL, LEGAL & DATA COMPLIANCE



FUNDING: BASIC & SUPPLEMENTAL RESOURCES

Amethod Public Schools (AMPS) ensures that all English Learners (ELs) receive a robust core curriculum, enhanced by targeted supplemental resources. In strict adherence to state and federal law, funding is managed through a **“Supplement, Not Supplant”** model. This ensures that categorical funds are used exclusively to augment, rather than replace, the foundational educational services mandated for all students.

- **LCFF General Fund: The Core "Base" Program:** Each school utilizes **Local Control Funding Formula (LCFF)** base funds to provide the core instructional program. This baseline investment includes appropriately credentialed teachers, board-approved ELA/ELD curriculum, and adequate facilities.
- **Supplemental & Concentration Funding:** AMPS directs LCFF supplemental funds toward specific LCAP goals that increase or improve services for English Learners, such as specialized coaching and resources.
- **Title III (Federal English Learner & Immigrant):** These federal funds are prioritized for high-intensity supplemental services, including:
 - Targeted intervention materials and advanced diagnostic assessment instruments.

- Enhanced professional development that goes beyond basic credential requirements.
- Expanded parent involvement and translation services for ELAC and community outreach.
- **Fiscal Controls & Federal Compliance:** All site-level expenditures are reviewed by Home Office Leadership to ensure funds provide *additional* value to the EL program and do not cover costs previously or properly funded by the General Fund.
 - **Time & Effort Reporting:** In accordance with **2 CFR Part 200**, all employees funded via federal grants (Resource Codes 3000-5999) must maintain accurate Time & Effort documentation (e.g., Personnel Activity Reports or Periodic Certifications) to verify the percentage of work dedicated to EL-specific outcomes.

TEACHER AUTHORIZATION & CREDENTIALING

AMPS is committed to providing English Learners with access to high-quality education delivered by appropriately authorized professionals.

- **Credential Requirements:** AMPS hires teachers who hold appropriate credentials or certificates issued by the **California Commission on Teacher Credentialing (CTC)**. This includes English Learner authorizations such as **CLAD** (Cross-cultural, Language, and Academic Development), **BCLAD** (Bilingual), or **CTEL** (California Teacher of English Learners) embedded within their base credential.
- **Statutory Compliance:** Per **EC Section 44253.1**, AMPS recognizes that EL students require teachers with essential skills in English Language Development (ELD) and **Specially Designed Academic Instruction in English (SDAIE)**. All instructional services are provided in accordance with **EC Sections 44001, 44830(a), 44831, and 44253.1**.
- **Recruitment & Retention:** The **Human Resources Department** and Site Principals prioritize recruiting authorized staff through a variety of means such as recruitment fairs. AMPS makes every effort to hire and retain authorized teachers; in cases where a fully authorized teacher is unavailable, AMPS follows state-approved procedures for **emergency permits or waivers** while the teacher works toward full authorization.
- **Ongoing Professional Growth:** All staff members working with English Learners—regardless of their initial certification—receive ongoing professional development to stay current with evidence-based practices and evolving state standards.

NETWORK & SITE SUPPORT STRUCTURE

Chief Academic Officers or **ELD Designated Personnel** functions as the network-level lead, ensuring systemic alignment, legal compliance, and instructional excellence across the network.

- **Strategic Oversight:** Manages the network-wide EL Blueprint to ensure all sites adhere to Board-approved policies and CDE mandates.
- **Staffing & Recruitment:** Collaborates with Human Resources and Site Principals to oversee hiring requirements and ensure the retention of authorized, credentialed teachers.
- **Professional Development:** Coordinates network-wide staff development focused on language acquisition theory, high-output instruction, and the integration of ELD across all content areas.
- **Programmatic Compliance & Calendaring:**
 - Classification Management: Establishes the network schedule for Initial and Summative ELPAC testing.
 - Auditing: Conducts regular audits for "Newcomer/TBD" students enrolled after the initial 30-day window to ensure 100% testing compliance.
 - Data Integrity: Sets the schedule for updating EL student records (Cumulative Folders) and ensures CALPADS data accurately reflects current student status.
 - RFEP Monitoring: Manages the network-wide RFEP monitoring and collaborates sites on interventions for reclassified students who require academic support.

Site Principal is the primary accountable person for the success of English Learners on their campus.

- **Staffing & Leadership Appointment:** Responsible for hiring authorized staff and formally appointing the **EL Site Lead/ team** at the start of the academic year.
- **Instructional Oversight:** Directly monitors (or formally designates person to monitor) the fidelity of "Tier 1 ELD Non-Negotiables" through regular classroom walkthroughs, staff evaluations, and data analysis of ELD interventions.
- **Master Schedule Integration:** Ensures Designated ELD blocks are protected within the master schedule and that testing windows are planned to minimize instructional disruption.
- **Certification Compliance:** Oversees ELPAC Examiner training for all designated proctors to ensure testing validity.

EL Site Lead (and/or Site-Based Team) At the discretion of the Principal, these responsibilities may be assigned to a single Lead or distributed among a multi-disciplinary team. The structure typically includes:

- **Dean/s :**
 - Program Support:
 - ELPAC testing: Responsible for the logistical oversight of the testing window, including proctor training, schedule monitoring, and ensuring a secure testing environment.
 - Compliance Bridge: Acts as the primary liaison between the site and the Chief Academic Officer or Designee to ensure 100% compliance with network deadlines.
 - Classification processing: Works with the Chief Academic Officer or Designee to generate and confirm the “reclassification ready” list after the ELPAC testing window.
 - Classification Records: Manages the site-level reclassification process, including gathering teacher evaluations, conducting parent consultations, and ensuring all reclassification forms are signed and delivered to the registrar.
 - Instructional support:
 - Classroom Implementation: Monitors routine execution of ELD programs to ensure alignment with the network Blueprint.
 - Teacher Support: Provides peer coaching and guidance to teachers on best practices for language development and effective scaffolding.
- **ELD / Content Teachers:**
 - Curriculum Fidelity: Responsible for pacing, the high-quality delivery of designated and integrated ELD services
 - Data Driven Instruction: The regular collection and analysis of student performance data to inform instructional adjustments.
 - Teacher Recommendation: The formal evaluation and endorsement of a student for reclassification once they have demonstrated linguistic proficiency and met all established academic readiness benchmarks.
- **Registrar / Site Admin Assistant:**
 - Data Management: Responsible for real-time reporting and the immediate processing of Home Language Surveys to ensure the Student Information System (SIS) accurately reflects current student classifications
 - Compliance: conducts annual audits to verify that all required reclassification signatures and documents are filed within the Cumulative Records (CUMs).

PARENT VOICE & GOVERNANCE

The English Learner Advisory Committee (ELAC): Within the AMPS network, the ELAC is intentionally folded into the **Family Support Team (FST)**. This integrated structure ensures that the interests of English Learners are central to the school’s established forum for community

voice and meaningful feedback, providing a direct bridge between leadership and the multilingual community.

Key Responsibilities:

- **Strategic Advisement:** Providing direct input on the development of the Local Control Accountability Plan (LCAP) and proposing annual refinements to the ELD programing.
- **Needs Assessment:** Assisting the site in conducting comprehensive language and academic needs assessments to identify and bridge gaps in service.
- **Data & Funding Advocacy:** Reviewing site-level performance data (such as ELPAC scores and reclassification rates) to advocate for the targeted and transparent use of Title I and Title III funds.

Site Level Expectations & Accountability: The EL Team, under the principal's supervision, is responsible for managing ELAC recruitment and ensuring its active participation within the FST. To maintain a clear feedback loop, FST agendas for the academic year include a **standing item for the "ELAC Report."** **Composition & The Mandate:** The committee is composed of elected parents and guardians of English Learners who reflect the demographic of the school site. As a formal advisory body, its primary purpose is to empower those most impacted by EL policies, ensuring they have a meaningful and influential voice in all decisions regarding programs and services for English Learners.

MONITORING, EVALUATION, AND ACCOUNTABILITY

AMPS evaluates program effectiveness annually to ensure continuous improvement and strict adherence to state and federal monitoring requirements.

The EL Student Record (Cumulative Folder): To document and monitor English language development, a dedicated EL student folder is maintained and updated within the cumulative record of each English Learner. This folder serves as the primary legal record for the student and must contain:

- Home Language Survey (HLS)
- Annual ELPAC labels and assessment results
- Initial Parent Notification Letter (when applicable)
- Annual Parent Notification Letters
- Reclassification and 4-year monitoring logs

Program Evaluation Metrics: The Home Office and Site Leadership evaluate the effectiveness of EL services by analyzing the following key performance indicators:

- **ELPAC Growth:** The percentage of students moving up at least one “[AMPS level](#)” on the **6-Level Acceleration Map** annually.
- **Reclassification Rates:** The number and percentage of students exiting the program, with a comparison of current data to previous years to identify trends.
- **LTEL/At-Risk Status:** Identifying and monitoring students who are, or are at risk of being, classified as **Long-Term English Learners**.
- **Academic Achievement:** Performance on the **CAASPP** and core benchmarks (ELA and Math) compared to non-EL peers and LCAP goal progress.
- **Ongoing Data Collection:** Integration of quantitative and qualitative data to improve curricular and instructional programming.

Data Systems & CALPADS Integrity: The **Home Office** supports sites with program evaluation by analyzing a variety of academic achievement and reclassification metrics. To ensure compliance and accuracy, the Home Office Technology and Data Teams maintains the state database (**CALPADS**), synchronizing student demographics, course data, and assessment history between site-level records and state reporting mandates for Title III eligibility.

POST-RECLASSIFICATION & LONG-TERM MONITORING

In alignment with the Every Student Succeeds Act (ESSA) and California Education Code, support does not end when a student exits the program. AMPS maintains a formal four-year monitoring "safety net" for all Reclassified Fluent English Proficient (RFEP) students. This longitudinal oversight ensures students sustain academic momentum as rigor increases and prevents linguistic gaps from emerging in subsequent grade levels.

Systematic Oversight & Academic Health Checks

The EL Site Lead and site leadership conduct systematic reviews of all RFEP students on the site's monitoring roster, evaluating both:

- **Quantitative Data:** Core course grades, standards-based report cards, and state or internal benchmark scores.
- **Qualitative Data:** Teacher observations regarding the student's stamina and independence with grade-level academic discourse and complex literacy tasks.

Automatic Intervention Triggers

To proactively address learning gaps rather than waiting for academic failure, a student is automatically referred to the site MTSS / COST process for a diagnostic review if they meet any of the following Early Warning benchmarks:

- **Secondary (Grades 6–12):** Core GPA falls below 2.0 or the student earns a "D" or "F" in any core English Language Arts (ELA) course.
- **Elementary (Grades K–5):** Performance level of "1" or "2" (Below Standard) on standards-based report cards in ELA, or scores "Below Grade Level" on network-approved interim assessments (e.g., i-Ready, NWEA MAP).
- **Standardized Assessment Parity:** Performance level of "Standard Not Met" on the ELA portion of the CAASPP (SBAC) or equivalent state-aligned assessment of record.

Upon referral, the MTSS team immediately deploys targeted Tier 1 or Tier 2 interventions to ensure the scholar maintains a trajectory toward college readiness and sustained academic fluency without needing specialized ELD re-enrollment.

Appendix A

ENGLISH LANGUAGE DEVELOPMENT ACRONYM KEY



I. Student Classifications & Status

Acronym	Full Term	Definition
EL	English Learner	A student who has not yet met the state criteria for English proficiency.
EO	English Only	A student whose primary language is English.
TBD	To Be Determined	Temporary status for a student whose Home Language Survey indicates a non-English language but who has not yet completed the Initial ELPAC.
IFEP	Initial Fluent English Proficient	A student who tests as fluent in English upon their very first assessment in California.
RFEP	Reclassified Fluent English Proficient	A student who was once an EL but has met all four state criteria to exit the program.
ERFEP	Ever-RFEP	A term used for monitoring and data tracking of students who have reclassified.
LTEL	Long-Term English Learner	An EL student who has been enrolled in U.S. schools for 6 or more years and has not yet reclassified.
Newcomer	Newcomer	An EL student who has been in U.S. schools for 3 years or less (AMPS tracks specifically for Years 1–2).

II. Instructional Models & Approaches

Acronym	Full Term	Definition
ELD	English Language Development	The specialized instruction provided to ELs to develop proficiency in English.
ELAP	English Language Acceleration Program	The official name of the AMPS program designed to fast-track English acquisition.
Integrated ELD	Integrated ELD	Language support provided <i>during</i> core content classes (Math, Science, etc.) for all ELs.
Designated ELD	Designated ELD	A protected, daily instructional block focused specifically on English language skills.
ALD	Academic Language Development	Advanced language instruction targeting complex syntax and academic vocabulary (often for LTELs).
SEI	Structured English Immersion	A classroom setting where nearly all instruction is in English but tailored for ELs.
BICS	Basic Interpersonal Communication Skills	Social or conversational language (e.g., playground talk).
CALP	Cognitive Academic Language Proficiency	The formal, academic language needed for school success (e.g., essay writing).
SDAIE	Specially Designed Academic Instruction in English	Strategies used to make grade-level content understandable for ELs.

III. Assessments & Data Systems

Acronym	Full Term	Definition
ELPAC	English Language Proficiency Assessments for California	The state-mandated test for English proficiency (Initial and Summative).
ELPI	English Learner Progress Indicator	The state metric that measures how well a school is moving ELs toward proficiency.
CAASPP	CA Assessment of Student Performance and Progress	The "SBAC" state tests for ELA and Math.

CALPADS	CA Longitudinal Pupil Achievement Data System	The state database used to track student demographics and EL status.
HLS	Home Language Survey	The form completed by parents at enrollment that triggers the EL identification process.
PLD	Proficiency Level Descriptors	The specific narrative benchmarks that define what an English Learner (EL) can actually do with the English language at a given stage. PLD differs based on the assessments such as Initial and Summative ELPAC.

IV. Governance, Accountability & Committees

Acronym	Full Term	Definition
MTSS	Multi-Tiered System of Supports	The tiered framework for academic and behavioral intervention.
ELAC	English Learner Advisory Committee	A site-level parent committee that advises the principal on EL services.
DELAC	District English Learner Advisory Committee	A network/district-level committee of EL parents.
FST	Family Support Team	The primary governing body at a school site that votes on the budget (SPSA)
LCAP	Local Control Accountability Plan	The district's three-year plan for how it will spend funds to improve student outcomes.
ESSA	Every Student Succeeds Act	The federal law that mandates EL identification, testing, and parent notification.
CDE	California Department of Education	The state agency that oversees public education in California.

Appendix B

AMPS LONGITUDINAL EL PROFICIENCY & DEMOGRAPHICS



This appendix provides a comprehensive data overview of the linguistic landscape across Amethod Public Schools (AMPS).

SUMMATIVE ELPAC PERFORMANCE & DOMAIN DETAILS:

This section presents the comprehensive data for [BJE](#), [DCA](#), [RCA](#), and [JHHS](#). Please note that all ELPAC scores are sourced directly from the CAASPP reporting system, while reclassification data is gathered via CALPADS.

BENITO JUAREZ ELEMENTARY SCHOOL

2023-2024				2024-2025			
Total Enrollment =		480		Total Enrollment =		490	
ELA Status Enrollment Percentages	ELA Status / ELPAC Score	Number of Students (w/ ELA Status or ELPAC Score)	Percentage of Students (and ELPAC Scores)	ELA Status Enrollment Percentages	ELA Status / ELPAC Score	Number of Students (w/ ELA Status or ELPAC Score)	Percentage of Students (of total enrollment)
ELs = 55.49% of Total Enrollment	Summative ELPAC			ELs = 48.30% of Total Enrollment	Summative ELPAC		
	4	30	11.07%		4	23	8.78%
	3	82	30.26%		3	70	26.72%
	2	99	36.53%		2	113	43.13%
	1	60	22.14%		1	56	21.37%
	Total ELs	273	56.88%		Total ELs	241	49.18%
FEPs = 18.70% of Total Enrollment	ELs reclassified			FEPs = 18.64% of Total Enrollment	ELs reclassified		
	REFP	16	3.33%		REFP	19	3.88%
	IFEP	53	11.04%		IFEP	47	9.59%
	Total FEPs	69	14.38%		Total FEPs	66	13.47%
EOs = 28.46% of Total Enrollment		136	28.33%	EOs = 30.06% of Total Enrollment		145	29.59%

DOWNTOWN CHARTER ACADEMY

2023-2024				2024-2025			
Total Enrollment =	259			Total Enrollment =	305		
ELA Status Enrollment Percentages	ELA Status / ELPAC Score	Number of Students (w/ ELA Status or ELPAC Score)	Percentage of Students (and ELPAC Scores)	ELA Status Enrollment Percentages	ELA Status / ELPAC Score	Number of Students (w/ ELA Status or ELPAC Score)	Percentage of Students (of total enrollment)
ELs = 23.94% of Total Enrollment	Summative ELPAC			ELs = 20.00% of Total Enrollment	Summative ELPAC		
	4	25	56.82%		4	21	42.00%
	3	13	29.55%		3	17	34.00%
	2	5	11.36%		2	8	16.00%
	1	1	2.27%		1	4	8.00%
	Total ELs	62	23.94%		Total ELs	61	20.00%
	ELs reclassified	17			ELs reclassified	13	
FEPs = 64.09% of Total Enrollment	REFP	158	61.00%	FEPs = 62.62% of Total Enrollment	REFP	179	58.69%
	IFEP	8	3.09%		IFEP	12	3.93%
	Total FEPs	166	64.09%		Total FEPs	191	62.62%
EOs = 11.97% of Total Enrollment		31	11.97%	EOs = 17.38% of Total Enrollment		53	17.38%

RICHMOND CHARTER ACADEMY

2023-2024				2024-2025			
Total Enrollment =		292		Total Enrollment =		296	
ELA Status Enrollment Percentages	ELA Status / ELPAC Score	Number of Students (w/ ELA Status or ELPAC Score)	Percentage of Students (and ELPAC Scores)	ELA Status Enrollment Percentages	ELA Status / ELPAC Score	Number of Students (w/ ELA Status or ELPAC Score)	Percentage of Students (of total enrollment)
ELs = 37.33% of Total Enrollment	Summative ELPAC			ELs = 36.82% of Total Enrollment	Summative ELPAC		
	4	34	34.34%		4	27	25.71%
	3	29	29.29%		3	33	31.43%
	2	24	24.24%		2	29	27.62%
	1	12	12.12%		1	16	15.24%
	Total ELs	109	37.33%		Total ELs	109	36.82%
	ELs reclassified	25			ELs reclassified	14	
FEPs = 43.15% of Total Enrollment	REFP	88	30.14%	FEPs = 44.93% of Total Enrollment	REFP	91	30.74%
	IFEP	38	13.01%		IFEP	42	14.19%
	Total FEPs	126	43.15%		Total FEPs	133	44.93%
EOs = 19.52% of Total Enrollment		57	19.52%	EOs = 17.91% of Total Enrollment		53	17.91%

JOHN HENRY HIGH SCHOOL

2023-2024				2024-2025			
Total Enrollment =		285		Total Enrollment =		333	
ELA Status Enrollment Percentages	ELA Status / ELPAC Score	Number of Students (w/ ELA Status or ELPAC Score)	Percentage of Students (and ELPAC Scores)	ELA Status Enrollment Percentages	ELA Status / ELPAC Score	Number of Students (w/ ELA Status or ELPAC Score)	Percentage of Students (of total enrollment)
ELs = 38.60% of Total Enrollment	Summative ELPAC			ELs = 42.34% of Total Enrollment 141 students	Summative ELPAC		
	4	15	12.30%		4	17	12.59%
	3	37	30.33%		3	29	21.48%
	2	38	31.15%		2	36	26.67%
	1	32	26.23%		1	53	39.26%
	Total ELs	110	38.60%		Total ELs	141	42.34%
	ELs reclassified	1			ELs reclassified	16	
FEPs = 53.68% of Total Enrollment	REFP	143	50.18%	FEPs = 45.95% of Total Enrollment	REFP	141	42.34%
	IFEP	10	3.51%		IFEP	12	3.60%
	Total FEPs	153	53.68%		Total FEPs	153	45.95%
EOs = 7.72% of Total Enrollment		22	7.72%	EOs = 11.71% of Total Enrollment		39	11.71%

Coversheet

Review and Consideration of Approval of City Rise Invoice

Section: V. Business II
Item: D. Review and Consideration of Approval of City Rise Invoice
Purpose: Vote
Submitted by: Marisol Magana
Related Material: City Rise Traffic.pdf

BACKGROUND:

Executive Summary & Purpose

This document serves as a formal request to the AMPS Board for authorization to approve a one-time expenditure of \$53,211 to pay City Rise Traffic for temporary traffic management services. This authorization ensures payment for critical, short-term traffic control measures deployed during the opening days of the school year at our Richmond school sites.

Background & Site Context

The City of Richmond previously met with staff to review the Conditional Use Permit (CUP) requirements for our Richmond campuses. In light of projected bike lane construction scheduled for both sides of Marina Way, the City strongly recommended utilizing professional traffic management experts. This intervention was required to safely manage initial traffic operations, mitigate severe vehicle queuing on Marina Way, and maintain absolute compliance with our CUP mandates during the beginning of the school year.

Current Status & Variance Explanation

AMPS engaged the professional traffic management firm City Rise to assist with operations during the first few days of school. These services have now concluded, and we are no longer utilizing the company.

This contract was originally projected to cost under \$50,000, which would have fallen within standard administrative approval limits. However, ensuring safety and compliance required deploying additional traffic technicians alongside the primary traffic manager. This increased operational footprint brought the final invoice total to \$53,211, triggering the requirement for formal Board approval.

RECOMMENDATION:

It is recommended that the Board approve this expense to satisfy the outstanding invoice for completed services, ensuring full vendor compliance and upholding our municipal CUP obligations.

Board Item Cover Letter

Board Meeting: September 17, 2026

Item: Authorization for Traffic Management Expense – City Rise Traffic

Submitted By: Marisol Magaña

Executive Summary & Purpose

This document serves as a formal request to the AMPS Board for authorization to approve a one-time expenditure of \$53,211 to pay City Rise Traffic for temporary traffic management services. This authorization ensures payment for critical, short-term traffic control measures deployed during the opening days of the school year at our Richmond school sites.

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Recommendation: It is recommended that the Board approve this expense to satisfy the outstanding invoice for completed services, ensuring full vendor compliance and upholding our municipal CUP obligations.

Coversheet

Review and Consideration of Approval of Joyce Montgomery Contract/Statement of Work #4

Section: V. Business II
Item: E. Review and Consideration of Approval of Joyce Montgomery
Contract/Statement of Work #4
Purpose: Vote
Submitted by: Adrienne Barnes
Related Material: Joyce Montgomery Contract+Statement of Work 4.pdf

BACKGROUND:

Under this agreement, Joyce Montgomery will serve as fractional Chief Financial Officer from September 17, 2026, through June 30, 2027, overseeing financial assignments, board reporting, finance team training, and the 2025-2026 audit closure under the direction of CEO Adrienne Barnes. Services are capped at \$150,000 and billed at \$200.00 per hour for project work (\$100.00 per hour for travel) for an estimated 20 hours per week.

RECOMMENDATION:

Staff recommends approval.

EXHIBIT "A"

STATEMENT OF WORK #4

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 September 17, 2026. Contract expires on June 30, 2027
Scope of Services:	-Service Provider will provide fractional Chief Financial Officer responsibilities at the direction of A-Method Chief Executive Officer CEO, Adrienne Barnes. As a fractional position, this position is for financial and business management assignments as directed by the A-Method CEO. Following is a list of expected business management assignments: • Primary contact for Back Office Provider, including management and follow up on required tasks • Support review of board materials and financial statement updates • Training and support to Finance Team • Guidance on closure of 2025-26, including annual audited financial statements • Review and facilitation of required finance-related deliverables
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 Estimated weekly hours @20 hours/week. A-Method Public Schools will provide email services and other access to A-

	Method systems and structures as necessary. 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.
A-Method 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 Lease Termination Agreement for 4215 Foothill Blvd, Oakland

Section: V. Business II
Item: F. Review and Consideration of Lease Termination Agreement for 4215
Foothill Blvd, Oakland
Purpose: Vote
Submitted by:
Related Material:
Amethod School-LEASE TERMINATION AGREEMENT (4905-6679-8288.pdf)

LEASE TERMINATION AGREEMENT

This Lease Termination Agreement ("Termination Agreement") is made as of September 18th, 2026 by and between Singa Development LLC, a California limited liability company ("Landlord") and Amethod Public Schools, Inc., a California nonprofit corporation ("Tenant").

Recitals

WHEREAS, by the Lease Agreement dated August 15, 2013 ("Original Lease"), Landlord leased to Tenant the Premises located thereon, which consists of approximately a 17,776 rentable square feet (RSF) building located on approximately 35,100 square feet parcel with an address of 4215 Foothill Blvd., County of Alameda, City of Oakland, California, together with the adjacent parcel and all other property comprising the "Premises" as more particularly described in the Original Lease, for a five year term until September 30, 2018;

WHEREAS pursuant to the First Amendment to Lease dated August 20, 2013, the parties agreed the Landlord would perform certain works of improvement and further clarified payment of leasing commissions;

WHEREAS pursuant to the Second Amendment to Lease dated August 21, 2013, the parties modified the lease term of the Original Lease to be for a period of five years and two months from October 1, 2013 to and through November 30, 2018;

WHEREAS pursuant to a Third Amendment to Lease Dated December 6, 2013, the parties modified the five year and two month term set forth in the Second Amendment to be ten years and two months, commencing October 1, 2013 to and through November 30, 2023;

WHEREAS, the Third Amendment to Lease Dated August 15, 2013 contained an option to renew the lease term for an additional five (5) years;

WHEREAS, on May 23, 2023, Tenant exercised its option to renew the lease term for five years from December 1, 2023 to and through November 30, 2028;

WHEREAS the Original Lease, as amended through the First, Second and Third Amendments, and as extended pursuant to Tenant's May 23, 2023 exercise of its renewal option, shall be referred to collectively as the "Lease";

WHEREAS, Tenant has requested an early termination of the Lease effective September 21, 2026;

WHEREAS, Landlord has obtained a replacement tenant for the Premises at its sole effort and cost;

WHEREAS, for the remaining duration of the lease term to and through November 30, 2028, Landlord contends that Tenant would owe Landlord the sum \$281,725.57 for the difference between the agreed upon monthly rental amount in the Lease and what the replacement tenant will be paying;

WHEREAS, in addition to the shortfall between the agreed upon rental amount in the Lease and the amounts paid by the replacement tenant, Landlord contends that it is entitled to recover additional monies for its commissions, tenant improvement work and other cost for the replacement in an amount exceeding: \$21,832.83;

WHEREAS, Tenant does not admit the amount, validity, or enforceability of any damages or other amounts asserted by Landlord, and the parties desire to compromise and thereby fully resolve Tenant's obligations under the Lease;

WHEREAS, Landlord and Tenant have agreed to an early termination of the Lease as of September 21, 2026;

WHEREAS Tenant has agreed to an early termination of the Lease on the terms and conditions set forth herein.

For good and valuable consideration, the receipt and adequacy of which are acknowledged, Landlord and Tenant agree as follows:

Section 1.

Incorporation of Recitals

The Recitals set forth above are hereby referred to and incorporated herein and made part of this Agreement.

Section 2.

Termination of Lease.

The Lease shall terminate effective as of September 21, 2026, provided that Landlord receives a termination payment of \$175,000.00 on or before September 21, 2026. The consideration of \$175,000.00 shall be paid by ACH payment. The \$175,000.00 termination payment is in addition to Landlord's retention of Tenant's \$25,000.00 security deposit, as set forth in Section 4. Landlord's receipt of the termination payment and Tenant's delivery of possession and the keys to Landlord pursuant to Section 3, shall constitute the full satisfaction of any and all obligations and liabilities of Tenant arising under or relating to the Lease or Tenant's occupancy of the Premises. Landlord thereupon releases Tenant from any and all claims arising therefrom, whether known or unknown, suspected or unsuspected, and waives the provisions of California Civil Code Section 1542, which provides: "A general release does not extend to claims that the creditor or releasing party does not know or suspect to exist in his or her favor at the time of executing the release and that, if known by him or her, would have materially affected his or her settlement with the debtor or released party." No obligation of Tenant under the Lease shall survive termination, except for

LEASE TERMINATION AGREEMENT | 2 of 5

those obligations expressly set forth in this Agreement.

In the event Tenant fails to tender the sum of \$on or before September 21, 2026. Agreement, Landlord shall provide Tenant written notice of such failure, and Tenant shall have three (3) business days following receipt of such notice to cure. If Tenant fails to cure within such period, this Lease Termination Agreement shall become null and void and of no further effect, and the parties shall retain the rights and remedies, if any, available to them under the Lease and applicable law.

Section 3.

Acceptance of Surrender.

Tenant shall request and arrange for a mutually agreeable time on or before September 21, 2026 to conduct a walk-through inspection of the Premises and turn over the keys to the building. Landlord accepts the surrender of the Premises by Tenant effective September 21, 2026 upon Tenant's delivery of possession and the keys to Landlord. Landlord's acceptance of surrender shall fully satisfy Tenant's obligations under the Lease regarding the condition and surrender of the Premises. Landlord accepts the Premises in their then-existing condition and waives any further obligation of Tenant to repair, restore, alter, or remove improvements or alterations from the Premises, except for removal of Tenant's personal property. Any personal property remaining on the Premises after September 22, 2026 shall be deemed abandoned and of nominal value. Tenant agrees that Landlord may dispose of any personal property remaining on the Premises after September 22, 2026 without any further notice to Tenant.

Section 4.

Forfeiture of Security Deposit

Tenant acknowledges and agrees that Landlord shall retain its security deposit of \$25,000.00 in addition to, and without credit against, the \$175,000.00 termination payment required under Section 2.

Section 5.

Assignment.

Tenant represents and warrants that Tenant has made no assignment, sublease, transfer, or other disposition of the Lease, any interest in the Lease, or any demand, obligation, liability, or cause of action arising out of the Lease.

Section 6.

Attorney Fees.

If any legal action is taken to enforce the terms of this Agreement by any party, the prevailing party shall be entitled to recover reasonable attorney fees and other costs and expenses incurred in connection with that legal action.

Section 7.

Entire Agreement.

This Agreement contains the entire agreement between the parties regarding the matters covered in this Agreement. There have been no other statements, promises, or representations made by the parties that are intended to alter, modify, or complement this Agreement.

Section 8. Amendment

.

This Agreement may not be altered, amended, modified, or otherwise changed in any respect, except by a writing executed by an authorized representative of each party.

Section 9. Counterpart s.

This Agreement may be executed in one or more counterparts, each of which shall be deemed an original, and all taken together, shall constitute one and the same instrument.

Section 10. Titles.

The section titles in this Agreement are used for the convenience of the parties and are not to be taken as part of the instrument or used to interpret this Agreement.

Section 11.

Time of Essence.

Time is of the essence in this Agreement.

Section 12.

Governing Law.

This Agreement is governed and construed in accordance with California law.

Executed on the date above written.

TENANT: Amethod Public Schools,
Inc., a California nonprofit corporation

LANDLORD: Singa Development, LLC a
California limited liability company

By:.....
Adrienne Barnes,
its Chief Executive Officer

By:_____
Hoi Liang Phua, its Manager

Dated:.._____

Dated:_____

Coversheet

Review and Consideration of Approval of Transitional Kindergarten (TK) Teacher Credentialing and ECE Qualification Requirements

Section: V. Business II
Item: G. Review and Consideration of Approval of Transitional Kindergarten (TK) Teacher Credentialing and ECE Qualification Requirements
Purpose: Vote
Submitted by: Sally Li
Related Material:
AMPS Transitional Kindergarten (TK) Teacher Credentialing and ECE Qualification Requirements.pdf

BACKGROUND:

The purpose of this document is to establish clear, compliant, and operational criteria for determining teacher eligibility to instruct Transitional Kindergarten (TK) students in accordance with California Education Code §48000(g)(4)(B) and California Commission on Teacher Credentialing (CTC) requirements.

Scope

This applies to all certificated staff assigned or considered for assignment to Transitional Kindergarten (TK) classrooms.

Statement

The Governing Board authorizes administration to assign teachers to TK classrooms only when they meet all applicable credentialing and Early Childhood Education (ECE) requirements, or when they are actively participating in a legally permissible pathway toward compliance.

No teacher shall be assigned to a TK classroom without documented verification of eligibility and/or an approved compliance plan.

RECOMMENDATION:

Staff recommends approval.



Board Approved:

Transitional Kindergarten (TK) Teacher Credentialing and ECE Qualification Requirements

The purpose of this document is to establish clear, compliant, and operational criteria for determining teacher eligibility to instruct Transitional Kindergarten (TK) students in accordance with California Education Code §48000(g)(4)(B) and California Commission on Teacher Credentialing (CTC) requirements.

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The Governing Board authorizes administration to assign teachers to TK classrooms only when they meet all applicable credentialing and Early Childhood Education (ECE) requirements, or when they are actively participating in a legally permissible pathway toward compliance.

No teacher shall be assigned to a TK classroom without documented verification of eligibility and/or an approved compliance plan.

I. Minimum Credential Requirements

To be eligible for assignment to a TK classroom, a teacher must hold a valid California credential issued by the CTC and be in good standing, including one of the following:

- Multiple Subject Teaching Credential
- Single Subject Teaching Credential (when consistent with CTC assignment rules, such as holding a Limited Assignment Permit)
- Education Specialist Credential
- PK–3 Early Childhood Education Specialist Instruction Credential

II. Early Childhood Education (ECE) Requirement

In addition to holding a valid credential, TK teachers must meet one of the following ECE qualifications by August 1, 2025 (or prior to initial assignment after August 1, 2025):

- 24 semester units of ECE or Child Development
- Child Development Teacher Permit or higher
- PK–3 ECE Credential
- Enrollment in ECE coursework leading to completion by the statutory deadline of August 1, 2025 (pursuant to a CTC permit or approved framework)
- A formally Board-approved local equivalency pathway as defined in this document



III. Approved ECE Qualification Pathways

The LEA authorizes the following pathways to meet or progress toward the ECE requirement:

Pathway 1: Full Qualification

- 24+ ECE/CD units completed, OR
- Child Development Teacher Permit or higher, OR
- PK–3 ECE Credential

Determination: Fully qualified

Pathway 2: Coursework in Progress (Pre-August 1, 2025 or Permit-Governed)

A teacher may be conditionally assigned while completing ECE units prior to statutory deadlines if:

- Actively enrolled in ECE coursework
- Demonstrating continuous progress
- Assigned a defined completion timeline not exceeding August 1, 2025 (or governed by an applicable emergency permit/waiver framework)

Determination: Conditionally approved with monitoring

Pathway 3: Child Development Permit

- Valid Teacher Permit or higher issued by the CTC

Determination: Requirement satisfied (no additional unit tracking required)

Pathway 4: Experience-Based Local Equivalency

Pursuant to EC §48000(g)(4)(B), the LEA's Governing Board establishes the following explicit criteria defining local equivalency for the 24-unit requirement:

- 3-5 years experience is with children ages birth–5
- Includes instructional responsibilities (e.g., planning, instruction, assessment)
- Is verified by employer documentation and detailed job descriptions
- Conversion Metric: 1 full school year (or equivalent) of teaching experience in a licensed preschool or early childhood setting satisfies 8 semester units of ECE/CD coursework

Determination:

- Fully meets requirement (if 3+ years / 24 unit equivalent), OR
- Partially meets (additional coursework required for remaining unit deficit)

Pathway 5: Combination (Coursework + Local Equivalency Experience)

The LEA may accept:

- Partial ECE units, AND
- Verified early childhood teaching experience converted using the LEA Board-approved conversion metric

The LEA shall:

- Determine remaining units required



- Establish a strict completion timeline prior to statutory deadlines
- Determination: Conditionally approved with defined requirements

IV. Documentation and Verification Requirements

Prior to assignment, the LEA shall verify and maintain:

Credential Verification

- CTC credential status
- Credential type, number, and expiration

ECE Qualification Documentation (as applicable)

- Official transcripts
- Child Development Permit
- Proof of enrollment in coursework
- Experience verification letters and job descriptions for local equivalency review

Administration Review Process

Each candidate shall undergo a formal review including:

- Pathway determination
- Documentation verification
- Compliance status designation
- Risk level assessment (low, medium, high)

V. Compliance Plans and Monitoring

For teachers not yet fully compliant:

A written compliance plan shall be developed, including:

- Remaining ECE units
- Completion deadline (not to exceed August 1, 2025, or permit limits)
- Approved institution
- Progress monitoring schedule (semester or quarter)

The LEA shall:

- Monitor progress regularly
- Maintain records of completion milestones
- Ensure strict alignment with CDE statutory deadlines

VI. Assignment and Monitoring Controls

- TK assignments shall only occur after HR verification is complete
- The LEA shall maintain a tracking system for all TK compliance statuses
- Teachers must demonstrate documented and measurable progress toward completion

VII. Grandfathering / Transitional Provisions

Teachers assigned to TK prior to statutory deadlines may continue in assignment if:

- Permitted under California law; and
- Demonstrating progress toward compliance by required statutory deadlines (August 1, 2025)



VIII. Non-Compliance

Failure to meet TK requirements may result in:

- Reassignment
- Removal from TK assignment
- Additional corrective action consistent with applicable law and employment agreements

IX. Recordkeeping and Audit Readiness

The LEA shall maintain a complete file for each TK teacher, including:

- Credential verification
- ECE documentation
- Pathway determination
- Compliance plan (if applicable)
- Final HR determination

This documentation shall align with internal verification tools and checklists used by Administration for CDE compliance tracking and audit readiness.

X. Compliance Statement

These pathways do not waive statutory ECE requirements but provide structured, temporary routes to full compliance consistent with CTC guidance and EC §48000(g)(4)(B).

XI. Document Review

This shall be reviewed annually and updated to reflect changes in:

- California Education Code
- CTC regulations and guidance
- Assignment monitoring requirements