

AMPS

HONOR HARD WORK



**JOHN HENRY
HIGH SCHOOL**

**AMETHOD PUBLIC SCHOOLS
JOHN HENRY HIGH SCHOOL**

CHARTER PETITION

**SUBMITTED TO WEST CONTRA COSTA UNIFIED SCHOOL DISTRICT
BY AMETHOD PUBLIC SCHOOLS
FOR THE TERM JULY 1, 2020 THROUGH JUNE 30, 2025**

The following renewal charter petition merits consideration. We are hereby petitioning the Governing Board of the West Contra Costa Unified School District (WCCUSD or the “District”) to grant a renewal of the charter pursuant to Education Code 47605 to continue the function of John Henry High School (JHHS).

Amethod Public Schools agrees to continue to operate the Charter School pursuant to the terms of the Charter Schools Act and the provisions of the charter. The organization’s Chief Executive Officer will be authorized to negotiate any amendments to the attached charter in order to secure approval by the West Contra Costa Unified School District’s Governing Board. Please address any inquiries to:

Jorge Lopez, Amethod Public Schools
Chief Executive Officer
2101 Livingston Street
Oakland, CA 94606

AMPS: JOHN HENRY HIGH SCHOOL
Richmond, California

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AFFIRMATIONS AND DECLARATION

As the authorized lead petitioner, I, Jorge Lopez, hereby certify that the information submitted in this petition for renewal of a California public charter school, John Henry High School (“JHHS” or the “Charter School”), which is located within the boundaries of the West Contra Costa Unified School District (“WCCUSD” or the “District”), is true to the best of my knowledge and belief. I understand that if awarded renewal of the charter, the Charter School will continue to follow any and all federal, state, and local laws and regulations that apply to the Charter School, including but not limited to:

- The Charter School shall meet all statewide standards and conduct the student assessments required, pursuant to Education Code §§ 60605 and any other statewide standards authorized in statute, or student assessments applicable to students in non-charter public schools. [Ref. Education Code §47605(c)(1)]
- Amethod Public Schools (“AMPS”) declares that it shall be deemed the exclusive public school employer of the employees of the Charter School for the purposes of the Educational Employment Relations Act. [Ref. Education Code §47605(b)(6)]
- The Charter School shall be nonsectarian in its programs, admissions policies, employment practices, and all other operations. [Ref. Education Code §47605(d)(1)]
- The Charter School shall not charge tuition. [Ref. Education Code §47605(d)(1)]
- The Charter School shall not discriminate against any student on the basis of the characteristics listed in Education Code Section 220 (actual or perceived disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code, including immigration status, or association with an individual who has any of the aforementioned characteristics). [Ref. Education Code §47605(d)(1)]
- The Charter School shall admit all students who wish to attend the Charter School, unless the Charter School receives a greater number of applications than there are spaces for students, in which case it will hold a public random drawing to determine admission. Except as required by Education Code Section 47605(d)(2), admission to the Charter School shall not be determined according to the place of residence of the student or his or her parents within the State. Preference in the public random drawing shall be given as required by Education Code Section 47605(d)(2)(B)(i)-(iv). In the event of a drawing, the chartering authority shall make reasonable efforts to accommodate the growth of the Charter School in accordance with Education Code Section 47605(d)(2)(C). [Ref. Education Code §47605(d)(2)(A)-(C)]
- The Charter School shall adhere to all provisions of federal law relating to students with disabilities, including the Individuals with Disabilities in Education Improvement Act of 2004, Section 504 of the Rehabilitation Act of 1973, and Title II of the Americans with Disabilities Act of 1990.
- The Charter School shall meet all requirements for employment set forth in applicable provisions of law, including, but not limited to credentials, as necessary. [Ref. Title 5 California Code of Regulations, §11967.5.1(f)(5)(C)]
- The Charter School shall ensure that teachers in the Charter School hold a Commission on Teacher Credentialing certificate, permit, or other equivalent document which a teacher in other public schools is required to hold. As allowed by statute, flexibility will be given to non-core, non-college preparatory teachers. [Ref. Education Code §47605(l)]

- The Charter School shall at all times maintain all necessary and appropriate insurance coverage.
- The Charter School shall, for each fiscal year, offer at a minimum, the number of minutes of instruction per grade level as required by Education Code Section 47612.5(a)(I)(A)-(D).
- If a pupil is expelled or leaves the Charter School without graduating or completing the school year for any reason, the Charter School shall notify the superintendent of the school district of the pupil's last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including report cards or a transcript of grades, and health information. If the pupil is subsequently expelled or leaves the school district without graduating or completing the school year for any reason, the school district shall provide this information to the Charter School within 30 days if the Charter School demonstrates that the pupil had been enrolled in the Charter School. [Ref. Education Code Section 47605(d)(3)]
- The Charter School may encourage parental involvement, but shall notify the parents and guardians of applicant pupils and currently enrolled pupils that parental involvement is not a requirement for acceptance to, or continued enrollment at, the Charter School. [Ref. Education Code Section 47605(n)]
- The Charter School shall maintain accurate and contemporaneous written records that document all pupil attendance and make these records available for audit and inspection. [Ref. Education Code Section 47612.5(a)(2)]
- The Charter School shall, on a regular basis, consult with its parents and teachers regarding the Charter School's educational programs. [Ref. Education Code Section 47605(c)]
- The Charter School shall comply with any applicable jurisdictional limitations to the locations of its facilities. [Ref. Education Code Sections 47605 and 47605.1]
- The Charter School shall comply with all laws establishing the minimum and maximum age for public school enrollment. [Ref. Education Code Sections 47612(b) and 47610]
- The Charter School shall comply with all applicable portions of the Elementary and Secondary Education Act, as reauthorized and amended by the Every Student Succeeds Act.
- The Charter School shall comply with the Public Records Act.
- The Charter School shall comply with the Family Educational Rights and Privacy Act.
- The Charter School shall comply with the Ralph M. Brown Act.
- The Charter School shall meet or exceed the legally required minimum number of school days. [Ref. Title 5 California Code of Regulations Section 11960]

Authorized Representative's Signature

INTENT OF CHARTER SCHOOLS ACT

In accordance with the California Charter Schools Act of 1992, as amended (the “Charter Schools Act”), Amethod Public Schools: John Henry High School petitions the West Contra Costa Unified School District to grant the renewal of JHHS’s charter, which will enable us to continue to serve the residents and families of West Contra Costa Unified.

The Charter Schools Act states:

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

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

(a) Improve pupil learning.

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

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

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

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

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

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

AMPS: John Henry High School will continue to make important contributions to the legislative goals outlined above. By granting this charter renewal, the West Contra Costa Unified School District Board of Trustees, and the Superintendent, will help fulfill the intent of the Charter Schools Act while providing students in the District with an additional, quality educational option.

EXECUTIVE SUMMARY

Founded in 2015, John Henry High School (“JHHS”) is the 6th charter school within the AMPS charter management organization. The school is located in Richmond, CA, nestled between Point Richmond and South Richmond in an urban neighborhood. Similar to the demographics mirrored in Richmond, John Henry High School provides a sound education to a large number of low-income students of color, many of whom will be the first generation in their family to go to college. The majority of families at JHHS are first and second generation immigrants from various Latin American countries and are primarily Spanish-speaking.

When John Henry High School first opened, it was located at a temporary site about one mile from where the school is now housed. JHHS moved from that temporary site in 2017. It now serves as a feeder school for our AMPS Richmond elementary (Benito Juarez Elementary) and middle school (Richmond Charter Academy) which are located on the same block, right next to the high school.

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

The AMPS culture is rooted in traditional values such as respect, responsibility, a strong work ethic, and community service. AMPS network campuses have become known for upholding these values, and this is a large component of what makes our system effective. Students that are identified as “at risk,” can suffer from limited options in life. It is our belief that students and families should be informed of and educated on the prevalence of veiled racism through low expectations for minority students in the American education system, so as to prepare them to challenge these tragic norms as they surface in their K-12 and post-secondary pursuits.

Furthermore, we look forward to inspiring parents and families to become an active and positive force in their child’s education. Some parents misunderstand the importance of parenting relationships to public education, and the reciprocal responsibilities. We encourage dialogue between parents and educators to foster collaboration and positive outcomes.

John Henry High School is the newest school within AMPS, and it is the second high school in the AMPS organization. The first high school, Oakland Charter High School was founded in 2007. Through the years, Oakland Charter High School has proven to be successful in preparing students for a college education and allowing them to attend top tier universities throughout the country. John Henry High School is working to replicate the same programs and services, adapting to the instructional and social/emotional needs of the students we serve.

The AMPS administration and staff have gained innumerable examples and lessons associated with the running of a high performing charter high school. As such, this charter reflects the lessons and best

practices learned by the organization through the over twenty five years of establishing and leading top performing charter schools.

The AMPS network, the petitioners for this school, seek to continue to operate John Henry High School as a public charter school to prepare students for college and life in the 21st century. We will expand and implement our established instructional program that will prepare local youth in the Richmond area, many of whom are deprived of a rigorous and structured campus, to help reverse the achievement gap and dropout rate among historically underrepresented and underserved students.

Amethod Public Schools - Core Values

The core values of the organization represent what all people who work for the organization stand by, defend, and strive for. Our organizational values are attributes that we have identified as necessary for the strength of the organization through more than twenty five years of service in public education. Over the decades, we have learned that the task is to *find* people who are already predisposed to sharing the core values, and work at attracting and retaining these people.

Organization's Core Values:

1. *Commitment to Distinction*
2. *Responsibility*
3. *Teamwork*
4. *Adaptability*
5. *Perseverance*
6. *Students First*

CHARTER RENEWAL CRITERIA

Evidence of Meeting Charter Renewal Standards Pursuant to Education Code Section 47607(b) and the California Code of Regulations, Title 5, Section 11966.4(a)(1)

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

- (1) Attained its Academic Performance Index (API) growth target in the prior year or in two of the last three years, both school wide and for all groups of pupils served by the charter school.
- (2) Ranked in deciles 4 to 10, inclusive, on the API in the prior year or in two of the last three years.
- (3) Ranked in deciles 4 to 10 inclusive, in the API for a demographically comparable school in the prior year or in two of the last three years.
- (4) The entity that granted the charter determines that the academic performance of the charter school is at least equal to the academic performance of the public schools that the charter school pupils would otherwise have been required to attend, as well as the academic performance of the schools in the school district in which the charter school is located, taking into account the composition of the pupil population that is served at the

charter school.

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

As indicated below with 2018 CAASPP comparison data, the Charter School meets the criteria of Education Code Section 47607(b)(4).

Results of Existing Schools

Amethod Public Schools has opened six sites in the Oakland and Richmond areas. The established Amethod school sites are successfully serving students in distinct neighborhoods of the East Bay and are achieving far greater results than comparable schools on many key performance metrics such as standardized test scores, graduation rates, attendance, and college acceptance rates.

Oakland Charter Academy (OCA), the flagship of the Amethod Public Schools organization, opened as Oakland's first charter school in the fall of 1994. OCA was the fourteenth charter school to be authorized in the State of California. Oakland Charter Academy became a nationally recognized "Blue Ribbon School" in 2008. It was the second public middle school, serving under the authority of Oakland Unified School District, to receive the distinguished award.

Oakland Charter High School (OCHS), established in 2007, became one of the fourth highest performing high schools in California in 2012, outranking many high schools in more affluent areas of California. During the era of California's former accountability framework, OCHS's Academic Performance Index scores never dipped below 930 points out of 1000. Over two-thirds of OCHS's students participate in an Advanced Placement course before graduating and over 90% of students are accepted to four year universities and colleges. The performance of OCHS students on California's Assessment of Student Progress and Performance (CAASPP) have been consistently higher than the state averages for all students in all subgroups.

Richmond Charter Academy (RCA) was established in 2012 as a middle school in West Contra Costa Unified School District. RCA serves a student body population that is predominantly "Title 1" with the vast majority being first-generation college bound students. RCA became WCCUSD's highest performing middle school with an API of 810 in its first year, making it the highest performing school in that district in the history of the API accountability framework. Richmond Charter Academy, was named one of Innovate Public Schools Top-Performing Bay Area schools for Low-Income Latino Students in both 2015 and 2016.

Downtown Charter Academy (DCA) is a middle school serving grades 6-8 that opened in 2013. Over 80% of DCA's students are socio-economically disadvantaged, yet they have consistently scored among the highest in Alameda County and the State of California on the CAASPP assessments. In 2013, DCA was the 3rd highest performing middle school in California. DCA students have an average daily attendance of over 99% and are ranked 10 out of 10 by GreatSchools.org.

Benito Juarez Elementary opened in 2014 and currently serves 460 students. The Charter School's student population is composed of 99% minority students and has an 87% free and reduced lunch rate. Nearly half of the parent population did not complete high school. In 2014, the charter school's CAASPP scores exceeded that of local elementaries with 50% scoring advanced and proficient in math and 40% in ELA.

The school received recognition from Innovate Public Schools as one of the Top Performing Bay Area Schools for Low Income Students in Math in 2014-2015.

John Henry High School opened in West Contra Costa Unified School District for the 2015-2016 school year and currently serves grades 9-12. John Henry High School opened at the request of stakeholders to continue the success of Richmond Charter Academy and Oakland Charter High School by providing a similar rigorous, college preparatory education in WCCUSD. John Henry High School is accredited by the Western Association of School and Colleges (WASC) and graduated its first class of college-bound seniors in 2018.

Amethod Public Schools - Campus Profile

**JOHN HENRY High School (Grades 9-12):
1402 Marina Way S, Richmond, CA 94804**

JHHS opened in 2015



<ul style="list-style-type: none"> - A 325 tudent Population - 99% Minority Student Population - 61% Free and Reduced Lunch Rate - Over 80% of parents have not completed high school - One of the highest performing high school in West Contra Costa - First Graduating class (2018); 100% students eligible for college (93% in 4 year institutions) - JHHS expanded to a 9-12th grade system in 2017-2018 - 100% of student body takes the SAT 	<ul style="list-style-type: none"> - JHHS Received a 6 year WASC Accreditation in 2019 - JHHS is a member school of the National Honor Society - Increased Advanced Placement participation by 3x the amount of the previous year - <i>Growing</i> sports program (Boys & Girls Basketball, Cross Country, Girls Volleyball, and, Boys & Girls Soccer) - Over 90% of graduating seniors have been accepted to a 4-year college since we were founded
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Amethod Public Schools is committed to preparing its students to attend and compete at the top colleges and universities in the nation. Accordingly, AMPS alumni have been accepted and attend a varied list of college including, but not limited to the following list:

<p><i>Boston College</i> <i>Boston University</i> <i>Bryn Mawr College</i> <i>California State Polytechnic University, Pomona</i> <i>California State University, Hayward</i> <i>California State University, Long Beach</i> <i>San Diego State University</i> <i>Claremont McKenna</i> <i>Syracuse University</i> <i>Dartmouth College</i> <i>George Washington University</i> <i>St. Mary's College</i> <i>St. Johns University</i> <i>New York University</i> <i>Sacramento State University</i> <i>Chico State University</i> <i>Princeton University</i> <i>Massachusetts Institute of Technology (MIT)</i> <i>University of Southern California</i> <i>San Francisco State University</i></p>	<p><i>Grinnell College</i> <i>University of California, Berkeley</i> <i>University of California, Davis</i> <i>Spellman College</i> <i>San Jose State University</i> <i>University of California, Los Angeles</i> <i>University of California, Riverside</i> <i>Johns Hopkins University</i> <i>University of California, San Diego</i> <i>University of California, Santa Barbara</i> <i>University of California, Santa Cruz</i> <i>Cal Lutheran University</i> <i>University of California, San Francisco</i> <i>Loyola Marymount University</i> <i>University of Southern California</i> <i>Florida State University</i> <i>Notre Dame University</i> <i>Cal Poly San Luis Obispo</i> <i>University of San Francisco</i> <i>Tulane University</i> <i>Wake Forest</i> <i>Oberlin College</i></p>
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INTRODUCTION

MISSION STATEMENT

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

John Henry High School seeks to advance students' motivation and belief in academic achievement while in their pursuit of a thriving future. JHHS is a free and public charter school that believes in the promise of hard working students from diverse perspectives, socio-economic status, backgrounds, and talents. John Henry High School will provide a rigorous academic program to all students who wish to attend, yet will specifically outreach to families that live in low income areas, survive below the federal poverty line, or whose parents have never attended college. The Charter School will serve up to 440 students in the ninth through twelfth grades with the goal of achieving higher academic results than neighboring high school campuses. We are focused on providing rigorous state-aligned academic programs, accountability, and excellence by reinforcing a structured and demanding A-G coursework. The Charter School will meet its mission by working in collaboration with all stakeholders.

Vision Statement

AMPS believes that every child deserves a quality education regardless of the circumstances they have faced. We believe that all children are capable of growing their ability and learning when provided with the right conditions.

Proven Results Serving the Community

Amethod Public Schools is committed to continue to provide our proven academic program to students of West Contra Costa Unified School District. The school will work to assure that the students at John Henry High School will achieve far greater results than students at comparable schools throughout the state, and more importantly, that they will continue on through the college and university system.

JHHS has benefited from having a strong feeder school system with connection to Richmond Charter Academy middle school campus and Benito Juarez Elementary School. The middle school focuses on preparing students, many of whom are low income, first generation students, for the rigors of a truly rigorous, college preparatory high school.

As pointed out by the analysis conducted by the Cambridge Education Group as part of a renewal process and organizational study of the Amethod Public Schools organization:

... [The organization] has dramatically improved the learning outcomes for its students, the vast majority of which are first generation US-born, or are immigrant students from Mexico and other Central American countries.....

Student Enrollment:

John Henry High School currently has a total student body of 326 in grades 9th-12th. Student enrollment has grown significantly over the years. The grade level breakdowns for each year of operation are as follows:

Grade	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
9th	92	81	91	75	92
10th	29	86	78	86	80
11th	---	30	81	71	83
12th	---	---	28	79	71
Total	121	197	278	311	326

Race/Ethnicity:

At John Henry High School, the majority of our students are Hispanic/Latino. The vast majority of our students are coming from households where the primary language spoken is Spanish. The current race/ethnicity demographics for John Henry High School school are as follows:

- Hispanic/Latino: 95.4%*
- Black/African American: 3.07%*
- Asian: 1.23%*
- White: 0.31%*

Special Education:

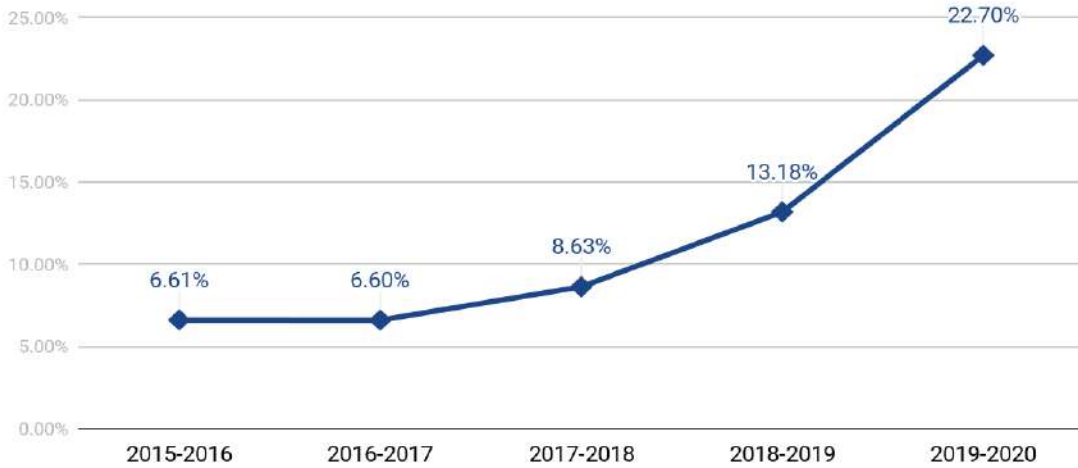
We have a population of 7.67% of students who receive Special Education services. This number has remained steady throughout the five years in operation:

	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
Percentage	4.13%	6.60%	7.91%	6.75%	7.67%

Language Proficiency:

The number of English Language Learners at the school has been increasing rapidly over the years:

English Language Learner Enrollment Per Year



California Assessment of Student Performance and Progress (CAASPP) Test Results Overview

Chart 1 - The following data chart illustrates JHHS’ results over the past three years.

CAASPP - Standard Met or Exceeded - JHHS

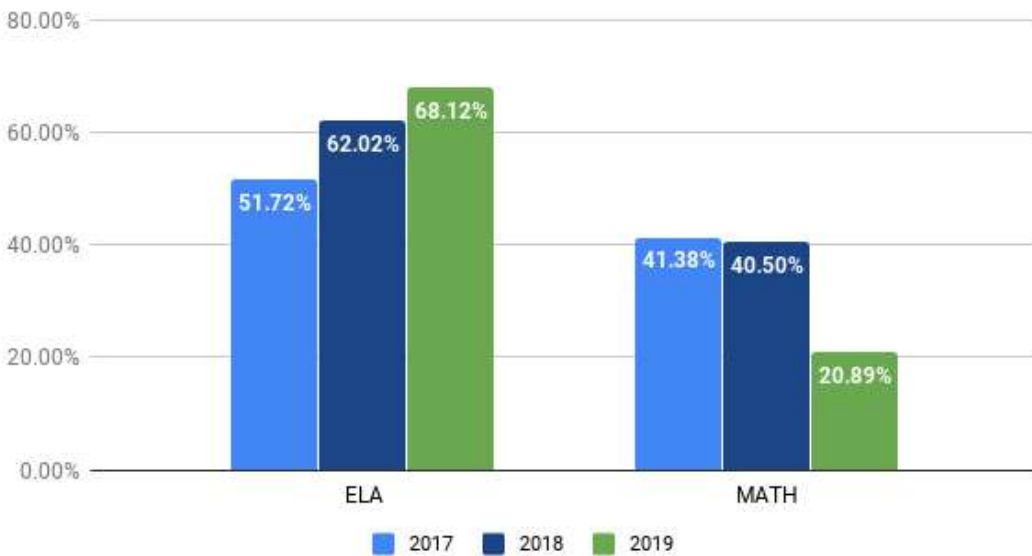
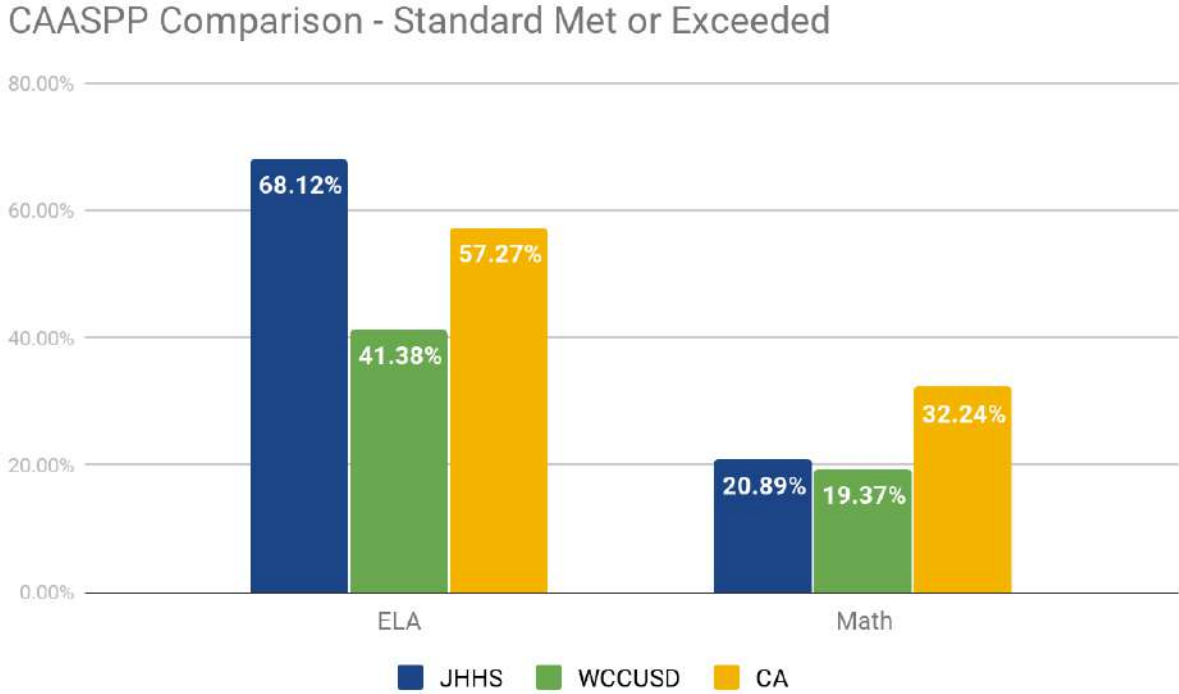


Chart 2 - The below data chart illustrates CAASPP “Meets or Exceeds Standards” comparisons for 2019 between John Henry High School and its authorizing district and state.



The below tables represent the same CAASPP Standard Met or Exceeded data broken down by the four levels of achievement for 2019.

ELA Achievement Level	John Henry High	WCCUSD	State of California
Standard Exceeded: Level 4	21.74%	17.15%	27.10%
Standard Met: Level 3	46.38%	24.23%	30.17%
Standard Nearly Met: Level 2	17.39%	20.87%	21.38%
Standard Not Met: Level 1	14.49%	37.76%	21.35%

Math Achievement Level	John Henry High	WCCUSD	State of California
Standard Exceeded: Level 4	7.46%	7.13%	13.85%
Standard Met: Level 3	13.43%	12.24%	18.39%
Standard Nearly Met: Level 2	31.34%	18.23%	22.28%
Standard Not Met: Level 1	47.76%	62.40%	45.48%

Chart 3 - The below pie chart illustrates the student population of John Henry High School represented as percentages for the schools that pupils would otherwise have attended.

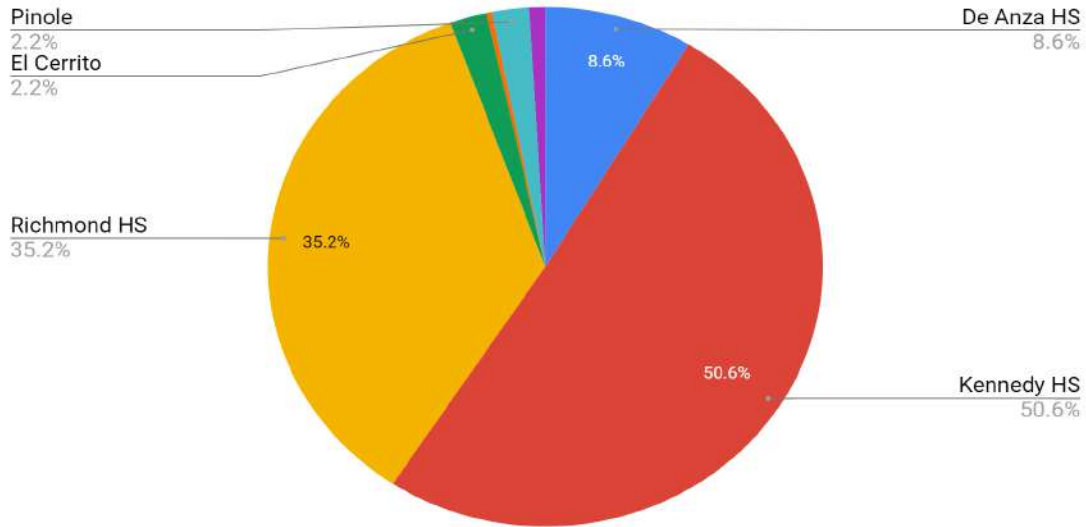


Chart 4A - The below data chart illustrate CAASPP “Meets or Exceeds Standards” comparisons in ELA for 2019 between John Henry High School and the schools that pupils would otherwise attend. Schools that were not statistically relevant have been omitted.

Percentage of Students Meeting and Exceeding State Standards on the ELA CAASPP Exam - Comparison to Public Schools that Pupils Would Otherwise Attend (2019)

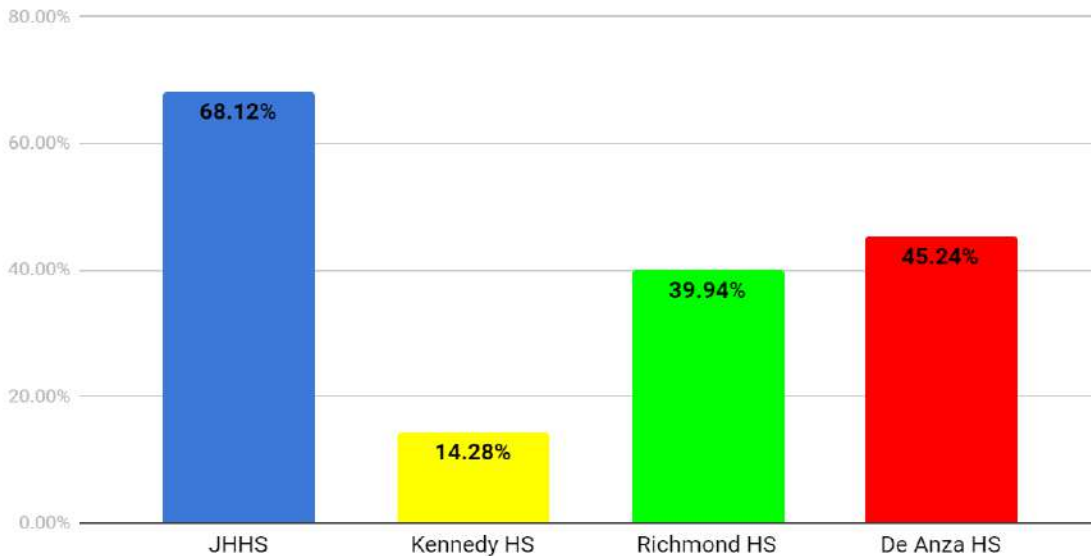
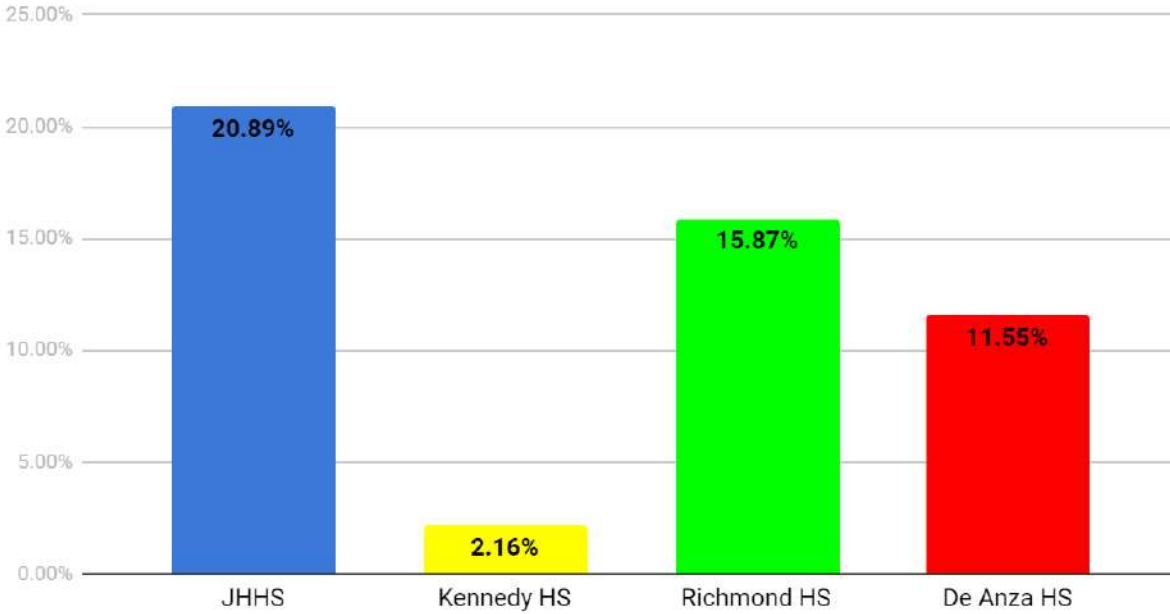


Chart 4B - The below data chart illustrate CAASPP “Meets or Exceeds Standards” comparisons in Math for 2019 between John Henry High School and the schools that pupils would otherwise attend. Schools that were not statistically relevant have been omitted.

Percentage of Students Meeting and Exceeding State Standards on the Math CAASPP Exam - Comparison to Public Schools that Pupils Would Otherwise Attend (2019)



AP courses:

This is the second year that JHHS is offering a wide range of AP courses. In 2017-2018, we offered our first AP class; AP US History. This year, we are offering five courses; AP English Language, AP English Literature, AP Spanish Language, AP US History, and AP Calculus AB. Last year, we had 114 students who chose to enroll in at least one AP course. It is important to note that AP courses are usually only offered to juniors and seniors at JHHS.

AP Courses Offered at JHHS:

2015-2016 & 2016-2017	2017-2018	2018-2019 & 2019-2020
None	AP US History	AP US History AP English Language AP English Literature AP Calculus AB AP Spanish Language

ELEMENT I: EDUCATIONAL PHILOSOPHY AND PROGRAM

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

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

If the proposed charter school will serve high school pupils, the manner in which the charter school will inform parents about the transferability of courses to other public high schools and the eligibility of courses to meet college entrance requirements. Courses offered by the charter school that are accredited by the Western Association of Schools and Colleges may be considered transferable and courses approved by the University of California or the California State University as creditable under the “A” to “G” admissions criteria may be considered to meet college entrance requirements.

Education Code Section 47605(b) (5) (A) (I)-(iii)

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

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

Based on the Amethod Public Schools pillars and model, JHHS will support each student to accelerate their progress and achieve at high levels through quality instructional practices and effective classrooms. Robust learning depends on a rigorous standards-based curriculum as the foundation, teachers that actively engage students in an inspirational manner, and interdisciplinary approaches that lead to academic success. Central to the school’s mission is the belief that all students can succeed in an organized, vibrant, college-prep environment when provided with a high expectation standards based program. Specifically, a program with embedded liberal arts traits, extended time for learning, and access to a wide range of enriching learning experiences. It is now a truism that an excellent college education is necessary for expanded opportunities in an increasingly competitive and global 21st century job market. Therefore, a college preparatory ethos

drives all aspects of the school, from the educational program to the allocation of resources and daily scheduling.

AMPS: John Henry High School understands the importance of utilizing research-based instructional practices to promote student achievement. In order to address how learning best occurs, faculty will be instructed to:

1. Utilize research based curriculum
2. Incorporate state standards into instruction
3. Align appropriate assessments to the state standards
4. Implement relevant, supplemental instructional programs that are aligned to standards and reflect research-based best practices
5. Design instruction that incorporates research-backed instructional strategies and effective teaching.

Instructional Program Overview

Our faculty will adhere to Amethod Public Schools Instructional Domains which guide the instructional standards and expectations for each JHHS classroom. (*See Appendix A*). By utilizing the rigorous grade-level expectations articulated in California’s Common Core Content Standards as well as by referencing the California State Blueprint and Framework, the Amethod Schools Instructional Domains are a compilation of desired best teaching practices and standards aligned to common measures of student success. The Instructional Domains have been distilled from a wide variety of resources and are supported by practitioners and researchers such as Madeline Hunter, Doug Lemov, Robert Marzano, Linda Gonzales, and John Saphier.

Amethod Public Schools’ own practices have also influenced the Instructional Domains for the organization. Academic learning at JHHS will be driven by the AMPS Instructional Domains and by the design and implementation of year-long pacing guides that ensure students have mastered core standards by the end of the third quarter. Data drives instruction at every step in the AMPS methodology. Interventions and accelerated groups are used to ensure all students are challenged and supported at their individual learning levels.

The Common Core State Standards will guide the academic plans for all JHHS students. The ultimate academic goal for JHHS students is to graduate from a four-year university. Starting in grade nine, student academic plans will be crafted along the continuum of learning in preparation for the rigors of the college pathway. JHHS intends to provide students with options after middle school that include the opportunity to prepare, apply, and graduate from a four-year university. Crucial skills needed to be successful in college will be developed during the course of each student’s experience at JHHS. Specific focus will be on a well-rounded approach to a wide variety of reading, critical analysis, advanced math and science skills to give students the foundation to reach higher levels of learning that they will need to be prepared for the college experience, especially in light of the recent data from the California Department of Education School Dashboard (2018), which indicates that less than 50% of students in California are prepared for college and career.¹

Students should develop an understanding that education is imperative for their future and a perseverant work ethic is absolutely necessary for the positive development of their future generations. JHHS will provide clear expectations for students that will spotlight school attendance in addition to rules and procedures that cultivate an environment for scholarly success. It is our

¹ California Department of Education: *Data Quest 2012 State Report* (www.cde.ca.gov)

intent to establish a school culture where diligence, perseverance, and intellectual curiosity is respected, and where being responsible for one’s education is the ultimate goal.

To ensure success, JHHS will adhere to the following characteristics which have proven successful at all of our AMPS campuses.

AMPS: Five Successful Strategies

The school’s work will be organized around five strategies that guide the development of educational practices for teachers, administrators, students, and the organization. The strategies, combined with the school program design, pedagogical approach, and other curricular components are the core of the Amethod Public School’s high school model . John Henry High School will replicate these tested strategies.

The Strategies are listed as follows:

- 1) Evidence-based continuous improvement (*Data Driven*)
- 2) Smaller learning community;
- 3) Equitable access to standards-aligned, rigorous, and relevant instruction;
- 4) Responsive teaching;
- 5) Positive learning climate;

Whom the School Is Attempting To Educate

John Henry High School is committed to the principle that all youth are capable of continuing education after high school, whether it be at a two-year college, a state college, or a research university. The AMPS Network and stakeholders have worked for over twenty five years to create the undertaking of supporting smaller learning communities with higher standards for high school graduation when compared to most other neighboring schools

JHHS enrolls a student body in grades ninth through twelve whose diversity represents the general population residing within the geographical boundaries of the district and community where the school is located. More specific, the student population served by JHHS reside primarily in the cities Richmond and San Pablo and is predominantly low income, immigrant, and communities who have been traditionally underserved by local public schools. While open to all students, JHHS make substantial efforts to recruit underserved, low-income students in the school’s target service area. As such, the school’s student population may contain a significant number of students of color, and students at risk for dropping out.

Table 1 - Table 1 provides demographic data of the local school district and JHHS’ target student population, compiled by the California Department of Education State Dashboard. West Contra Costa Unified School District has enrolled a total of 28,457 (2018) students in the K-12th grade system. Those student populations are represented in percentage totals below:

Enrollment

X

District Demographics

Student Group	Total	Percentage
English Learners	9,619	33.8%
Foster Youth	125	0.4%
Homeless	763	2.7%
Socioeconomically Disadvantaged	20,340	71.5%
Students with Disabilities	3,432	12.1%

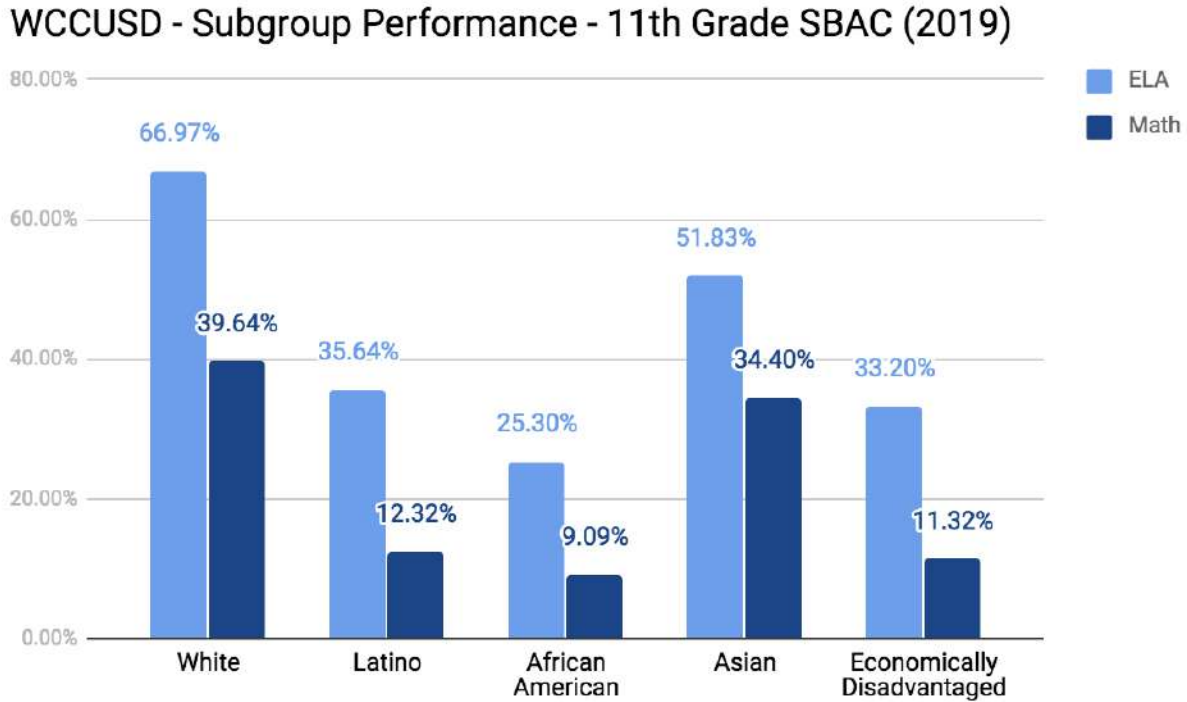
Race/Ethnicity	Total	Percentage
African American	4,745	16.7%
American Indian	74	0.3%
Asian	3,083	10.8%
Filipino	1,474	5.2%
Hispanic	14,746	51.8%
Two or More Races	894	3.1%
Pacific Islander	216	0.8%
White	3,218	11.3%

West Contra Costa Unified School District (Demographic and Performance correlations)

The following graph (Table 2B) demonstrates the existing achievement gaps that are evident among WCCUSD student populations. African American and Latino subgroups, which make up approximately 68% of the WCCUSD population, are performing well below the academic achievement rate of the Asian and White populations.

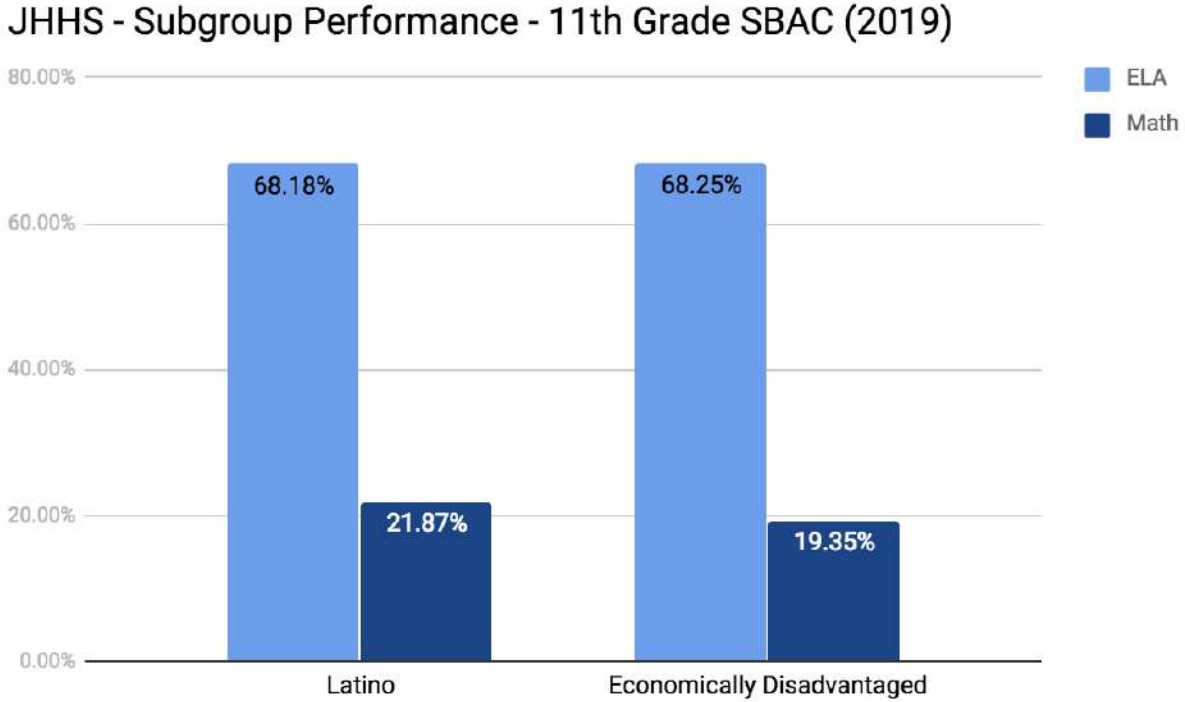
Source: California Department of Education, (<http://www.CAASPP.CDE.CA.GOV/SB2018>)

Table 2B - Met or Exceeded Standards



According to the state data detailed above; 66.8% of the district’s Economically Disadvantaged population failed to meet or exceed standards in English in 2019, and upsettingly, 88.68% of Economically Disadvantaged students failed to meet or exceed standards in English. JHHS will seek to address such gaps in performance for Richmond students. Amethod Public Schools has demonstrated tremendous success in the public school secondary level over the past twenty five years.

Table 3B - Met or Exceeded Standards



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

A well-educated person in the 21st Century is prepared with a strong work ethic while able to demonstrate a set of competencies in English language arts, reasoning, informative reading, written expression, calculations, interpersonal relationships, and the use of technology to succeed in a global economy. A well-educated person recognizes that the world is constantly changing and is a self-directed lifelong learner prepared to continually adapt to changes that require new skills and competencies to be successful in their lifetime. An individual must be able to subsist in a demanding and fast-paced global environment with ever developing and complicated economic and technological developments. The reality is that America is losing many of the manufacturing and industry driven jobs that once were at the core of the American workforce. Combined with the demands of an extremely competitive global citizenry, future Americans will also need to be prepared to be persistent, industrious, and self-motivated individuals who are committed to personal responsibility and continued learning. The ability to analyze swiftly with an open mind and make informed decisions based on acumen and understanding of a wide range of perspectives and possibilities will also be essential to success. This is what all public schools, regardless of location, should provide; an academic foundation that will offer the opportunity and preparation for the challenges of the future. More often than not, contemporary success and prosperous career paths demand a college education. For poor minority students residing in urban inner cities, a college education presents the surest pathway out of generational poverty. Data from the US Census Bureau indicates that college graduates will earn far more money over their lifetime than non-college graduates. According to recent reports, people who do not earn a high school diploma on average will earn 1 million dollars in their lifetime, compared to a person with a Professional Degree who can earn 4.4 million dollars.² Furthermore, poor and minority groups are severely

² US Census Bureau Report (2009)

underrepresented on college and university campuses while being over represented in state and federal prison systems. According to a Public Policy Institute of California report, the state currently has a 124,000 prison population, and the largest representation in the state department of corrections is composed of Latino prisoners at (39%), and Black prisoners at (27%).³

As demonstrated by the data in the preceding pages, it is important that youth first receive and master the essential fundamentals such as reading and reading comprehension that are the building blocks for all learning and development. Equally important to the nation is the need to also develop a steadfast work ethic that will enable the individual to persevere through academic and personal challenges. The AMPS organization and affiliated schools work towards assuring the pipeline to college is filled with students who possess the knowledge and aptitude necessary to succeed in college and the increasingly competitive society. Regardless of their backgrounds or economic standing, it is our task to instill in our students a desire to achieve so as to become productive members in their communities.

To this end, JHHS students are encouraged to welcome challenges, try new strategies, show initiative in seeking out information, and strive to understand others' perspectives and ideas to build on them in a constructive way.

The following list broadly describes traits that individual citizens should retain in the 21st century.

- **Industrious:** Students must be conscientious and hard-working as they approach new concepts and tasks. Individuals must be willing to carry out new tasks as they progress in life.
- **Analytical:** Individuals must be able to think critically and analytically in order to understand complex concepts. Individuals must arrange issues and information in order to study or examine the data, draw conclusions, and solve problems.
- **Disposition:** An Individual must be capable of contributing to the success of his/her family, community, and society through service and dedication in various settings and situations.
- **Practical:** The country's future will depend greatly on individuals who demonstrate common sense and are able to make rationale judgments. Persons who will be able to demonstrate control in difficult situations..
- **Lifelong Learner:** This person is the culmination of all of the previous points. It is someone who continues to learn and improve long after his/her formal educational process is complete. A person who exhibits the ability to understand that continual learning is essential for personal and professional growth and does not cease at the culmination of school. Every book, application, article, etc. is potentially vital knowledge.

It is our objective to enable students to become self-motivated, competent, lifelong learners.

HOW LEARNING BEST OCCURS

Unfortunately, in a reactionary response to education reform, far too many educational fads, theories, and esoteric practices have been experimented with in public school classrooms, predominantly those with large numbers of poor and minority youth. Many such fads may not

³ Public Policy Institute of California (2007): www.ppic.org

sustain longevity and can eventually flounder or prove unsustainable. Our schools do not ascribe to idealistic or subjectively based educational practices. Instead, we use data and analysis as the guiding standards to our methodology. We collect and evaluate achievement, grade performance, attendance, and suspension data to measure the effectiveness of the school's overall performance.

Another pillar is our belief that a school must first and foremost provide a safe, orderly, and structured classroom culture, otherwise the resulting chaos will have a detrimental effect on the learning and the success of all students. Too many excuses are being made and negative attitudes tolerated in local schools, which has resulted in chaotic campuses, school safety issues, faculty burnout, and meager student performance. Learning best occurs when the teacher is organized and engaging, constantly assessing and capturing student attention, while utilizing the curriculum and commanding the management of the class. We assert that proper classroom procedures and a sound discipline policy are essential to effective teaching and learning. Inexperienced or laissez-faire teachers tend to be fearful of allowing students to share responsibility for the class.

AMPS Instructional Domains

The AMPS Instructional Domains serve as a framework for professional practice that is used for a wide range of purposes, from meeting novice teachers' needs to enhancing veterans' skills. Because teaching is complex, it is helpful to have a road map that provides structure and a shared understanding of best teaching practices.

The AMPS Instructional Domains also serve as a foundational framework for professional practice for the AMPS organization. The domains are useful for all teachers and leaders to establish a floor for what effective teaching looks like in the AMPS system. The AMPS organization does not adhere to and is not devoted to a particular teaching style or fad. No one approach is a one size fits all, thus it is that much more important to evaluate different data sets when comparing school programs, and through that level of analysis, a pattern of similar approaches will be better suited to certain conditions and purposes

JHHS Program Design Elements

The following is a short list of key program elements that establish the foundation for the specific school program.

I. COMMUNITY

The concept of Amethod Public Schools is centered on the notion that distinct schools are created in partnership with community and community needs. AMPS schools are small with a targeted population of approximately 60-120 students per grade level. Smaller schools create an *extended family* feel, where each student is known personally. Research shows that small schools allow students and teachers to develop intensive, long-term relationships that enable better conditions for teaching and learning. JHHS serves students through its smaller size than that of traditional high schools which ensures that students have a caring adult who knows them well, communicates with their families and extended families, and monitors and guides their progress.

Parent and Family Resources

AMPS: John Henry High School makes a concerted effort to encourage families to support student learning by developing a demanding college preparatory environment. The campus will be open during regular school hours and after hours to families. Steps to bring families into the school include: reaching out to them to engage in the varied parent informational groups on campus, contacting them by phone, electronic communication, meeting with families at sport and activity events, etc. Steps to establish and retain family relationships may include-- making formation of

common job/interest support groups, organization of family events, and bringing and becoming active members of the Family Staff Team (FST).

In addition to parent groups, parents can engage in supporting and volunteering for various school activities such as the fine arts, physical fitness, and recreational activities. Parent and family nights such as College Night, Senior Breakfast, College Articulation Night, Financial Aid Night, and School Safety Trainings, including bullying and crime prevention, support parents in their student’s career preparation activities, substance abuse prevention services, conflict resolution training, and other youth development activities based on student needs and interests.

Advisories

Each student is assigned an advisory period during the regular school day. The advisory period will ground students in the elements of independent planning and planning for life after high school. Each student will develop a course plan that will be used as a set of goals to be met over the course of the student’s four years at JHHS. These goals will be educational, career-oriented, social and personal.. Throughout the school year, and at the beginning of every grade, the learning plan will be revisited, and potentially revised, as the student develops.

See the following table describing the JHHS Advisory Program in further detail.

Advisory Year	Description
<p>Year One Advisory (Freshmen)</p>	<ul style="list-style-type: none"> ● <i>Discuss and set up specific goals to reflect the needs of the individual student (i.e. sharpen language skills and strategies to eliminate math deficiencies, control tardiness, and set day-by-day goals).</i> ● <i>Start a Student portfolio.</i> ● <i>Assign high interest material relating to individual student interest in career fields of Engineering, math, English and technology.</i> ● <i>Discuss appropriate use of technology as a research tool for class projects.</i> ● <i>Discuss interrelationship of course work (English as it relates to math, science, etc.).</i> ● <i>Discuss working as a team, taking equal responsibility for work, and sharing success.</i> ● <i>Create and evaluate possible long-term goals and projects. List possibilities without criticism or narrow focus.</i> ● <i>Assign small project (set up for success) involving the tutorial group. Monitor over life of project. Make sure it is headed for success.</i> ● <i>Discuss the negative impact of the use and abuse of alcohol, tobacco, and drugs in college.</i>
<p>Year Two Advisory (Sophomores)</p>	<ul style="list-style-type: none"> ● <i>Review first year. Review portfolio.</i> ● <i>Set goals to address individual deficiencies (i.e., plan to eliminate tardies, explore strategies for student/teacher interaction).</i> ● <i>Introduce industry level standards and goals and their relevance to academic goals.</i> ● <i>Industry representation will meet with teacher and student to discuss needs of industry and responsibilities of student.</i>

	<ul style="list-style-type: none"> ● Engage students in creating criteria for succeeding in the workplace as well as the classroom. ● Introduce college courses. ● Look at last year’s long-term goals and projects list and add or eliminate as appropriate. ● Create collaborative assignment that is long term but continually monitored.
Year Three Advisory (Juniors)	<ul style="list-style-type: none"> ● Connect with business community members to present to students. ● Review appropriate professional presentation (i.e., dress code, manners, responsibilities, vocabulary building [specific to needs of the particular business], introductions, oral communication skills, job interview, and role-playing). ● Engage students in hypothesizing, deducting and formulating ideas so that questions to experts come from a deep reservoir of understanding, not superficial knowledge. ● Work on individual skills appropriate to each student’s internship. ● Review and assess last year’s goals. Review and assess portfolio. ● Review project ideas and add or subtract from it. ● ● College awareness including mock applications, college visits, and accessing university web sites. ● By end of year, select senior project. Project will be geared to challenge the student and meet a societal need.
Year Four Advisory (Seniors)	<ul style="list-style-type: none"> ● Review accomplishments from previous years. Review portfolio. ● Work on obvious weaknesses in work habits, conduct, and academics. ● Seek internship opportunities. ● Review college prospects. Set up time-line for applications, etc. ● Assign appropriate portfolio material. ● Successfully complete and present senior project

Student Led Clubs

JHHS has established a thriving student driven student body government that represents the diverse perspectives of the student body. The JHHS student body has developed clubs such as Students In Action, debate club, senior committees, and the leadership club. The intent of student driven clubs, all of which have a faculty advisor as the chair person, is to create a sense of community and inspire positive leadership opportunities.

II. CREATING A COLLEGE-GOING CULTURE

A college-going culture begins with all incoming ninth grade students as they enroll at John Henry High School. During the middle school visit in early spring, parents of incoming students are informed and encouraged to make individual appointments with the high school team to receive input into curricular options and develop a four year success plan. The initial parent contact with the school sets the precedent that parent engagement in student success is extremely vital to high school achievement.

College-Preparatory Coursework and Readiness Program

JHHS students will be immersed in a college going culture as they enter the high school facility. Posters and memorabilia of colleges and entrance requirements are posted in classrooms and in multi-purpose rooms. Every AMPS site has a national map that flags college campuses where alumni of the AMPS organization attend. Students will maintain portfolios to document progress and next steps of meeting college-entrance requirements. At the initial parent orientation, parents will receive a copy of the college entrance requirements and a guide to plan for success. Parents will also participate in learning about and supporting their child's preparation for meeting college-entrance requirements.

College Study Skills

JHHS curriculum includes direct development of study skills embedded in coursework to prepare our students to be independent learners through the use of study skill materials and through visiting colleges that provide an opportunity for students to learn from others in the community who have successfully entered college programs.

College Orientation

Every year, JHHS leadership selects and create the *College Recruitment Calendar* that will organize the different colleges that will address the juniors and seniors every year. Throughout the years, AMPS has established key connections with national college recruiters that visit the campus as they seek to recruit students to enter their respective campuses. Pennants from these and other local and national colleges and universities are displayed throughout the campus and in classrooms. As part of their Advisories, students must research and profile at least five different college campuses and prepare highlights for a formal report.

College Scholarship Application Support

Beginning in the eleventh grade, students and their parents participate in identifying scholarship programs and receive assistance in preparing and submitting applications for scholarships. AMPS is also developing the AMPS Foundation to raise funds for student (documented or undocumented) merit scholarships.

PSAT and SAT Tutoring and Preparation

JHHS will coordinate awareness, tutoring, and support preparation for PSAT and SAT exams as well as include the CSU Early Assessment into our college-readiness program. All students in ninth through eleventh grade take the PSAT test.

III. SCHOOL PROGRAM DESIGN

The following describes the AMPS high school academic program.

Added Time

JHHS provides more learning time for students than traditional public schools, and uses time more effectively during the year and day to maximize in-depth learning.

Longer School Day

Students learn more when they are given more time to learn each day. With more time, teachers can create more effective projects to build higher order thinking skills. AMPS campuses have, on average, a 7.5 hour school day.

Longer School Year

AMPS schools provide 180days of instruction. In the summer, we provide a 10 day summer program to decrease the loss of learning during the summer break.

Rigorous and Relevant Courses

JHHS students have the opportunity to prepare for college and career through the completion of college preparatory classes and access to community college courses and career pathways. Graduates will demonstrate mastery and growth through performance assessments. They will also have to present and defend selected work to teachers and colleagues throughout their experience at JHHS. Students will be supported with multiple strategies for effective learning of academic skills, culturally responsive and differentiated teaching, and the opportunity to master a demanding curriculum with real world connections.

Flexible Supports

A variety of supports will help students negotiate the demands of challenging curriculum and assignments. These will include in-school academic supports, after school and weekend tutors, and college advisors who are responsible for the progress of identified students. JHHS students will have access to internet based individualized courses and extended programs to assure they remain on track with their A-G courses.

Well Qualified and Supported teachers

The faculty consists of well prepared and fully certified teachers that will receive continuous support and training through their careers with AMPS. Professional development through the support of the JHHS Site Director, Deans of Instruction, and Bay Area Superintendent will ensure that teacher collaboration be scheduled on a regular and on-going basis. In establishing a professional teaching environment, JHHS will ensure collaborative planning time for teachers to design student focused support, assessment, and data driven instruction. This allows students and staff to make connections, deepen their understanding of concept attainment, and learn to achieve at higher levels.

IV. PEDAGOGY

All educators at Amethod Public Schools use a variety of pedagogical strategies to ensure all students learn and grow continuously. Some strategies are selected based on the teacher's knowledge of how students' best learn different topics, and are usually used in combination with the AMPS Instructional Domains and pacing guides.

These instructional strategies are well-aligned to the deep understanding required by the California Common Core State Standards, the performance standards, and by the UC Course Management Portal, the entity that approves transferable courses to the UC and CSU state colleges. The instructional program will be revised as needed as more is learned about effectively implementing the CA CCSS at the high school level. These guidelines, as well as the adopted curriculum materials, provide the structure for a standards-based instructional program. AMPS educators are also trained to adapt these methods in ways that maximize the personalized learning experiences that each child receives.

The major pedagogical strategies used include:

Explicit Instruction

In this traditional form of teaching, the teacher presents the lesson, which includes: a purpose, specific instructions, modeling, guided practice, and checking for understanding. At the conclusion, students individually demonstrate their new skills or knowledge by preparing individual work.

Massed and Distributed Practice

This retention strategy provides students with many opportunities to practice new skills upon initial learning. Practice is then distributed over the course of many months to increase the retention of previously learned skills and knowledge.

Problem Solving

This method provides students with a step-by-step process for determining the solution.

Inquiry

In this process, students are presented with a problem or question, and formulate and test theories to work towards a solution.

Flexible Supports

Many supports will be provided within the classroom and larger school community. For example, pedagogical support might include literacy support, tutoring across subject areas, and second language learning supports.

Diagnostic Assessment

Teachers will use a wide range of diagnostic assessments to evaluate how students are learning as well as what they are learning. These assessments will inform decisions about the curriculum and teaching strategies as well as individual supports for students. Once each term, the teacher, parents and students will discuss the student's learning strengths and weaknesses, and set goals for the next semester.

Distance Learning

In grades 11 and 12, students may elect to take some specialized coursework on-line, through colleges and universities, as well as Edgenuity, onsite at the JHHS campus along with teacher support. These students will remain onsite during the offering of these courses to assure they are supported.

Curriculum and Program

Amethod Public Schools-Scope and Sequence

JHHS offers equitable access for all students to courses adopted by the UC Office of the President. The curriculum will be aligned to the Common Core standards and the instructional design will support access to grade level content to ensure student success. Students will develop competence in literacy and mathematics such that they demonstrate achievement on benchmarks, performance assessments, and, most importantly, in the real world as they prepare to enter college.

The adopted curriculum supports direct and explicit instruction with articulated learning goals, inquiry and project-based approaches, small group instruction, Socratic style forums, and individualized support through small group tutoring and technology. This means that, on a daily basis, students have opportunities to work on learning tasks independently and with support from teachers, tutors, and peers.

To assure that our primary goal of student achievement is met, the school's core curriculum is based on CCSS and focused towards the UC/CSU A-G Requirements. This curriculum has been adopted to provide all students with a college preparatory course of study that meets or exceeds the CCSS in all core subject areas. Through our partnerships with college programs, JHHS students

may enroll in college courses beginning in their sophomore year. These courses may include anthropology, geography, communication, art, English, and the sciences. In these concurrent enrollment classes, offered through a partnership with Contra Costa Community College, students receive dual (college and high school) credit that will save the student time and money when they enter college. Moreover, multiple Advanced Placement courses will continue to be established for students at the school, as well as Honor courses embedded throughout the JHHS A-G courses list.

OUR GOAL IS THAT, upon graduation, all JHHS students will have met the A-G requirements for admission to the CSU or UC Systems. It's very important to note that JHHS does not assign credit for grades under a "C -" level, unlike most high schools.

K-12 Common Core State Standards

The California State Board of Education has established *rigorous, world-class content and performance standards* through the adoption of the Common Core State Standards. JHHS will ensure that students demonstrate mastery of these new standards in the core disciplines (English/Language Arts, Mathematics, Social Studies/History, and Science). Every JHHS student, teacher, and parent will be familiar with the standards. To achieve this, grade-level appropriate standards shall be clearly articulated and integrated into lesson plans and classroom activities, and shall be referenced in work assigned to students.

At JHHS we will be:

- Implementing Common Core standards to drive instruction;
- Incorporating performance tasks to assess Common Core standards in summative assessments while establishing criteria for success at each stage;
- Identifying teacher/instructional support needs and matching resources to meet those needs; and
- Establishing a technology readiness plan with support from the AMPS Home Office team.

Correlation to Common Core State Standards

It has been a consistent belief within the AMPS organization that a standards-based education helps to ensure that students receive a vetted and thoroughly analyzed curriculum that provides the blueprint for high-level education. The CCSS standards provide ample room for the innovation, creativity, and reflection that is essential to teaching and learning. They do not dictate instructional practices and delivery; instead, they provide a blueprint for what needs to be taught.

It is a vital component of our program that all students receive high quality instruction that is aligned to the standards. In essence, JHHS will offer a program embedded with prevention-based attributes such as extended instructional minutes and calendars that assure the majority of students identified as needing further support are due to actual need. This will ensure that all students take courses that are aimed with a college-preparatory purpose and are aligned with the CCSS standards.

Recommended High School Curriculum

JHHS' textbooks and curriculum align to the CCSS and UC Office of the President frameworks for a specific grade level and/or subject. In addition to the state required content areas, every suggested JHHS novel has correlated objectives, lessons, purpose, tests, assessments, and projects that accompany the specific text.

Some adjustments may be made in certain courses as the administrators and teachers adapt to the specific needs of their students, as revealed in assessment results.

Transferability of Coursework

JHHS has developed courses that comply with the California State University (CSU) and the University of California (UC) A-G requirements for admission. Advanced Placement (AP) courses have been approved by the College Board as having met all the standards for courses at this level. JHHS employs an academic/college counselor who works with students on course planning, college applications, and scholarships. The advisor also coordinates college visits. Moreover, JHHS has added an advisory component that provides a teacher-led daily period to address grade/age specific content to prepare students for life after JHHS.

Through individual counseling meetings with all students, and parent meetings such as *Family College Night and a Junior and Senior Breakfast*, parents are kept abreast of college entrance requirements and the process of matriculating to college. Families are notified of all the issues related to the transferability of coursework to colleges and the eligibility of courses to meet college entrance requirements at monthly parent meetings and meetings held for parents of juniors and seniors related to college entry.

Waiver of High School Graduation Requirements

Graduation requirements are established with the expectation that all students will complete them as listed. It is recognized, however, that in special cases individual students may have reason to request a waiver of one or more required courses in order to accomplish specific academic goals not possible within the required program. An individual student may be granted an exemption from any course requirement provided there is a direct relationship between his/her inability to meet the requirement and the student's ability, including: limited course offerings, late transfer into an AMPS school, accommodations or modifications associated with IEPs or 504s, etc. Waiver of graduation requirements is determined by the AMPS Board of Directors.

Innovative Practices at John Henry High School

Our small school environment allows us to respond with innovative solutions to the gaps and shortcomings identified through our data analysis and self-reflection cycles. Adaptability is one of the core values of our organization because we believe that the inequities that arise in public schooling require a swift and comprehensive response. The following innovative practices have been designed and implemented at John Henry High School in order to meet our mission of providing a rigorous college preparatory education and character development program for all students.

Early College Model

All AMPS secondary schools will create an Early College High School model, which is recognized by the California Department of Education as an important option for removing major barriers for “young people who are underrepresented in postsecondary education.” The California Department of Education partners with the Chancellor's Office for the California Community Colleges to support the Early College High School (ECHS) Initiative of the Foundation for California Community Colleges.

John Henry High School blends high school and college into a coherent educational program, making it possible for students to earn years' worth of college credit at the same time they are earning a high school diploma (within four to five years of entering ninth grade). Assembly Bill 967

and California Education Code 48800 – 48802 provides for high school students to concurrently enroll in high school and college courses. College classes may be provided online, on the school’s campus, or at a local college campus. The courses may be taught by a college instructor or an employee of the school who has been approved by the local college.

College Readiness and Acceptance to a Four-Year University

In addition to providing support for students to develop a college-going identity, JHHS will also utilize a myriad of tools to provide support to students who may fail to meet academic milestones while in high school. Similar to OCHS, JHHS proactively seeks to reduce failure in high school through a robust AMPS middle school instructional program that provides students with intervention in mathematics and English prior to beginning high school. Additionally, in high school, the Deans, advisory teachers, and Site Director will track students who are falling behind in course work and then leverage support systems, such as tutoring and mentoring, to assist students in developing the skills that are required to meet A-G expectations. Unfortunately, students still fail the occasional class and thus credit recovery options include re-taking the course at JHHS, taking the class from an online or external provider, summer school, and, on occasion, college replacement courses.

San Francisco State University Partnership

Step to College increases the high school graduation rates of disadvantaged minority students, helping them make a successful transition to higher education and increasing the college/university retention rates.

Amethod Public Schools has partnered with San Francisco State University to provide college access and supplemental programs to our high school students. Through this partnership, JHHS students benefit from established programs such as METRO and EOP. The Step to College (STC) Program is a collaborative effort among high schools and the Colleges of Education and Ethnic Studies. STC students are high school juniors who take courses in critical thinking skills, computer skills, and other college preparatory courses for which they receive up to twelve (12) units of transferable credit. The courses are taught by SF State faculty who familiarize students with the format and structure of university courses. Students who participate in the program also receive help filling out university applications for admissions and financial aid, and when possible, scholarship support.

Summer Bridge Program

Many education researchers and school reformers have long been debating about lengthening the school year to address the lack of American students’ competitiveness. The release of the historical report in 1983, originally commissioned by President Ronald Reagan, “*A Nation at Risk*,” pointed out back then that American students were losing competitive training due to an extended summer break that is, in essence, the legacy of our country’s agrarian past. For low income inner city students, the loss of a structured stimulating environment for an extended time can be extremely detrimental. In fact, many inner city children do not have the opportunity to attend summer camps or other organized and structured summer programs. Aside from the loss of structured learning time, these students are often left unsupervised in dangerous settings.

An unsuccessful transition into the 9th grade can have adverse academic consequences for students. John Henry High School offers students who are enrolling into the 9th grade with a summer bridge program to introduce students to the JHHS culture, instructional practices and procedures. We also begin our interim assessment series to identify students who may be at risk. These diagnostic tests

will guide teacher reflections for short and long term plans for instruction. Moreover, the assessments will be the basis for organizing tutoring groups.

Case Study Models

At JHHS, we are partnering with local leaders to offer students in the upper grade levels the opportunity to participate in case study models on challenges that they have overcome in their careers. As participants in this program, students would meet with local figures every Saturday over the course of six weeks to familiarize themselves with the challenge as it existed, design and refine their own solutions as members of student teams, study the solution that was employed by the participating leader, and formally present their own solutions for evaluation and feedback. This program is intended to support students in applying their analytical and problem solving skills to real world issues, in addition to strengthening their ties to our local community.

Senior Symposium

Starting in the 2019-2020 school year, we are piloting a year-long senior project utilizing one of the Buck Institute for Education’s project-based learning modules. As part of their grade for American Government and Economics, all seniors will participate in a critical research project, generating meaningful results and solutions that will positively impact the lives of those living in our local community. Working in teams with their peers, students will research relevant issues facing their local community, implementing strategic methods of data collection and analysis to successfully design and implement solutions. The process will culminate in a symposium where students will present and defend their findings to members of the community who may be authorities in the field for which they are researching.

Parent College Readiness

The majority of our students will be the first in their families to attend college. In order to increase the likelihood of a student graduating from college, we understand that parental support is critical. Since most of our parents have not attended college, we created a space to educate and assist parents with the college admissions process. Parents and community members are invited to attend parent workshops that focus on college and career exploration. We partner with various organizations in the Bay Area and California to support our college model. Through our partnership with the East Bay Consortium and the California Student Aid Commission, we have been able to offer financial aid presentations and one-on-one support to parents of 11th and 12th graders. Parents from all grade levels are invited to college fieldtrips so that they can learn about the colleges and get a sense of how it looks like to be on a college campus. We are building our connections with local organizations, such as METAS, Richmond Promise, Contra Costa Community College, the Latina Center, and WCCCUSD Parent University, to support our efforts and increase college and career awareness in our community.

Career Day

We believe all students can succeed in a rigorous college-prep environment when provided with effective educators, personalized attention, and a disciplined commitment to academics. In our short existence, we have not only earned the highest scores on state testing in our district, but we have also sent students to a wide array of academic institutions from UC Berkeley, UCLA, SF State, and many other prestigious universities. Our vision entails not only having students attend college but to also succeed in all their future endeavors so that one day, they may return to their community and provide support and progress for the following generations to come. To do this, we want to offer our students real-life experiences, and have them listen to professionals from their community. We hosted our first Career Day on October 11, 2019 where a variety of different

businesses, organizations, professions, and community partners spoke about their careers and life experiences. We exposed our students to career paths and mentors that can help them visualize their futures. In the process we made meaningful partnerships with our speakers that will lead to internship and community service opportunities for our seniors in their spring semester.

Improving Teacher Practice through Meaningful Coaching and Professional Development

Through our partnership with Uncommon Schools and the Relay Graduate School of Education we have begun implementing highly-effective and nationally recognized professional development, coaching, and data analysis cycles at John Henry High School.

Each teacher is assigned a Dean of Instruction for yearlong observation, coaching, and professional growth partnership. Teachers receive lesson plan feedback from Instructional Deans on Sundays, and a minimum of one informal classroom observation per week. Formal observations with documented debriefs take place once every two weeks. These observation and debrief cycles are intended to inform and refine our approach to established professional growth plan goals, which range in duration from short term, to half year, to full year. Live coaching is a relatively new technique for our school community that is being implemented during the 2019-2020 SY.

The professional growth plan cycle begins during the mandatory summer training sessions and continues throughout the course of the school year. We have designed our schedule with weekly Friday minimum days to support 2-3.5 hours of targeted professional development each week. The professional development schedule is planned during the summer to support our priorities and goals for the school year, but is often strategically altered over the course of the year in order to respond efficiently to gaps and shortcomings that surface in day-to-day practice.

Data analysis has been a focus of our approach at John Henry High School since we were first opened in 2015, but our new partnerships with Uncommon Schools and Relay GSE have provided us with the guidance necessary to reach new heights of best practice in this area. Starting in the summer, teachers are trained on their curriculum, assessment schedule, and our schoolwide data analysis protocols. At week six, we began meeting in content area departments to run these data analysis protocols on recent assessments with the planned deliverable being an informed reteach plan that can be introduced during the next day's lesson. This practice of frequent data meetings on lower stakes, formative assessments is intended to identify and correct gaps in student mastery before units reach their completion and it is too late.

Additionally, we administer and complete data analysis protocols on standards-aligned interim assessments quarterly. These assessments are designed at the department level, and are submitted for Dean of Instruction review at the beginning of each quarter. Through back and forth revisions, these assessments are finalized as a reflection of the quarter's standards-aligned instruction, and administered as summative reflections of student mastery. A more comprehensive protocol is utilized for the analysis of these interim assessments, as they are a reflection of numerous content standards and, assuming mastery gaps are identified, typically require a multi-tiered reteach strategy.

AMPS summer school serves three primary purposes:

To counter the much discussed "summer slide," students at JHHS, as at all other Amethod Public Schools sites, will be required to attend a summer school program. The summer school session provides our students, parents, and teachers with a head start in preparing for the subsequent academic year, setting the tone for the Amethod Public School's organized, school culture.

1. Introduction to Methods – During summer school, new students are introduced to the school culture, rituals, and procedures such as submitting homework, entering buildings, proper class behavior, chores and duties, and our concept of working together as a team. Students are taught and re-taught all of the school-wide systems and class procedures used to provide structure and order to a student’s school experience. These include: class and school-wide procedures for student behavior, dress code,, advisory, class presentations, and other practices. For returning students, these lessons provide an overview of changes to school policies and procedures, as well as a powerful reminder of what it means to be part of the JHHS community.

2. Diagnostic Testing – During the summer school session, and following enrollment, we begin our Interim Assessment series that starts with a screening assessment to identify or predict students who may be at risk for poor learning outcomes. These tests are brief and conducted with all students from a specific grade level. The initial interim tests are then followed by additional testing or short-term progress monitoring to identify students’ academic status.

The diagnostic tests that are administered are aligned with the Common Core State Standards (CCSS). They focus on students’ baseline skills and their knowledge of each subject area, specific to grade level standards. The Data Dive meetings, where leaders review the interim assessment outcomes with staff, will measure multiple factors to assure that we are reviewing the data with fidelity and assessing student outcomes to provide the best supports.

All of our sites implement an Interim Assessment Calendar that evaluates grade levels, classrooms, and individual students approximately four times a year. The Interim Assessments provide data that will guide teachers’ reflections on short and long-term plans for instruction. Moreover, the assessments will be the basis for organizing our individual tutoring and groups.

3. Introduction & Reinforcement of Fundamental Skills – Teachers also take time during the summer school session to go over fundamental concepts and skills that will set our students up for success throughout the school year. For example, ninth graders traditionally focus on learning the concepts for effective study habits, and students at all levels may be introduced to the grade-appropriate expectations for writing book reports or book reviews. As part of the recently adopted AMPS Learning Lab, students can stay after school to receive support from a teacher and tutors on a daily basis.

Most of the time, having good study skills and a commitment to practice and implement these skills are what separates good students from struggling students. Many students think that studying means reading over a material without thinking of it. As they progress through the years, many may have not yet found a method that assists in their academic success; meanwhile other students catch their niche quickly and accelerate in the subject matter. By presenting and or reviewing study techniques, it is our intent to eliminate poor study skills and habits. .

It’s unrealistic to think that every student is going to find all teachers, or every subject, to be so interesting that studying is not work but pleasure. However, a successful student will have various tools and methods given the subject matter. This is one of the topics that will be addressed during our summer program. Students will also learn the principles of various topics such as researching, using flashcards for studying, writing personal statements, and so on.

Western Association of Schools and Colleges (WASC) Accreditation

JHHS was granted a Six-Year Accreditation Status with a Mid-Cycle One-Day Visit through June 30, 2025. Many of the lessons learned through the completion of the self-study report and WASC visit

proved to be beneficial to the John Henry High School administration and faculty. Throughout the term of this charter and our WASC accreditation period, we will continue to perfect best practices and improve our programs. .

The Amethod Classroom

When you walk into an Amethod Public School classroom, and in the hallways, you will notice bulletin boards with student work. Teachers and students take pride in posting and showcasing sample work.

At AMPS, teaching starts before the students enter the classroom. All Amethod Public Schools have scripted procedures for students as they enter their classroom that begins with organized folders and binders for specific subjects. As students sit down, a task awaits them on the board. Bulletin boards will be updated with student work, on a monthly basis.

Door Postings

Every classroom door is intentionally decorated to have the following posted on the interior & exterior of the door:

- Room Number
- *AMPS Mission*
- *Class Procedures*
- *Pillar: “HONOR HARD WORK”*

As you enter the classroom, you will notice that the arrangement for most of the classrooms are in partner pairings or groups, emphasizing the importance for collaboration and small group instruction with guided rehearsal prior to the display of individual mastery. The teacher is able to pace throughout the classroom to accommodate for student needs and monitor mastery of concepts. The idea is for teachers to be able to get to any student in the fewest steps possible.

You will notice that the teacher’s desk is far back, out of the way. This intentional set-up is so teachers do not simply sit at their desk as students work. As discussed in our Instructional Domains, teachers are expected to monitor student learning throughout the class period.

As you look around, you will see vibrancy and color on the walls. You will see a mix of posters; from scripted CCSS posters to inspirational pictures and quotes. You will also notice the relevant classroom information that details rules and expectations.

A dim and cluttered classroom with book shelves in disarray, walls that are filthy with stacked paperwork are among the worst first impressions for a teacher, a class, and school for that matter. Tight classroom procedures provide structure for all parts of the classroom’s daily functions. Structure, planning, routines, and high expectations are of the utmost importance at JHHS.

A Typical Day

A typical day at John Henry High School begins with students arriving at school between 7:15 am and 8:15 am. Students are dressed in the JHHS dress code – a collared shirt with the school logo and khaki or black pants. Students must tuck in their shirt and wear a belt; they also cannot wear makeup or jewelry visible. Due to the gang problem in Richmond and the affiliated attire that can work against student safety, JHHS allows only white, grey, and black shoes.

Teachers arrive between 6:30 am – 7:30 am, depending on their morning duties. JHHS expects a professional dress code for all faculty from Monday–Thursdays. Fridays are casual dress days teachers are allowed to wear jeans, a college shirt, sweater, or AMPS affiliated spirit wear. Faculty

members are required to have office hours once per week where students can go for tutoring and to checkin with one another or with their teacher to go over assignments and ask questions.

At 8:15, students and teachers assemble in their classrooms for the start of the day. The day begins swiftly with teachers entering the classroom prior to the start of the day to place the “Do Now” problem on the board, a task that students perform as a warm up. The Do Now is a task designed to quickly review or simply get the mind ready for the rest of the day’s challenge.

At the end of the first period, you will see teachers coming to their doors to welcome their next class. At JHHS, students rotate classrooms. Teachers who are on prep will either be seen making copies, working at the staff hallway tables, in the cafeteria, or at the hallway student tables. The bottom line is that students and staff all understand the importance of working hard. Every minute counts.

Professional Development

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

With the implementation of features such as grade level meetings, practice clinics, film sessions, math huddles, DDI webinars, etc.; teachers are encouraged to be more self-reflective in their content delivery and continue to practice and develop their craft.

The Instructional Leadership Team, composed of teachers and administrators, will meet regularly throughout the school year to discuss the topics and resources that will be focused on during the initial summer training sessions. Instructional leaders also discuss other school wide policies that need revisiting prior to the trainings. The table below provides an overview of some of the topics implemented for staff development.

Film Sessions	<p><i>Films sessions are conducted three times a year. AMPS teachers are able to pinpoint areas of weaknesses and strengths through a self-evaluative summary (Film Self-Analysis). The school leader and teacher both sit down and provide feedback on the film observed. Teachers are asked to come up with a plan for improvement, sharing of best practices, and further feedback.</i></p> <p><i>Film sessions provide an objective view for revisited areas of growth and are tools to use along throughout the year.</i></p>
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<p>100 Minute Clinics</p>	<p><i>AMPS Teachers are given the opportunity to attend various in-house practice clinics, ongoing AMPS professional development sessions, and workshops, and reviews throughout the year. Practice Clinic topics may range from topics such as classroom management, lesson planning, curriculum reviews, lesson modification, and using strategies to meet all types of learners.</i></p> <p><i>Veteran teachers lead the practice clinic trainings that have proven successful, as measured by the AMPS classroom observation tools and teacher surveys.</i></p>
<p>Special Education</p>	<p><i>AMPS Teachers and staff are trained in Special Education topics such as the Student Study Team, in-class modifications, and the student identification process.</i></p> <p><i>In the future we will work closer with our SELPA provider to continue to offer teachers effective trainings that will benefit all students.</i></p>
<p>Backwards Planning</p>	<p><i>AMPS Teachers participate in a backwards planning training session that begins with the determined goals and maps out the actions detailing how to reach that goal. Teachers are introduced to the AMPS Lesson Plan tools and are trained in identifying the desired results and qualitative evidence. They are given opportunities to practice identifying what the desirable learning experience should be through real time lesson reviews and analysis.</i></p>
<p>New Teacher Survival Training</p>	<p><i>A series of hands on classroom management trainings are conducted in the summer and throughout the year, prior to the start of the summer session for new staff members.</i></p> <p><i>Topics include; pacing, explicit direct instruction, class procedures, school rules/policies, classroom management and some tools for teaching strategies.</i></p>
<p>ELL Training</p>	<p><i>AMPS Teachers receive training in SDAIE strategies, interventions, modifications, and the Amethod Re-classification process.</i></p> <p><i>This topic is ongoing throughout the year, and AMPS has partnered with third party experts in expanding the EL training module.</i></p>

Professional Growth Plan

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

Reflective logs are kept by teachers when assessments are given. The logs are submitted to Site Directors for review and reflection. Through this process, teachers can plan their anticipated action plan for the subsequent week. Such discourse will also assist in grade level meetings.

Measurable targets are the driver of the PGP and ensure that the teacher, site director, and central staff are able to remain focused on the annual goal and progress towards these academic goals, thus, making professional development decisions that will have the greatest positive impact on ensuring that the AMPS Core Value of *Students First* is realized.

The first component of the plan is to set immediate personal, class, school, and organizational goals to accomplish. A deep engagement in the Professional Growth Plan process will increase each school leaders' efficacy and their impact on scholar achievement. By completing their own process, they will reflect and identify strengths, growth areas, and concrete, actionable goals with their coach or director. Through the reflective film session series; it is our intention to have teachers gain a real time perspective of their teaching style and classes through self-reflective and leader guided analysis of video. The film will offer a clearer sense of where they are and what they must change, work on, or keep continuing to grow and develop. This process is an opportunity to formally connect with teachers, directors, and coaches.

Consequently, planning established checkpoint meetings to ensure that urgent goals are on track is the first section of the PGP. Within the first weeks of school operations, trends and needs begin to emerge, and longer term plans are set at every level of the organization. Each of these tasks has a stated completion date, measurable points, and a person responsible for oversight. For an experienced teacher who has mastered planning, classroom management, and delivery, the focus will be placed on the leadership skills such as creating in-house workshops and seminars for less experienced staff. (*See PGP Overview in Appendix B*)

Summer Sessions

Professional development begins two weeks prior to the start of school, typically in August. During the first session, new teachers discuss strategies for preparation of setting class rules, classroom management, and class/school policies. The second session focuses on various items, including school culture, classroom management, backup systems, planning (daily lesson plans, unit planning, and year-long planning), data analysis, home/family visits and instructional techniques.

The summer session sets a firm foundation for our staff, especially new teachers. It provides them with an understanding of the cultural expectations of the school, classroom management techniques, how to properly assess their student achievement and progress. By granting them additional time to familiarize themselves with the curricula and scope and sequence of instructional objectives and standards for the year, teachers will enter the school year much more prepared and comfortable with the curriculums.

Yearlong Planning

Within our curricular model, each Friday is a minimum day, and we set aside time, typically from 1 to 4pm, for professional development as needed. The professional development sessions are primarily organized by the Site Directors through collaboration with staff and the organizational Instructional Leadership Team composed of senior Amethod Public School faculty.

Moreover, ongoing throughout the year, staff attends and facilitates practice clinics to reinforce the summer trainings, or new material that is relevant based on student need. Senior staff gathers best practice techniques in content areas and delivers a concise and visual professional presentation to other staff members that includes handouts, videos, posting on Google Docs, and surveys. JHHS staff have the opportunity to participate in the practice clinic series through a secured web account that will allow for real time video in case staff cannot attend the in-person trainings.

The following is an example of the AMPS Professional Development matrix:

Training	Purpose	Content	Length
Summer Training Sessions <i>(also a first step induction program for new staff)</i>	<p>All staff attends workshops before and soon after the New Teacher Orientation; prior to the start of school to plan the school year.</p> <p>The purpose of the workshops prior to summer program is to go over essentials such as attendance, policies, procedures, rules, and curriculum. The post summer session is a post reality check session where ideas and methods learned during the pre-summer school training are reviewed, and some challenged.</p>	<p><i>Pre Summer (sample material)</i></p> <ul style="list-style-type: none"> ● Curriculum ● Lesson Planning ● Standard Reviews ● Methods ● Class Management ● Class Procedures ● Class Settings ● Rules ● Special Education <p><i>Post Summer Trainings (Sample)</i></p> <ul style="list-style-type: none"> ● Curriculum ● Interim Assessments (data Analysis) ● Standard Reviews and Checks ● Classroom Set Up ● Faculty review information gathered about incoming students (Profiles). <p><i>Returning students will also be monitored through gathering of previous year's data. Trends will be noted and instructional plans and goals drafted from the findings.</i></p>	<i>Once per Year</i>
Classroom Management	To provide procedures and ideas regarding; class rules, duties, proximity and other facets of individual student discipline along with a whole class management system that incorporates strategies for group behavior modification.	<i>JHHS Discipline Procedures which encompass: Procedures, Boundary Setting, Accountability Training (whole class management) and systems will be discussed.</i>	<i>Once per Year</i>
Instructional Practice	For teachers, especially first-year teachers, practices are required for effectiveness. For example, the skill of pacing is essential for student engagement and also to keep up with the fast paced demands of the classroom.	<i>Instructional practice presentations are provided pre and post summer session. This training reviews topics such as lesson planning, instructional strategies and AMPS Policy. The purpose of this method is to produce student engagement and concept significance.</i>	<i>Once per Year</i>
Strategies EL Students	To discuss different strategies and programs when working with varied levels of English Language (EL) Learners.	<i>The training addresses components for English success including sounds, spelling, vocabulary, reading and writing.</i>	<i>Once per Year</i>
Special Education	To learn proper strategies, assessments plans, and	<i>A very important training that is required yearly by the Governance</i>	Once per Year

	laws applicable to special education	<i>Board. Intent of training is to assure that schools remain in compliance with proper processes and provide best practice modifications for all students.</i>	
Film Sessions	Teachers are recorded during a block subject period to review pre and post video teaching efficacies. Additionally, video serves as an opportunity to facilitate self-reflection for beginning teachers and post analysis for better practice.	<i>Several videotaped lessons throughout the year that are followed by discussions with Department Heads and the Site Leader. Both sessions are wrapped with a survey questionnaire and a leader led meeting.</i>	At least two times a year
Practice Clinics	A series of trainings that are held throughout the year with veteran teachers and administrators. The purpose is to capture organizational expertise and culture and to maximize the inner expertise we possess. Time is an expensive asset within our system, so we attempt to offer concise training throughout the year. Approximately 50% of these trainings are planned by administrators and the Instructional Leadership Team. The remaining 50% are planned in accordance with assessed needs.	<i>Depending on the identified needs of the faculty, administrators, and education specialist- training modules and contents will be established.</i>	Ongoing (Bi weekly/ weekly)

AMPS Shared Networks (Google Drive/ Salesforce/Illuminate Ed/Dropbox)

JHHS staff, faculty, and administrators will use a shared network for secure sharing of research, training summaries, and resources such as lesson plans. The adoption of these program features enable multiple teams in different locations to collaborate simultaneously on the same documents, spreadsheets, presentations, and drawings. Google Drive also enables staff in different locations to collaborate in the sharing of materials, lesson plans, resources, and trainings.

Illuminate Ed is the student information system used by Amethod Public Schools. It is a student information system designed specifically for K-12 schools. It has several features including state reporting, scheduling, grade book, attendance, and parental access. JHHS families may receive access to their child's grades, school announcements, assignments, schedules, and teacher comments once the site is fully rolled into the program. Teachers use Illuminate Ed to take attendance, enter grades, post assignments, and view assessment information, and communicate with parents and students. Administrators use Illuminate Ed to generate reports including transcripts, discipline logs, class demographics, grade point averages, assessment reports, and required state and federal reports. The California State Longitudinal Database System (CALPADS) is functionally compatible with the Illuminate Ed program.

Plan for Students Who Are Academically Low-Achieving

Closing the Gaps

AMPS: JHHS sets high expectations for *all* students and is committed to working with students who are not meeting outcomes to help them achieve at expected levels. Students who perform below the acceptable level may receive a mix of intervention services, including: in-class individual targeted instruction by classroom teachers; in-class or extended day small-group guided learning by classroom teachers; before- or after-school instructional support provided by non-classroom educators in a one-on-one setting or in small groups; participation in a specialized support class taught by a specialist or other educator if needed by deeper needs and modifications. Instructional materials selected for intervention services are grounded in proven best practices, may be designed by the educator, or may be a research-based program such as READ 180.

The fact is that many of our students enter JHHS being less than proficient in math, science, and English. Students who are struggling academically are identified through the following methods:

- Previous Grades (Report Cards, Transcripts)
- Formative Assessments
- New Student Placement Exams
- Parent Requests
- Cumulative Record Reviews
- Language Surveys
- Teacher Comments and Recommendations

The Amethod Public Schools Response to Intervention (RtI) approach that has been implemented at the JHHS campus integrates ongoing assessment and intervention within a multi-leveled support system to maximize time and effort.

Students will be given an opportunity to enroll in honors and advanced placement courses once they demonstrate proficiency in interim assessments, the California Assessment of Student Performance and Progress (CAASPP) and other documentation. All students are given an opportunity to enroll in advanced level courses.

Response to Intervention (RTI): Individual Learning Plan (ILP)

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

An ILP is a student specific tool that takes into consideration the student's strengths, weaknesses, and needs. It is a tool that allows the JHHS staff to plan, monitor, manage, and evaluate student achievement by identifying student needs and applying interventions through a holistic style of services and resources.

Teachers and leaders consider an Individualized Learning Plan for all students whose achievement in more than two core classes is in jeopardy. ILPs include assessment information, measurable goals that are realistic yet ambitious for an 8 week period, classroom modifications, curriculum

focus, and explicit goals and their corresponding practices for tutors to accomplish with each student in a series of after school interventions.

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

First Phase

JHHS teachers will attempt small modifications such as preferred seating, cloze notes, etc., before implementing the ILP in the general education classroom. Teachers assess student progress after 8 weeks of instruction with formative assessments and formative based assessments (end of chapter quizzes, etc.) and establish a data summary. Students who continue to struggle in the classroom through the initial instructional programs receive additional support in the classroom. Adjustments that may be established after this initial phase include adjustments in duration and frequency of direct instruction. Teachers may meet with smaller groups for longer periods of time and may adjust instructional strategies and materials as needed for modifications.

Second Phase

Students' goals laid out in the initial ILP for the general education classroom are reevaluated. If a student is identified as significantly below grade level in the first round of assessments, they are given a revised ILP, directing their work in an additional period each day, during small group tutoring time through the use of an intern or volunteer tutor. During this time, they work directly with a tutor on the specific skills they are lacking or teachers refer students to different classes for grade level remediation.

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

Third Phase

If the student fails to make progress in both Phase 1 and Phase 2 interventions, after 2 interim cycles (16 weeks), they enter into a more comprehensive assessment process for further diagnostics and recommendations. A Student Study Team (SST) must be established by the Site Director to seek a team response to needed interventions. At this phase, a home visit may be implemented by the SST members as needed.

Learning Lab: *Intervention Overview*

Program	Description
Math Tutorial	Students struggling in Math receive intervention through small group and personalized attention from an identified teacher and or volunteer tutor. Utilizing a group tutorial structure, students receive a more individualized instructional setting.
Special Needs/ Academic Success	Designated Special Education students will be provided extra support to reflect the needs outlined in the IEP and in all of their academic courses through one-on-one instruction, group support, and guided instruction. The sessions will last 30-55 minutes 4 days a week or as recommended in their IEP.
Learning Lab	Students who are struggling with a particular class or simply want more support in a subject can attend homework club, which is offered for an hour every day after school and run by a credentialed teacher, paraprofessional, and/or college intern.
One to Ones	If a student continues to struggle after the second phase assessments (see above), they are assigned a one-to-one tutor during non-core instructional periods. Concept mastery is the target goal for these students.
Intersession Groups	Some students will require much more ongoing support. As such, our schools provide an extended school year in the form of a summer bridge program for students. Teachers and administrators will meet with families to discuss the program as needed.

Plan for Students Who Are Academically High-Achieving

John Henry High School expects all students to reach high standards of success. For those students who excel academically, as measured by grade point average, interim assessments, and state test results, JHHS will offer a series of more advanced classes through such programs as Honors and Advanced Placement. JHHS will also, through our partnership with the Contra Costa Community College system, offer all students an opportunity to enroll in more advanced courses and electives. For example, students in the past have taken courses such as psychology, English 1A and 1B, French, and Business Management. JHHS will offer supplemental programs and opportunities for students through partnerships with colleges and other institutions (providing enrichment, gifted, or elective style academic programs). Amethod Public Schools has partnered with Johns Hopkins University Center for Talented Youth Program (CTY) for over a decade and has sent over seventy-five high achieving students to attend and study at university campuses in a three week summer residential program.

Plan for Students with Disabilities

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

Special Education Students

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

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

Services for Students under the IDEA.

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

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

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

Search and Serve

The Charter School will follow SELPA child-find procedures to identify all students who may require assessment to consider special education eligibility and special education and related services in the case that general education interventions do not provide a free appropriate public education to the student in question.

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

For students who are identified as needing interventions, a Student Study Team (SST) composed of the student, the student's parent or guardian, the Site Director, and a Charter School faculty member will be responsible for identifying the student's needs and developing a plan to enable that student to be successful, including, but not limited to, the appropriate individual tutoring

schedule, classroom modifications, strategies and techniques to enhance that student’s ability to be successful. If the Student Study Team finds that the pre-intervention plan is not sufficient to meet the student’s needs, they will recommend that student for a formal special education assessment. The Charter School may also choose to refer a student for services through the provisions of a Section 504 Plan, if appropriate. Parents will be informed that special education and related services are provided at no cost to them.

Interim and Initial Placements of New Charter School Students

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

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

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

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

Referral and Assessment

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

The referral process is a formal, ongoing review of information related to students who are suspected of having disabilities and show potential signs of needing of support or special education related services. The referral for assessment process will include examining student screening information and making a decision about whether or not to conduct a formal

assessment. The parent of any student suspected of needing or qualifying for special education services may also make a referral for evaluation. Any such referrals will be responded to in writing by the Charter School within 15 days. Parents will be informed that special education and related services are provided at no cost to them.

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

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

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

IEP Meetings

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

IEP Development

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

IEP Implementation

The Charter School shall be responsible for all school site implementation of the IEP. As part of this responsibility, the Charter School shall provide parents with timely reports on the student’s

progress as provided in the student’s IEP at least as frequently as report cards are provided for the Charter School’s non-special education students. The Charter School shall also provide all home-school coordination and information exchange. The Charter School shall also be responsible for providing all curriculum, classroom materials, classroom modifications, and assistive technology.

Non-Public Placements/Non-Public Agencies

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

Special Education Strategies for Instruction and Services

The Charter School shall comply with the federal mandate of the “least restrictive environment”, meaning that the school will make every attempt to educate special education students along with their non-disabled peers.

Non-discrimination

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

Staffing

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

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

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

Notification and Coordination

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

Due Process Hearings

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

Complaint Procedures

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

Section 504 of the Rehabilitation Act

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

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

- Tests and other evaluation materials that have been validated for the specific purpose for which they are used and are administered by trained personnel.

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

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

If the student is found by the 504 team to have a disability under Section 504, the 504 team shall be responsible for determining what, if any, accommodations or services are needed to ensure that the student receives a free and appropriate public education (FAPE). In developing the 504 Plan, the 504 team shall consider all relevant information utilized during the evaluation of the student, drawing upon a variety of sources, including, but not limited to, assessments conducted by the Charter School's professional staff.

The 504 Plan shall describe the Section 504 disability and any program accommodations, modifications or services that may be necessary.

All 504 team participants, parents, guardians, teachers and any other participants in the student's education, including substitutes and tutors, must have a copy of each student's 504 Plan. The site administrator will ensure that teachers include 504 Plans with lesson plans for short-term substitutes and that he/she review the 504 Plan with a long-term substitute. A copy of the 504 Plan shall be maintained in the student's file. Each student's 504 Plan will be reviewed at least once per year to determine the appropriateness of the Plan, needed modifications to the plan, and continued eligibility.

See AMPS 504 Plan Overview in Appendix C

Special Education Strategies for Instruction

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

Professional Development for JHHS Staff

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

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

Plan for English Learners

The English Learner (EL) student population continues to grow more rapidly than the student population as a whole, especially in California. Therefore, it is vital that schools address the needs of this growing demographic. As with other Amethod Public School sites; the Charter School will hold high expectations for the English Learner population, and will assure that a demanding academic program is offered to all students regardless of any language or placement classification.

The Charter School will meet all applicable legal requirements for English Learners (EL) as it pertains to annual notification to parents, student identification, placement, program options, EL and core content instruction, teacher qualifications and training, re-classification to fluent English proficient status, monitoring and evaluating program effectiveness, and standardized testing requirements. The Charter School will implement policies to assure proper placement, evaluation, and communication regarding ELs and the rights of students and parents.

Structurally, JHHS will run a full-inclusion program for our EL students. EL students will not be in sheltered or bilingual instruction classes. From the first day of school, English Learner students will be immersed in English, with the support they need to learn the language and develop the grammatical framework and vocabulary needed to begin developing as readers and writers. In our experience, the most crucial aspect of teaching EL students is the professional development that teachers have had in order to understand the steps that their students are going through in order to acquire English. Thus, this will be a critical focus at JHHS. In addition, JHHS will receive continuous training from AMPS partner organizations such as EPIC Partners, and New Directions.

As all other AMPS sites, JHHS is committed to the success of its English Learner population, and supports will be offered both within academic classes and in supplemental settings for students who need additional support for English learning.

The JHHS program for English Learners is research-based, supported by budget resources, aligned with the English Language Development Standards, and evaluated regularly for efficiency and effectiveness.

The tenants of the program include these guiding principles:

- The priority for instruction is language learning and exploration.
- Using our RtI program, students will be grouped by proficiency level, as determined by multiple sources such as English Language Proficiency Assessments for California (“ELPAC”) results, Developmental Reading Assessment, writing assessments, and oral language samples.
- Language tasks should be relevant to students and applicable to the real world.
- Provides a systematic method for language instruction based on the ELD standards to address gaps in language proficiency.

Learners who have not yet met the Intermediate level of English acquisition will require a specialized set of supports. These students will have supplemental instruction which focuses on the CCSS-aligned English Language Development Standards. The Language 4th Edition Curriculum will be the instructional basis for this instruction at the early stages. Additionally, some students may simultaneously be learning English while learning to read and write at an appropriate age level. JHHS will have extensive oral language experiences to assist in the development of both skills. The school will also seek to adopt supplementary high school leveled material for the EL program.

Strategies for English Learner Instruction and Intervention

To meet the needs of English learners, AMPS has added a number of bilingual teaching strategies to its core program, including Specially Designed Academic Instruction in English (SDAIE). Examples of utilizing SDAIE strategies include: supporting verbal explanations with nonverbal cues and designing appropriate learning sequences, such as building upon prior knowledge. In addition to SDAIE strategies, teachers will also provide students with differentiated explicit language instruction.

SDAIE strategies will be used to enhance the following;

- 1) Access to the core curriculum,
- 2) Added time for extended support
- 3) English language development, and
- 4) Opportunities for social integration into the multicultural classroom community.

To further support students who are not progressing through the English language development levels, the following instructional strategies may be used to support these students in gaining higher levels of English proficiency:

1. Workshops: English Language development skills such as vocabulary development, oral language skills, comprehension skills;
2. Graphic Organizers – Use of charts, graphs, or diagrams, which encourage students to see information as a component of systems rather than isolated facts.
3. Small group work to lower the affective filter and target specific areas of growth;
4. Using Instructional Assistants (Tutors) to target specific needs;
5. Quick Writes - Students brainstorm with the teacher on possible topics of interest related to the content of the course.
6. Leveled grouping; Specific groups will be leveled in proficiency to offer teacher and tutor targeted small group instructional time.
7. Increasing collaborative time to increase the amount of interaction spoken in English;
8. Reciprocal Teaching - Two students work together to read a passage. Each may have a text or they may share a text. Student A reads one paragraph aloud, then asks Student B one or

two good questions. B answers or explains why (s)he cannot. A and B discuss questions and answers. The process is repeated in reverse.

9. Pre-teaching content vocabulary and frontloading concepts;
10. Interactive Reading, Guided Reading, Echo reading and choral reading ;
11. Offering at-home development support, such as providing packets, games, CDs, and other tools aligned with students’ English levels to take home for additional language practice
12. Use of realia (real objects and materials)
13. Visuals (study-prints, text book illustrations, overheads-projected prints, reproductions of paintings and documents)
14. Planned opportunities for interaction between all individuals in the classrooms (pair shares, cooperative learning, collaborative groups, and student-generated writing based on personal experience)

Learners who have not yet met the Intermediate level of English acquisition will require a specialized set of supports. These students will have supplemental instruction which focuses on the state approved English Language Development Standards. Additionally, our students newest to English will have extensive oral language experiences to assist in the development of both skills. All teachers will be given professional development in teaching English Learners during summer training and one-on-one coaching with instructional coaches in their appropriate content areas.

The newly adopted English Language Development Standards will be mapped to Amethod’s instructional program. This document will be updated as necessary to align with CA CCSS. Our data portal also includes extensive analysis about our English Learners’ progress based on the ELPAC. This analysis not only provides the teachers and school leaders information to guide instruction and the program, but is a key part of our RtI program.

Ongoing Assessment of EL Students

The Charter School’s use of achievement data will also drive the instruction and professional development as it relates to English Learners. All teachers will analyze the SBAC CCSS assessments and the ELPAC achievement data for this subgroup at least four times a year, and continue to assess the students through curriculum based assessments, teacher-designed assessments and quarterly growth assessments. Any students not making progress or mastering standards will be included in the Response to Intervention analysis. Supports may include after school tutoring, time with a reading intervention specialist, and in-class support based on their language needs.

Monitoring and Evaluation of Program Effectiveness

The evaluation for the program effectiveness for ELs in the Charter School will include:

- Adhere to school-adopted academic benchmarks by language proficiency level and years in program to determine adequate yearly progress.
- Monitoring of teacher qualifications and the use of appropriate instructional strategies based on program design.
- Monitoring of student identification and placement.
- Monitoring of parental program choice options.
- Monitoring of availability of adequate resources.
- RFEP students will be monitored through our RtI process that involves monitoring of students academically and analyzing variables such as designation. Those needing additional support will receive it through interventions such as Language 4th Edition, Language Live, and READ 180 in after school tutoring, during school remediation, or through classroom-based instruction.

Strategies for English Learner Instruction and Intervention

Our goal is to help our EL students make rapid progress out of levels 1 and 2 and into level 3 and 4 so that all students leave the school proficient in the English language, properly re-designated, and with pride and support for their home language.

In order to help our EL students to master listening, speaking, reading and writing in English, JHHS students will be immersed in English. We believe that the most effective instructional approach for a school with a high EL population is to embed ELD principles in all aspects of the curriculum and to teach explicit ELD during a portion of the day either in class and/or in supplemental programs.

Another key output of the ELPAC process is the summative action the teacher gauges to level his or her instruction appropriately for a child at different stages of language acquisition. Although it is, at times, difficult to categorize a student into a single English Language Development stage, the results are helpful for thinking about the different scaffolding strategies necessary to prepare for students who are at varying stages for paralleled lesson planning. The ELPAC categories require distinct skills and strategies as well. In the language arts, we believe that oral language comprehension and production is the critical link allowing EL students to make large gains in reading and writing.

Thus, much of the school's focus for students in the early stages of EL will be focused on oral language development and comprehension activities such as guided reading, and small group tutoring. Through this small group, a student is able to receive specific language instruction and they are able to further develop their language proficiency through re-tells, explicit vocabulary lessons, and a small group focus on letters, word patterns, spelling, blends, sounds, etc. In addition, during this time, JHHS will provide supplemental activities in our added program supports (Learning Lab), which will be focused on specific language activities (phonics practice, writing, vocabulary development, etc.) that are targeted to specific categories of students based on their progress.

There are interventions and supplemental curriculum that focus explicitly on English letter/sound correspondences, word patterns, spelling rules, and other skills. By introducing these skills in isolation and practicing them in context, students are better able to move through the language proficiency categories. In addition, there is vocabulary instruction for these students through the usage of graphic organizers, drawings, motions, pictures, and other means. Finally, all tutors are instructed to emphasize the relationships between and among words to build oral language skills that include story retells that are targeted at both comprehension and language development.

Common Core English Language Arts (EL)

Specific strategies will be used to support English Learners as they tackle the CCSS in language arts. The school will provide instruction in units of study to assist students in building vocabulary. Different sources on one topic help build context and accelerate vocabulary acquisition. To support writing, students will be exposed to different types of writing. Assignments will be meaningful to the student and assessments will focus on content and mechanics. Speaking and listening for English learners will require instructional strategies such as academic discourse, Think-Pair-Share, and extensive collaboration. Finally, JHHS will leverage technology by providing differentiated on-line books and other multi-modal supports.

Math

During mathematics instruction, the overall focus will be on the mathematical thinking and not the accuracy in language. This oral discourse will take place during seat work, either individualized or in a small group setting, tutor led number talks, and student led solutions. Mathematical vocabulary will be taught within the context and not in isolation. Finally, the software to be used in our program allows students to manipulate models and hear feedback orally in a differentiated way.

Science

Science instruction will involve extensive models and diagrams. This strategy will allow learners to describe functions and relationships before acquiring the technical vocabulary. Additionally, English Learners will have extensive academic discourse to build their ability to reason orally before moving onto written. Finally, examples of journaling, reports, and other written assignments along with opportunities to revise language will support learners as they master the Next Generation Science Standards.

Social Studies

Although the California Social Science Standards have not been changed to date, the school will build the competence of students in anticipation of a rigorous set of expectations aligned with the Common Core State Standards. This preparation includes practice with academic discourse, units of study, extensive use of maps and graphic organizers. Additionally, JHHS intends to provide leveled readers so that students can build academic vocabulary at their current reading level. The added time during summer school, after school, Saturday, and intersession work will be a valuable time for focused EL support to build vocabulary and practice. Academic vocabulary is much more difficult for EL students to acquire than spoken vocabulary. We believe that curious students who are able to access texts at their instructional level will make significant gains in their Science and Social Studies knowledge. Thus, the purposeful focus on the use of group guided reading as an instructional strategy, and ensuring that all students have access and use leveled texts, as well as grade level reads at guided reading times, will be a priority.

Certifications

JHHS teachers of English Learners (EL) must hold an appropriate document or authorization for English language development, specially designed academic instruction delivered in English, or content instruction delivered in the primary language. Such classrooms may be referred to as ESL, sheltered, or bilingual. Also, teachers should also have received the CLAD (Cross Cultural Language and Academic Development), BCLAD, CTEL (California Teachers of English Learners) or any other California Commission on Teaching Credentialing (CCTC) recognized alternative certification.

The Amethod Public Schools Instructional Leadership Team committee, a group composed of experienced teachers within our school system and which may include a teacher(s) from the JHHS campus, will monitor and seek to improve all aspects of the Amethod Public Schools academic program including the English Language program, that will ultimately benefit all AMPS sites by procuring tailored professional development, standards alignment, and evaluating the overall program through data reviews.

Depending on their entry point in English as determined by the ELPAC exam, student data, and curriculum assessment, students will be assigned to the appropriate leveled groups within the class. Students that are struggling due to language proficiency will be participating in intervention period activities that are specifically focused on decoding, word blending, and comprehension. These activities may include comprehensive activities that explicitly and systematically build

English language skills during reading instruction. There are interventions that focus explicitly on English letter/sound correspondences, word patterns, spelling rules, and other skills.

JHHS will implement policies to assure proper placement, evaluation, and communication regarding ELL student programs and family home language translations. Most assuredly, JHHS will hold high expectations for the English Learners population, and will assure that a rigorous and supportive academic program is offered to all students.

Home Language Survey

The Charter School will administer the home language survey upon a student’s initial enrollment into the Charter School (on enrollment forms). Spanish-speaking students in the country, who have been here for less than twelve months, will be given the state’s Designated Primary Language Test (currently the Standards-Based Tests in Spanish) to determine the student’s academic proficiency when tested in his/her home language of Spanish. Students who take the Standards-based Tests in Spanish (STS) are required to also take the Smarter Balanced Assessment Consortium (SBAC) CCSS assessments and/or California Modified Assessment (CMA) appropriate to their grade level.

ELPAC Testing

All students who indicate that their home language is other than English will be tested with the English Language Proficiency Assessments for California (“ELPAC”) within thirty days of initial enrollment⁴and at least annually thereafter between February 1 – May 31 until re-designated as fluent English proficient.

The ELPAC has four proficiency levels (Level 4: well developed; Level 3: moderately developed; Level 2: somewhat developed; and Level 1: minimally developed) and is aligned with the 2012 California ELD standards.

- **Initial Assessment (“IA”)**

The ELPAC IA is used to identify students as either an English Learner, or as fluent in English. The IA is administered only once during a student’s time in the California public school system based upon the results of the home language survey. The locally scored IA will be the official score. The IA is given to students in grades K–12 whose primary language is not English to determine their English proficiency status.

- **Summative Assessment (“SA”)**

ELs will take the SA every year until they are reclassified as fluent English proficient. The ELPAC SA is only given to students who have previously been identified as an EL based upon the IA results, in order to measure how well they are progressing with English development in each of the four domains. The results are used as one of four criteria to determine if the student is ready to be

⁴ The IA testing window will be year-round (July 1–June 30). Any student whose primary language is other than English as determined by the home language survey and who has not previously been identified as an English Learner by a California public school or for whom there is no record of results from an administration of an English language proficiency test, shall be assessed for English language proficiency within 30 calendar days after the date of first enrollment in a California public school, or within 60 calendar days before the date of first enrollment, but not before July 1 of that school year.

The SA testing window will be a four-month window after January 1 (February 1–May 31). The English language proficiency of all currently enrolled English Learners shall be assessed by administering the test during the annual assessment window.

reclassified as fluent English proficient, to help inform proper educational placement, and to report progress for accountability.

Both the ELPAC SA and IA are paper-pencil assessments administered in seven grade spans—K, 1, 2, 3-5, 6-8, 9-10, and 11-12. In kindergarten and grade 1, all domains are administered individually. In grades 2-12, the test is administered in groups, exclusive of speaking, which is administered individually.

Testing times will vary depending upon the grade level, domain, and individual student. Both the ELPAC IA and SA are given in two separate testing windows through the school year.

The ELPAC is designed to evaluate each student's listening, reading, speaking and writing skills in English. The results from the test will be shared with the student's parents and teachers. JHHS will notify all parents of its responsibility for ELPAC testing and of ELPAC results within thirty days of receiving results from publisher. The ELPAC shall be used to fulfill the requirements under the Every Student Succeeds Act for annual English proficiency testing.

Reclassification Procedures

Reclassification procedures utilize multiple criteria in determining whether to classify a pupil as proficient in English including, but not limited to, all of the following:

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

1. Assess English Language Proficiency

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

- *Use most recent available ELPAC data.*
- *Student must score a Level 3: Moderately Developed or a Level 4: Well-Developed in all subsections of the ELPAC test.*

2. Compare Student's Performance in Basic Skills

Comparison of the pupil's performance in the ELPAC from, at minimum, the past three (3) years. Students must meet at least a Level 3: Moderately Developed ELPAC score in all subsections of the test for the past three (3) consecutive years for reclassification purposes.

- *Use most recent available test data. If recent test data is not available, wait until a later date, if within ELPAC test date, or the following year to consider the student for reclassification.*

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

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

- *Grades for the most recently completed semester or quarter of the student's English class is C or better.*
- *English teacher is satisfied with the student's mastery of English listening, speaking, reading, and writing.*
- *English teacher signs the reclassification form.*

4. Invite parents to Participate in the Reclassification Process

Parental opinion and consultation, achieved through notice to parents or guardians of the language reclassification and placement, including a description of the reclassification process and the parents' opportunity to participate, and encouragement of the participation of parents or guardians in the Charter School's consultation during the reclassification process. JHHS will notify all parents of its responsibility for ELPAC testing and of ELPAC results within thirty days of receiving results from publisher. The ELPAC will be used to fulfill the requirements under the Every Student Succeeds Act for annual English proficiency testing.

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

5. Reclassify Student as Fluent English Proficient

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

6. Monitor the Academic Progress of RFEP Students for Two Years

- *If student scores Standard Not Met on CAASPP-ELA, an intervention program is initiated as appropriate.*
- *If student's English Language Arts grade falls below a C, an intervention is initiated as appropriate.*
- *Evidence of monitoring is entered onto the Student Reclassification Form in the student cumulative file.*

ELEMENT II: MEASURABLE PUPIL OUTCOMES

Governing Law - *The measurable pupil outcomes identified for use by the Charter School. “Pupil Outcomes,” for purposes of this part, means the extent to which all pupils of the charter school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the charter school’s educational program. Pupil outcomes shall include outcomes that address increases in pupil academic achievement both school wide and for all groups of pupils served by the charter school, as that term is defined in subparagraph (B) of paragraph (3) of subdivision (a) of Section 47607. The pupil outcomes shall align with the state priorities, as described in subdivision (d) of Section 52060 that apply for the grade levels served or the nature of the program operated, by the charter school.*

Education Code Section 47605(b) (5) (B)

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

JHHS shall also meet all statewide requirements pursuant to Education Code Section 60605, and any other statewide standards authorized in statute, or student assessments (This includes CAASPP, ELPAC and any other requirement of ESSA.) The school will meet the requirements for renewal if it meets the requirements of Section 47607(b) of the Education Code. The assessment methods and tools used are those required by state or federal law, those required by external agencies such as (California Department of Education, State Board of Education, Local Control Accountability Planning, and ESSA) and those created/ adopted by the organization.

The school’s outcomes are aligned with the school’s mission, curriculum, vision, assessments and expectations. The assessments are aligned to the Common Core Standards for Literacy and Mathematics as well as the California State Standards. The academic program is designed to challenge all students to a high level of academic expectation and to best prepare students for entry to college.

The Amethod Public Schools system has focused its curriculum, classroom practice, standards, organizational management, and instructional supports to assure that our schools meet federal and state goals for all subgroups consistently. Throughout our history, AMPS has continuously met all AYP targets and has demonstrated higher Academic Performance Index Scores and school rankings than most other public schools over the past decade. The AMPS organization will continue to examine and refine its school programs over time to reflect the changing in the standards, and assessments in the state’s testing program to assure that student outcomes and proficient subgroup progress continues to be attained.

Measurable Pupil Outcomes

Our method for instruction is founded upon a data driven instructional model based in objectivity which focuses on multiple performance measures. Using a data based methodology, our school sites focus on one foundational question; *are the students learning?* The different data reviews and analysis will reveal student, teacher, and class/subject matter success. The AMPS data driven

method prescribes that school leaders focus on data results and assessments to address gaps in the educational program aggressively. The academic progress of students will be tracked through various assessment types and methods throughout the school year.

AMPS Home Office staff and JHHS staff will oversee the administration of all applicable state-mandated assessments such as CAASPP, SBAC, California Science Test (CAST), Advanced Placements (AP), EAP, ELPAC and Physical Fitness Test (PFT). As with all other AMPS network schools, JHHS will also participate in the internal use of the AMPS interim assessment cycles to measure student growth and teacher effectiveness.

In order to best serve students and our community, JHHS will continuously examine and refine its list of student outcome measures to reflect the school’s mission. All measures will be aligned with the California Common Core State Standards and the Next Generation Science Standards and any changes to state or local standards that support this mission. The Charter School will continue to focus on the stated Measurable Pupil Outcomes (MPO) as the guarantees and reassurances to all JHHS stakeholders. The Table below, in Figure [3A], details the identified Measurable Pupil Outcomes for JHHS and the assessment tools that will be used to measure them.

JHHS ASSESSMENT & MEASURABLE PUPIL OUTCOMES
 (PLEASE VISIT WWW.AMETHODSCHOOLS.ORG FOR AN UPDATED LCAP IN BOTH SPANISH AND ENGLISH)

Figure 3A

Subject Area	Assessment Tools	Frequency	Measurable Pupil Outcomes
English / Language Arts	SBAC (CAASPP)	1 x per year	<ul style="list-style-type: none"> ● 65% or more of students will receive a score of “met” or “exceeded” on SBAC ELA tests ● 70% of ELL students will demonstrate a 50+ Lexile point growth per year ● 70% of all students will score at least a 400 on the ERW section of the PSAT ● 75% of students will demonstrate proficiency on standards-based Interim Assessments
	Achieve 3000	3x per year	
	PSAT	2x per year	
	ELPAC	1 x per year	
	Interim Assessments	4x per year	
Mathematics	SBAC (CAASP)	1 x per year	<ul style="list-style-type: none"> ● 35% or more of students will receive a score of “met” or “exceeded” on SBAC math tests ● 70% of all students will score at least a 400 on the math section of the PSAT ● 75% of students will demonstrate proficiency on standards-based Interim Assessments

	PSAT	2x per year	<ul style="list-style-type: none"> 100% of 9th grade students will have taken or be enrolled in Algebra I.
	Interim Assessments	4x per year	
Science	California Science Test (“CAST”)	1 x per year	<ul style="list-style-type: none"> 65% of all students will receive a score of “met” or “exceeded” on CAST science test
	Interim Assessments	4x per year	
Social Studies	Interim Assessments	4x per year	<ul style="list-style-type: none"> 70% of students will demonstrate proficiency on standards-based Interim Assessments
	Interim Assessments	4x per year	<ul style="list-style-type: none"> 65% of students will demonstrate proficiency on standards-based Interim Assessments

Local Control Accountability Planning (LCAP)

The Local Control Accountability Plan (LCAP) is a component of the state Local Control Funding Formula (LCFF). Under the LCFF, all LEAs, including direct funded charter schools, are required to prepare an LCAP, which describes how they intend to meet annual goals for all pupils, with specific activities to address state and local priorities identified pursuant to EC Section 52060(d).

There are eight areas for which school districts, with parent and community input, must establish goals and actions. This must be done both district-wide and for each school.

The following table [Figure 3B] details the Measurable Pupil Outcomes specifically aligned to the eight state priorities. These aligned outcomes along with the MPO’ detailed above, constitute the goals for JHHS staff and students.

Figure 3B

State Priority #1. The degree to which teachers are appropriately assigned (E.C. §44258.9) and fully credentialed, and every pupil has sufficient access to standards-aligned instructional materials (E.C. § 60119), and school facilities are maintained in good repair (E.C. §17002(d))		
ANNUAL GOALS TO ACHIEVE PRIORITY 1	ACTIONS TO ACHIEVE ANNUAL GOALS	MEASURABLE OUTCOMES AND METHODS OF MEASUREMENT
<ul style="list-style-type: none"> ● JHHS will recruit, hire, and maintain qualified staff ● JHHS will recruit, hire and maintain well qualified paraprofessionals ● JHHS will obtain up-to-date , standards-aligned curriculum, textbooks, and supplemental materials ● School facilities will remain in good condition and will be provided with regular maintenance. ● JHHS staff will receive training to use the AMPS facility Needs Request process for needed facility attention. 	<ul style="list-style-type: none"> ● All candidates will undergo a rigorous hiring procedure through the Amethod recruitment process which includes paper screening (<i>including transcript reviews</i>), interviews, background checks, scenarios, and reference checks. ● Ongoing professional development for both teaching staff and leaders ● Instructional leadership team (composed of teachers and central office staff) provide curriculum reviews and respond to needs ● Site Directors and Instructional Leader Team will guide staff through Professional Growth Plans and domain evaluations. ● AMPS Central Office provides efficient delivery to cover maintenance needs at all facilities. 	<ul style="list-style-type: none"> ● 100% of teachers will be well-qualified per state law. ● 100% of teachers will participate in Film Sessions, Professional Development workshops, and teacher domain walkthroughs ● 100% of JHHS teaching staff will have Professional Growth Plan targets. ● 100% of faculty will participate in online surveys regarding curriculum and academic planning. ● 100% of students and subgroups will have standards-aligned textbooks and materials available to them. ● 100% of school facilities will be maintained and in good repair as measured by the AMPS facility operations team.
State Priority #2. Implementation of Common Core State Standards, including how EL students will be enabled to gain academic content knowledge and English language proficiency		
ANNUAL GOALS TO ACHIEVE PRIORITY 2	ACTIONS TO ACHIEVE ANNUAL GOALS	MEASURABLE OUTCOMES AND METHODS OF MEASUREMENT
<ul style="list-style-type: none"> ● The Charter School will adopt the California Common Core State Standards 	<ul style="list-style-type: none"> ● JHHS will also employ various modalities of instruction such as auditory, visual, multi-media, 	<ul style="list-style-type: none"> ● 100% of teaching and leader staff will

<ul style="list-style-type: none"> ● JHHS core curriculum and supplements are aligned to CCSS. ● JHHS will provide necessary programs, curriculum, and added support to support ELs and other struggling subgroups. 	<p>and other technology-based strategies.</p> <ul style="list-style-type: none"> ● Curriculum maps for each course written prior to school opening and revisited yearly. ● AMPS Professional Development modules will include ongoing CCSS workshops, effective instruction, data analysis, and English Learner strategies and support. ● Individual Learning Plans (ILP) will be implemented to map out struggling students’ academic needs. 	<p>participate in ongoing CCSS trainings.</p> <ul style="list-style-type: none"> ● 100% of students will have and use curriculum aligned with CCSS. ● 100% of English Learner population will be enrolled in rigorous core content classes.
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State Priority #3. Parental involvement, including efforts to seek parent input for making decisions for schools, and how the school will promote parent participation

ANNUAL GOALS TO ACHIEVE PRIORITY 3	ACTIONS TO ACHIEVE ANNUAL GOALS	MEASURABLE OUTCOMES AND METHODS OF MEASUREMENT
<ul style="list-style-type: none"> ● JHHS will promote parent and family participation in numerous ways that directly impact their students’ success. ● Parents will learn and discuss what a good school looks like based on data and quantitative measures. ● JHHS will create the Family Staff Team (FST) to foster parent involvement and engage them in decision making.. 	<ul style="list-style-type: none"> ● Quarterly newsletter to inform parents about various opportunities for involvement ● Family workshops ● Parents and students will demonstrate high satisfaction with the academic program through an annual survey ● Parent access to Illuminate Ed portal. 	<ul style="list-style-type: none"> ● Parent attendance target at orientation meetings is 70%% ● 100% of FST parents will have met through the Fall semesters ● 70% of Families will submit parent surveys by the end of the year. ● 80% of families will have attended a College Pathways admissions activity by the end of the junior year

State Priority #4. Pupil achievement, as measured by all of the following, as applicable:

- A) CAASPP statewide assessment
- B) California School Dashboard
- C) Percentage of pupils who have successfully completed courses that satisfy UC/CSU entrance requirements, or career technical education
- D) Percentage of ELs who make progress toward English language proficiency as measured by the ELPAC
- E) EL reclassification rate

<p>F) Fall to spring PSAT score growth G) Percentage of pupils who have passed an AP exam with a score of 3 or higher H) Percentage of pupils who participate in and demonstrate college preparedness pursuant to the Early Assessment Program (E.C. §99300 et seq.) or any subsequent assessment of college preparedness</p>		
ANNUAL GOALS TO ACHIEVE PRIORITY 4	ACTIONS TO ACHIEVE ANNUAL GOALS	MEASURABLE OUTCOMES AND METHODS OF MEASUREMENT
<ul style="list-style-type: none"> ● Create data points at start of the year to assure all student subgroups demonstrate growth on internal and external measures. ● Use data drive meetings to assure student mastery ● Students will access CCSS-aligned curriculum for English, math, science and social science ● All student subgroups will participate in benchmark assessments. 	<ul style="list-style-type: none"> ● Interim assessments (quarterly) aligned to standards. ● Ongoing professional development for both instructional staff and school leaders ● Regular analysis of assessment results that include action plans for all student subgroups ● Varied student support structures (summer school, office hours, tutoring, ILP, and differentiated instruction). 	<ul style="list-style-type: none"> ● 80% of students will demonstrate progress in CSSS on Mathematics Test by the end of their 2nd year of testing at JHHS. ● 10% of student and each subgroup population will demonstrate growth in ELA and Math as measured by internal benchmark assessments by year 2. ● 90% of English Learner population will make gains on proficiency band every year as measured by the ELPAC examination. ● JHHS EL subgroup will have a 90% Reclassification rate by the end of their 3rd year.
State Priority #5. Pupil engagement, as measured by all of the following, as applicable:		
<p>A) School attendance rates B) Chronic absenteeism rates C) Middle school dropout rates (EC §52052.1(a)(3)) D) High school dropout rates E) High School Graduation rates</p>		
ANNUAL GOALS TO ACHIEVE PRIORITY 5	ACTIONS TO ACHIEVE ANNUAL GOALS	MEASURABLE OUTCOMES AND METHODS OF MEASUREMENT

<ul style="list-style-type: none"> ● JHHS administration will create incentive-based programs for student attendance ● JHHS will create relevant academic plans for high school students ● Illuminate Ed access for families for attendance reviews 	<ul style="list-style-type: none"> ● ● JHHS will establish an incentive program to encourage maximum attendance rates. ● Classroom competitions for fieldtrips ● Parent reminders, memos, and newsletters ● Progress report lists absence and tardy rates sent quarterly ● Create attendance rate charts to celebrate top attendance winners ● IlluminateEd parent portal access trainings for self-directed parent reviews 	<ul style="list-style-type: none"> ● JHHS will maintain above 90% attendance rate school wide ● Chronic absenteeism rate will be less than 3% yearly ● 80% of families will have an Illuminate Ed parent portal account ● Dropout rates will be less than 10%. ●
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State Priority #6. School climate, as measured by all of the following, as applicable:
 A) Pupil suspension rates
 B) Pupil expulsion rates
 C) Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness

ANNUAL GOALS TO ACHIEVE PRIORITY 6	ACTIONS TO ACHIEVE ANNUAL GOALS	MEASURABLE OUTCOMES AND METHODS OF MEASUREMENT
<ul style="list-style-type: none"> ● JHHS will cultivate an environment that promotes student engagement ● JHHS will reinforce proper character models for students ● School wide procedures taught and reinforced consistently ● Classroom structures taught to staff and students 	<ul style="list-style-type: none"> ● Classroom management training ● Scholar Character culture emphasized ● ● Progressive and scaffolded behavior management structures. ● JHHS students will develop clubs that build community and teamwork 	<ul style="list-style-type: none"> ● JHHS expulsion rates will be less than 2%. ● Suspension rates will be less than 7% ● JHHS administration will develop at least 3 alternative programs for out of school suspensions ● At least 80% of families surveyed will report a positive score for school climate measures. ● JHHS will offer at minimum 2 school wide assemblies to address matters such as (bullying, cyber bullying, team building, internet safety, crime prevention tactics, self-defense, etc.)

State Priority #7. The extent to which pupils have access to, and are enrolled in, a broad course of study, including programs and services developed and provided to unduplicated students (classified as EL, FR PM-eligible, or foster youth; E.C.§42238.02) and students with exceptional needs.

"Broad course of study" includes the following, as applicable:

Grades 1-6: English, mathematics, social sciences, science, visual and performing arts, health, physical education, and other as prescribed by the governing board. (E.C. §51210)

Grades 7-12: English, social sciences, foreign language(s), physical education, science, mathematics, visual and performing arts, applied arts, and career technical education. (E.C. §51220(a)-(i))

ANNUAL GOALS TO ACHIEVE PRIORITY 7	ACTIONS TO ACHIEVE ANNUAL GOALS	MEASURABLE OUTCOMES AND METHODS OF MEASUREMENT
<ul style="list-style-type: none"> ● JHHS students will have multiple elective courses to choose from. ● JHHS will create Honors and Advanced Placement courses for students. ● Supplemental programs (afterschool) for added services for targeted subgroups (EL, Free and Reduced lunch, etc.) 	<ul style="list-style-type: none"> ● Coordination of graduation requirements that exceed UC A-G with our feeder schools. ● College Coordination Advisory (College advisory orientations, Financial Aid, career path). ● Comprehensive college admission process and program coordination. ● JHHS will develop programs and services to meet the needs of different student subgroups. 	<ul style="list-style-type: none"> ● 100% of students will have access to and be enrolled in rigorous courses that will prepare them for advanced courses in high school. ● 90% of 8th graders will express interest in college as measured by Dean Surveys ● 100% of incoming 8th grade students will attend a new studentorientation and two week summerbridge program. ● Advanced Placement enrollment percentage will increase by 20% in year 2, and an added 10% in subsequent year 3.
<p>State Priority #8. Pupil outcomes, if available, in the subject areas described above in #7, as applicable.</p>		
ANNUAL GOALS TO ACHIEVE PRIORITY 8	ACTIONS TO ACHIEVE ANNUAL GOALS	MEASURABLE OUTCOMES AND METHODS OF MEASUREMENT
<ul style="list-style-type: none"> ● All students will become proficient readers and writers of the English Language ● All students will become proficient in mathematical skills and content ● All students will become proficient in science concepts scientific process 	<ul style="list-style-type: none"> ● Standards based and aligned curriculum. ● Interim assessments (minimum every 4-6 weeks aligned to standards. ● Ongoing professional development for both instructional staff and school leaders 	<ul style="list-style-type: none"> ● At least 65% of 9th graders will demonstrate growth in English CAASP or SBAC test at end of year ● 75% of students will demonstrate growth in ELA in Internal Assessments in year 2 ● 75% of students will demonstrate growth in

<ul style="list-style-type: none"> ● All students will become proficient in social science content 	<ul style="list-style-type: none"> ● Regular analysis of assessment results that include action plans for all student subgroups ● Varied student support structures (summer school, office hours, tutoring, ILP, and differentiated instruction). 	<p>Math in Internal Assessments</p> <ul style="list-style-type: none"> ● 70% of all junior students will be proficient or advanced in Math SBAC test by year 3. ● At least 70% of students will demonstrate at least one year of growth on the Next Generation Science Benchmark ● 70% of students will show growth on internal interim assessments for science. ● 70% of students will be proficient or above on the NGSS standards benchmark or science test. ● At least 70% of tested students will pass the state’s Physical Fitness test. ● At least 65% of 6th graders will demonstrate growth in Social Studies benchmark test ● At Least 75% of 7th graders will demonstrate growth in Social Studies STAR or CCSS test. ● 75% of students will demonstrate growth in Social Studies Internal Assessments ● 70% of all students will be proficient or advanced in Social Studies STAR or CCSS test.
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ELEMENT III: OUTCOME MEASUREMENT

Governing Law: *The method by which pupil progress in meeting those pupil outcomes is measured. To the extent practicable, the method for measuring pupil outcomes for state priorities shall be consistent with the way information is reported on a school accountability report card.*

Education Code Section 47605(b) (5) (C)

The Charter School affirms that the method for measuring pupil outcomes for the state priorities shall be consistent with the way information is reported on a school accountability report card.

Educational discourse is very often cloaked in the rhetoric of opinions. However, it is our organizational belief that data, particularly ongoing data and assessments, are necessary ingredients to the proper judiciousness of schools. It is important to note the fact that without data, subjectivity and feelings prevail making whoever has the power the ultimate authority. Amethod Public Schools believe in the use of objective data as the barometer for a successful program. Our methods and data results have proven that our program, however unique from many inner city schools, produces enormously successful outcomes.

Student Assessments

Aligned with its firm belief in accountability, JHHS will implement a rigorous assessment and goal-setting program to measure students’ mastery of the content, adapt academic programs, and ensure that each student is making progress toward becoming grade proficient. Students are assessed regularly from the time they enter the Charter School through graduation, and all staff monitor their progress closely.

The following assessments are currently used at Amethod Public School existing sites:

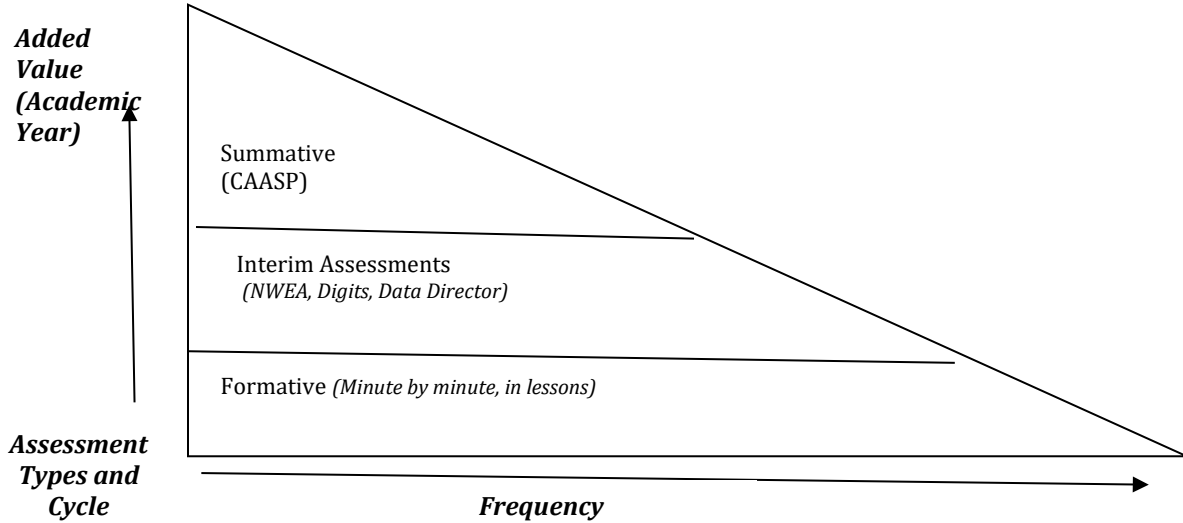
Subject	Tool	Description
<p>Placement Exams</p>	<p>Data Analysis</p> <p>ELPAC</p>	<p>All incoming students are given placement exams in order to determine proficiency levels in math, writing, and reading. Comparable tests are given at the end of the year to measure progress.</p> <p>The ELPAC is administered at the beginning of the year to determine English language proficiency for those whose first language is not English. ELPAC is administered annually until students are designated English fluent.</p>
<p>Summative Assessments (CAASPP)</p>	<p>SBAC Aligned Tests</p> <p>CAST</p> <p>Early Assessment Program (EAP)</p> <p>Advanced Placements (AP)</p> <p>PSAT</p>	<p>The CAASPP examinations are given one time at the end of the school year to evaluate students’ performance against the defined set of CCSS and they are the least flexible of the assessments implemented at our schools. Amethod Public Schools view the state exams as a vital piece of information to summarize the Charter School’s overall goal. We focus our curriculum on the standards that will be evaluated on this exam. Each grade level has a pacing guide the sets out the blueprint for the specific grade levels to be prepared for the CAASPP.</p>

<p>School Wide Interim Assessments</p>	<p>Data Analysis</p> <p>PSAT</p>	<p>These assessments fall between formative and summative assessments. All Amethod Public Schools will use the interim assessments to assess student mastery of CCSS, norm teaching practices across schools, and drive teacher reflection and improvement of practice.</p> <p>In our system, Interim assessments serve the following purposes:</p> <p>(1) evaluate students’ knowledge and skills relative to a specific set of academic goals, within a 6- 8 week time frame,</p> <p>(2) Are designed to inform decisions at both the classroom and beyond the classroom and school level.</p> <p>Unlike our formative assessments, the results of interim assessments will be aggregated and reported at a broader level throughout the sites. In essence, these assessments serve a variety of purposes, including interventions, re-teach periods, and predicting a student’s ability to succeed on the large-scale CAASPP summative assessment battery.</p>
<p>Formative Assessments <i>(Traditional Classroom Assessments)</i></p>	<p>Curriculum Referenced Tests</p> <p>CPM (College Preparatory Math)</p> <p>Data Tickets</p>	<p>Used by teachers and students during instruction that provides feedback to adjust ongoing teaching and learning, and to improve student achievement of intended instructional outcomes. The assessment is embedded within the learning activity and linked directly to the current unit of instruction and curriculums.</p> <p>Formative assessments are used in providing corrective feedback (grades, progress reports, etc.) or indicating areas of further instruction. Amethod School sites also use these averages for peer grade leveled comparisons-- Quizzes, essays, projects and exams are delivered regularly in classes.</p>

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

FORMATIVE ASSESSMENT PLAN, DATA ANALYSIS AND REPORTING

Tiers of JHHS Assessment Plan



Curriculum-Based Assignments

Performance assignments are standards-aligned projects, papers, or tasks that require students to produce or create a product. Performance assignments provide the teacher with an opportunity to see if students understand important concepts and can apply them to actual work. JHHS teachers will work collaboratively to develop school wide performance assignments in research strands spanning grades 9-12 and culminating with senior projects. Teachers use defined rubrics to assess student performance and presentations. The common core standards, localized benchmark, and core assignments facilitate the determination of standards to be tested on performance and project based assignments.

Local Assessments

Each department and teacher, with the assistance of the instructional Leadership Team, will develop common assessments that will be utilized to monitor student progress towards mastery of the standards and expected school learning results at other AMPS secondary campuses. These include content-specific objective tests, essays, quizzes and research projects that reflect the content standards. Individually and in content area teams, teachers review the formative and summative assessments to identify weaknesses and modify the instructional program. Departments will also collaborate on developing common final exams.

Throughout the year, teachers from the various departments will meet to score student work. Weekly collaborative planning meetings are a tool for teachers to make curricular decisions and improve practice. As teachers assess student work, they identify instructional practices that are effective for students, set goals for their teaching, and share successful lessons, strategies, and classroom practices. In addition they identify students who need additional support.

Data Dives (Data Analysis)

Amethod Public School teachers and administrators engage in on-going analysis cycles where, at the conclusion of an interim assessment cycle, a school leader led meeting known as *Data Dives* puts assessments into practice and connect to student learning outcomes. Teachers and leaders will review data every four weeks through the data dive process. These conferences between administrators, teachers, and instructional leaders analyze results gathered from the last interim assessment to support reflection and retaching. Unlike traditional post-observation conferences, analysis meetings offer insight into months of student learning.

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

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

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

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

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

JHHS will make a conscious effort to use student assessment data to inform decisions related to the planning and developing of instructional strategies at school wide, classroom, and individual student level. Ongoing assessments of student and school performance are integral in the planning, implementation and adjustment of instruction in the instructional system. The Charter School will use data to identify strengths and weaknesses in student, teacher, class, grade specific and school wide performance.

Aligned with a firm belief in student achievement, JHHS will continue the organization’s tradition of offering a rigorous assessment and data review program to measure and increase students’ proficiency levels and ensure that each student is making progress toward concept mastery.

Amethod Public School Interim Assessments through the Data Analysis Protocol, are scheduled and calendared every summer. The tests consist of a mixture of multiple choice and open ended questions.

External Reporting

AMPS maintains sufficient staff and systems including technology, required to ensure the timely reporting necessary to comply with the law and to meet all reasonable inquiries from the District and other authorized reporting agencies.

Grading, Progress Reporting, and Promotion/Retention

Students earn grades based on established performance levels as described in the below table. In pursuit of our overall mission to get students prepared for colleges and universities, JHHS students do not earn high school credits for any course in which they receive less than a C-.

When grades are given for any course of instruction, the grade given to each student shall be the grade determined by the teacher of record for the course, in the absence of clerical or mechanical mistake, fraud, bad faith, or incompetence the grade shall be final (Education Code 49066a). Teachers may make changes to grades until they have been stored in Illuminate Ed. After grades are stored, teachers are prohibited from changing grades without securing the approval of the school Site Director, the AMPS Director of Instructional Quality, and the Chief Academic Officer. All grade changes will be documented in the student’s cumulative folder using the official “Grade Change” form and requests for changes will only be accepted for 21 school days after the official close of the marking period.

Sample Grading Scale- High School

		Regular	Honors /AP
A+	97-100	4.0	5.0
A	93-96	4.0	5.0
A-	90-92	3.7	4.7
B+	87-89	3.3	4.3
B	83-86	3.0	4.0
B-	80-82	2.7	3.7
C+	77-79	2.3	3.3
C	73-76	2.0	3.0
C-	70-72	1.7	2.7
D+	67-69	1.3	1.3
D	63-66	1.0	1.0
D-	60-62	0.7	0.7
F	59 & below	0	0

Teachers wishing to change a student’s grade after grades have been stored should apply the following criteria:

- The student had extenuating circumstances that prohibited the student from completing the course on time (example: automobile accident, serious illness).
- The student did not receive adequate materials to complete the course (example: textbook)
- The grade should not be changed if the student made little or no effort to complete the assignments or solicit support during the time span of the course
- The school should present available options for making up the core course to the student that has failed a graduation requirement: repeating the course, enrolling in a college class, summer school or an online course.

Administration will report student progress to: (1) students and parents, (2) the chartering agency, (3) the broader public, and (4) teachers and school board members.

Options for reporting data include progress and report cards, presentations, narratives, student involved conferences, annual reports, informational brochures, the Charter School website and annual stakeholder meetings.

Type and Frequency of Progress Reporting

The school will use Illuminate Ed which has a web portal that allows parents and students to access grades on a daily basis. Information regarding how to use this portal is given at parent meetings, through communication home and during parent-teacher conferences. In addition, every 3 weeks, advisory classes send home informal progress reports which are signed and returned to advisors to ensure that parents are aware of student standing.

Promotion/Retention Policy and Procedures

Students not meeting the following criteria will be recommended for retention in their current grade based on their proficiency in core subjects in accordance with State Board of Education (SBE) requirements:

- Students that fail to achieve the minimal level of proficiency (PROFICIENT) in accordance with SBE Section 60648 on the CAASPP which is replacing the CST (California Standards Test) in Mathematics or Reading and Language Arts (or equivalent on future required state tests)

(and/ or)

- Any student who is more than one year behind grade level (as determined by a Far Below Basic or Below Basic score on the child's report card) in Mathematics or Reading and Language Arts (or equivalent on future required state tests).
- An identified student that is performing below the minimum standard for promotion shall be retained in their current grade *unless* the student's teacher determines in writing that retention is not the appropriate intervention for the student's academic deficiencies. The teacher's recommendation to promote is contingent upon a detailed plan to correct deficiencies.

Illuminate Ed

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

The Charter School's faculty is committed to this series of analysis to inform instructional decision-making. JHHS will use the procedures consistent with all Amethod Public School sites by using accountability systems for schools that comprehensively examine standard State and District accountability measures from the start. These include:

Student-level data indicators

- CAASPP scores in reading, mathematics, language, science and social studies
- Grade Point Average (GPA)
- ELPAC results

- Attendance rates (individuals)
- Sample writing with Rubric Scores Sheets
- CUM Check- Student Profile

School-level accountability indicators

- California School Dashboard
- Annual Measurable Outcomes (AMO)
- Dropout rate
- Attendance rate
- A-G course enrollment and pass rate

Continuous Student Achievement Improvement Template

Amethod Public Schools believes in a continuous improvement model. The organization reviews data and programs in an attempt to better the student experience at our campuses. The following table summarizes an overview of topics in this model.

	Measure	Analysis	Action Plans
Students	<ul style="list-style-type: none"> ● State Tests ● Classroom projects and grades ● Attendance ● Retention Rate ● Disciplinary Actions 	<ul style="list-style-type: none"> ● Compare with similar schools and to all California schools ● Identify root causes of performance increases or decreases in each area 	<ul style="list-style-type: none"> ● Create plan for improvement in low performing areas ● Set targets for the next academic year ● Improvement required annually (after first three years of school)
Teachers	<ul style="list-style-type: none"> ● Teacher Performance Evaluations ● Student performance in individual classes <ul style="list-style-type: none"> ● Teacher Satisfaction Surveys ● Teacher Retention 	<ul style="list-style-type: none"> ● Identify strengths & opportunity areas for each teacher Compare previous scorecards ● Analyze staff retention to identify breakdowns (<i>recruiting, staff development, etc.</i>) 	<ul style="list-style-type: none"> ● Create plan for improvement in low performing areas ● Set targets for next academic year
Site Leadership	<ul style="list-style-type: none"> ● Student performance ● Teacher performance ● Fiscal management ● Parent Satisfaction 	<ul style="list-style-type: none"> ● Compare with previous years, across similar schools ● PGP ● Data 	<ul style="list-style-type: none"> ● Create plan for improvement in low performing areas ● Set targets for next academic year
Governance	<ul style="list-style-type: none"> ● Performance at individual schools ● Employee Retention ● New schools opened ● Fiscal Management ● District / Systematic change influenced 	<ul style="list-style-type: none"> ● Compare with previous years and targets set by Board 	<ul style="list-style-type: none"> ● Create plan for improvement in low performing areas ● Set targets with Board for next academic year

ELEMENT IV: GOVERNANCE STRUCTURE

Governing Law: *The governance structure of the charter school, including, but not limited to, the process to be followed by the charter school to ensure parental involvement.*

—Education Code Section 47605(b) (5) (D)

Legal Status- Nonprofit Public Benefit Corporation

JHHS is an independent charter school. It is operated and governed by Amethod Public Schools, a tax-exempt 501(c) (3), non-profit public benefit California Corporation.

The Charter School operates autonomously from the District, with the exception of the supervisory oversight as required by statute and other contracted services as negotiated between the District and the Charter School. Pursuant to California Education Code Section 47604(c), the District shall not be liable for the debts and obligations of the Charter School, operated by a California non-profit public benefit corporation, or for claims arising from the performance of acts, errors, or omissions by the Charter School as long as the District has complied with all oversight responsibilities required by law.

See Appendix D for AMPS Board of Governance Bylaws

Board of Directors

AMPS: John Henry High School is governed by the AMPS corporate Board of Governance (“Board” or “Board of Governance”) in accordance with its adopted corporate bylaws, which shall be consistent with the terms of this charter. Ultimate responsibility for the governance of JHHS rests with Amethod’s Board. The Board is responsible for major strategic and policy decisions related to all of the charter schools it operates and also is tasked with ensuring John Henry High’s financial sustainability.

Members of the Amethod Public Schools Board are typically nominated by an existing board member. The Board discusses additions to its membership based on the need to add additional functional expertise.

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

Board Meetings

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

Public Operating Principles

JHHS will comply with all laws applicable to charter schools. All other meetings such as committee, advisory, special, ad-hoc, or emergency meetings will be established as the needed. The locations of

the regular meetings will be within the boundaries of the state of California and will be posted in adherence to the Brown Act open meeting laws accordingly. Members of AMPS' Board, any administrators, managers or employees, and any other committees of the school shall at all times comply with federal and state laws, nonprofit integrity standards and WCCUSD's Charter School policies and regulations regarding ethics and conflicts of interest so long as such policies and regulations are not in conflict with any then-existing applicable statutes, legislation, or regulations applicable to charter schools.

JHHS will be nonsectarian in its programs, admission policies, employment practices, and all other operations, will not charge tuition, and will not discriminate against any student on the basis of the characteristics listed in Education Code Section 220 (actual or perceived disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code, including immigration status, or association with an individual who has any of the aforementioned characteristics).

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

The Governance Board will be the responsible agent for the accountability requirements established by Senate Bill 1448 and the Charter itself, as well as policies regarding staff and board responsibilities, conflict of interest, personnel, budget development and approval. The school calendar and the selection of the school's administrative leadership are also the responsibilities of the Governance Board. The Governance Board is responsible for establishing subcommittees and delegating authority as needed.

Conflict of Interest (Summarized)

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

Governance Training

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

1. *Brown Act*
2. *Parliamentary Procedures*
3. *Conflict of Interest*
4. *Delineation of Roles and Responsibilities*
5. *Strategic Planning and Thinking*
6. *Legal and Financial Responsibilities*

7. *Effective Board-Staff Relations*
8. *Creating Effective Committees*
9. *Effective Board Self-Assessment*

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

Board Meetings and Duties

The Board of Directors of the Charter School will meet at least eight times in the academic year.. All Board meetings are facilitated in accordance with the Brown Act. The Board is fully responsible for the operation and fiscal affairs of the Charter School including but not limited to the following:

- Hire, supervise, evaluate, discipline, and dismissal of the Chief Executive Officer of AMPS;
- Approve all contractual agreements;
- Approve and monitor the implementation of general policies of the Charter School. This includes effective human resource policies for career growth and compensation of the staff;
- Approve and monitor the Charter School’s annual budget and budget revisions;
- Act as a fiscal agent. This includes but is not limited to the receipt of funds for the operation of the Charter School in accordance with applicable laws and the receipt of grants and donations consistent with the mission of the Charter School;
- Contract with an external independent auditor to produce an annual financial audit according to generally accepted accounting practices;
- Establish operational committees as needed;
- Regularly measure progress of both student and staff performance;
- Involve parents and the community in school related programs;
- Execute all applicable responsibilities provided for in the California Corporations Code;
- Engage in ongoing strategic planning;
- Approve the school calendar and schedule of Board meetings;
- Review requests for out of state or overnight field trips;
- Participate in the dispute resolution procedure and complaint procedures when necessary;
- Approve charter amendments as necessary and submit requests for material revisions as necessary to the District for consideration;
- Approve annual independent fiscal audit and performance report;
- Appoint an administrative panel or act as a hearing body and take action on recommended student expulsions.

The Board may initiate and carry on any program or activity or may otherwise act in a manner which is not in conflict with or inconsistent with or preempted by any law and which are not in conflict with this charter or the purposes for which schools are established.

The Charter School shall comply with the Brown Act.

The Charter School has adopted a Conflict of Interest Code which complies with the Political Reform Act, Corporations Code Conflicts of Interest rules, and which shall be updated with any charter

school specific conflicts of interest laws or regulations. As required, the Conflict of Interest Code will be submitted to the County Board of Supervisors for approval.

The Board may execute any powers delegated by law to it and shall discharge any duty imposed by law upon it and may delegate to an employee of the Charter School any of those duties with the exception of budget approval or revision, approval of the fiscal audit and performance report, and the adoption of Board policies. The Board however, retains ultimate responsibility over the performance of those powers or duties so delegated. Such delegation will:

- Be in writing;
- Specify the entity designated;
- Describe in specific terms the authority of the Board of Directors being delegated, any conditions on the delegated authority or its exercise and the beginning and ending dates of the delegation; and require an affirmative vote of a majority of Board members.

Amethod Public Schools Management Team (Home Office)

Amethod Public Schools management team will be responsible for the majority of the policy setting decisions including the following: general policies of the school; recommend and monitor the school's annual budget; ensure operation of the school in accordance with the charter and the law; and hiring key staff. The management team meets on a weekly basis to focus on key issues dealing with all matters pertaining to the schools' and organization. This process helps ensure that the schools are hitting their targets and are continually improving. Data, and fiscal projections are used as the primary guide for decision making as the organization continues to thrive.

Edtec- Back Office Accounting/ Business Operations

Business operations, including interim actual reporting and other financial reports are completed by performed by Edtec, an experienced national back office business service provider that has delivered services to more than 200 developers and charter schools supporting over 40,000 students across 50 districts in over 30 counties and six states. Payroll services are also completed by EdTec. Financial books shall be kept in accordance with State Accounting Procedures for Schools. An independent, certified auditor will be contracted by the Board of Directors to conduct an annual financial audit as required by the California Education Code.

Board Authority

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

beginning and ending dates of the delegation; and require an affirmative vote of a majority of Board members.

See Appendix F for a Current Board Roster

Family Participation

As required by Education Code § 47605, the school will use a range of methods to consult with and receive parental/family input.

The Family-Staff-Team (FST) Advisory

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

Other activities that will be implemented to seek out active family participation through the following sample activities:

Other sample activities where the JHHS parents may participate are:

- CTY camp
- College Readiness Night
- Sports teams
- Summer Field Day
- Excursions
- School Beautification
- Communications
- Orientations
- Back to School events
- Community Organizing
- Food Drive
- Festivals/ Carnivals
- Battle of the Books

Parents who fulfill current desired professional expertise identified by existing Board members may also be recommended to the Amethod Public Schools board of directors.

These methods are in use for existing Amethod Public School parents and include focus groups, surveys, parent/teacher conferences, orientation meetings, town halls, events, and phone / internet communication.

- *Informational Meetings:* JHHS will hold meetings for parents to address matters such as financial aid for college, parent and student college session, and other informational meetings.
- *Town Halls:* Through partnership with other local organizations, Amethod Public Schools implements Town Hall parent information sessions for families. Sample discussions have included School Measurements, gang prevention, and cyber bullying.
- *Orientations:* JHHS will conduct an all campus Orientation meeting at least once per year. This meeting is mandatory for all new and incoming student families. Administration and Teachers are in attendance and available for introductions and information.
- *Website and Phone Communication:* Teachers will have web pages on the School Loop website server that will have their class schedules, grades, assessment data, attendance reports, syllabus and other assignments posted. Parents/family members may also log on to PowerSchool to view their child's information that may include attendance, grades, and interim assessments. The school will also use the service of School Reach, an automated messaging service to reach all AMP families as needed.
- *Parent/Student/Teacher Conferences:* Parent/student/teacher conferences will be scheduled upon request of a teacher or a parent. These conferences may occur at any time during the year, but will be clustered at the end of grading periods.

Complaint Procedures

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

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

UNIFORM COMPLAINT PROCEDURES (UCP) OVERVIEW

The Governing Board recognizes that the school is primarily responsible for complying with applicable state and federal laws and regulations governing educational programs as they pertain to charter schools. The school shall investigate complaints alleging failure to comply with such laws and/or alleging discrimination and shall seek to resolve those complaints in accordance with the school's uniform complaint procedures, (5 CCR 4620).

The school shall follow uniform complaint procedures when addressing complaints alleging unlawful discrimination against any protected group as identified under Government Code 11135: including actual or perceived sex, sexual orientation, gender, ethnic group identification, race, ancestry, national origin, religion, color, or mental or physical disability, or age, or on the basis of a

person's association with a person or group with one or more of these actual or perceived characteristics in any school program or activity that receives or benefits from state financial assistance, (5 CCR 4610).

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

Information and resources for both the IRS and UCP are readily available in both English and Spanish at www.amethodschools.org.

ELEMENT V: EMPLOYEE QUALIFICATIONS

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

Process for Staff Selection

In general, the school aims to recruit driven, qualified, and enthusiastic individuals to serve in all of the schools or organizational capacities. All prospective employees are required to successfully complete a DOJ fingerprinting background check, TB risk assessment and examination (if necessary), and reference checks, to ensure the health and safety of the school's faculty, staff, and pupils. In addition, prospective employees are carefully screened to ensure they have the qualifications for employment as determined by education codes and law as they pertain to charter schools.

Teacher Recruitment

The AMPS Site Administrators and Instructional team members work together to recruit well qualified new and experienced credentialed teachers who fully meet state credentialing laws as applicable to charter schools and who are committed to the school's core values and beliefs.

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

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

The key factors of success in recruiting are:

- Dedicated Human Resources Staff in the back office;
- Linkages to Teacher Recruits;
- Centralizing all of the processing of new employees in the back office;
- Good Internal Communication between the back office and school sites;
- Casting a wide net for candidates using traditional and innovative outreach strategies;
- Responsiveness to Candidates – timely return of calls and clear explanation of next steps to prospective candidates;
- Rigorous evaluation and selection process.

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

Primary outreach strategies include:

- Information sessions at colleges and graduate schools
- Partnerships with colleges and universities such as UC Berkeley, San Francisco State University, St. Mary's and UCLA
- Partnerships with organizations such as Teach for America, Fortune School and Cal Teach
- Advertisements through organizations

- Newspaper and on-line advertising such as Craig’s List, Edjoin.org and Teacherjobs.org
- Utilize the network of colleagues from our existing teaching staff

Leader Selection

The Site Director is the main person running the school., and Amethod Public Schools takes extensive care to select the most qualified and dedicated person. Historically, Amethod Public Schools has developed and selected leaders within its own organization.

The Site Director is the instructional, cultural, managerial, and community leader of the school that sets the vision and ensures that the school exhibits a structured college going, preparatory environment where all students understand the purpose of preparation. The Site Director serves as the manager of all teachers, and also coaches a few classroom teachers directly, which includes conducting observation cycles, modeling lessons, and providing support and resources aimed at increasing teacher effectiveness and leadership.

The Site Director will be a member of the interviewing and selection committee for other school staff and will work with AMPS Management Team to establish an effective school model.

Site Director Assigned tasks

- Accountable for students' overall academic performance.
- Manage school revenues and expenses to stay within the adopted budget.
- Available for contact with parents, students and staff to discuss student progress and problems after class, evenings or on weekends (via cell phone or in person).
- Maintain work hours extending beyond school hours for other professional duties or functions such as staff meetings, etc.
- Maintain professional standards and a school environment that is productive, safe and focused on organizational and school mission.
- Participate in school wide and individual professional development.
- Participate in other events aimed at promoting or developing Amethod Public Schools and its schools (i.e. student recruitment).
- Foster a rigorous and college preparatory environment that ensures high levels of student achievement annually through the relentless use of data to drive and refine instruction.
- Develop classroom teacher practice and leadership through direct observation, coaching, and training
- Promote collaborative problem solving and open communication between teachers, students, and families.

JHHS’ Site Director, Ms. Sylvia Flores, is supported in the school by two Instructional Deans and a Regional Superintendent. AMPS Site Leaders and Deans are given various development opportunities in addition to the coaching they receive from their Regional Superintendent, including recent partnerships with Relay and The New Teacher Project.

Teacher Selection

The work is hard, thus prospective AMPS teachers must exhibit a strong alignment to the organizations core values, and the desire to teach in a challenging environment with a structured, fast paced pedagogical program. All prospective staff must be willing to teach beyond the typical school day, on some weekends, and until the job of educating our students is complete. All prospective hires must also be willing to go through our ongoing professional development workshops, enter a credential program (or be credentialed) and believe in the mission of the organization.

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

Teacher Job Description

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

Accordingly, a teacher of core academic subjects must meet the following qualifications:

- 1) A bachelor's degree;
- 2) A state credential
- 3) Demonstrated core academic subject matter competence. Demonstrated core academic subject competence for elementary grades is done through CCTC's approved subject matter examination or by completing the California High Objective Uniform State Standard of Education (HOUSSE).
 - Effectively instruct students in assigned content area(s) as prescribed by Amethod's academic content standards through lecturing, demonstrating, and using audio-visual aids and with the overall goal of engaging student learning.
 - Work as part of teaching team and within content areas planning and aligning curricula to ensure that instruction follows curriculum guidelines or requirements of state and school.
 - Set clear short-term and long-term goals to drive instruction.
 - Develop and submit weekly and long range unit plans containing standards, essential questions, assessments and lesson plans; assign lessons and review homework.
 - Consistently administer tests to evaluate pupil progress, record results, and issue meaningful reports to inform parents of progress.
 - Create and implement student intervention plans when necessary.
 - All teachers will be CLAD certified or a CCTC recognized equivalent.

See Appendix G for job descriptions for Site Leaders, Deans, and Teachers.

Anti-discrimination Statement

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

ELEMENT VI: HEALTH AND SAFETY OF PUPILS

Governing Law - *The procedures that the charter school will follow to ensure the health and safety of pupils and staff. These procedures shall require all of the following:*

- i. *The requirement that each employee of the charter school furnish the charter school with a criminal record summary as described in [Education Code] Section 44237.*
- ii. *The development of a school safety plan, which shall include the safety topics listed in subparagraphs (A) to (H), inclusive, of paragraph (2) of subdivision (a) of Section 32282 and procedures for conducting tactical responses to criminal incidents.*
- iii. *That the school safety plan be reviewed and updated by March 1 of every year by the charter school.*

—California Education Code Section 47605(b) (5) (F)

Procedures for Background Checks

Amethod Public Schools has an identified, *Custodian of Record* whose task is to review and monitor background checks for all staff and consultants hired by the Amethod Public Schools organization. The school shall comply with the provisions and procedures of Education Code Sections 44237 and 45125.1, including the requirement that as a condition of employment each new employee, contractor, and volunteers must submit two sets of fingerprints to the California Department of Justice for the purpose of obtaining a criminal record summary. No employee shall be permitted to commence work at the campus until clearance has been obtained from the Department of Justice and until a thorough reference check that includes a Megan’s Law screening, are conducted and cleared. The Charter School shall not hire any person, in either a certificated or classified position, who has been convicted of a violent or serious felony except as otherwise provided by law, pursuant to Education Code Sections 44830.1 and 45122.1. Records of student immunizations shall be maintained, and employees, and volunteers who have frequent or prolonged contact with students shall follow requirements for TB risk assessments and examinations (if necessary) prior to commencing employment and working with students, and for employees at least once each four years thereafter, as required by Education Code Section 49406. All staff will be required to produce documents for U.S. employment authorization, and to follow all mandated child abuse reporting laws. Random drug testing may be implemented for staff throughout the year in reference to the assurance and safety of students.

JHHS implements a comprehensive set of health, safety and risk management policies that address, at a minimum, the following:

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

Role of Staff as Mandated Child Abuse Reporters

All non-certificated and certificated staff are mandated reporters, as defined by law are obligated to report all known or suspected incidents of child abuse and neglect. Mandated reporters shall not investigate any suspected incidents but rather shall cooperate with agencies responsible for reporting, investigating and prosecuting cases of child abuse and neglect. The Charter School shall provide mandated reporter training to all employees annually in accordance with Education Code Section 44691.

Comprehensive Anti-Discrimination and Harassment Policies and Procedures

The School is committed to providing a campus that is free from discrimination and sexual harassment, as well as any harassment based upon the actual or perceived characteristics of race, religion, creed, color, gender, gender identity, gender expression, nationality, national origin, ancestry, ethnic group identification, genetic information, age, medical condition, marital status, sexual orientation, sex and pregnancy, physical or mental disability, childbirth or related medical conditions, military and veteran status, denial of family and medical care leave, or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics, or any other basis protected by federal, state, local law, ordinance or regulation.

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

Immunizations

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

Blood borne Pathogens

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

Drug Free/Alcohol Free/Smoke Free Environment

The school shall function as a drug, alcohol and tobacco free workplace.

Medication in School

The Amethod Schools has adopted a policy regarding the administration of prescription drugs and other medicines at school that adheres to Education Code Section 49423 regarding administration

of medication in school that stipulates that designated school personnel may distribute oral medications if the school receives **if**:

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

The Charter School will adhere to Education Code Section 49414 regarding epinephrine auto-injectors and training for staff members.

Suicide Prevention Policy

The Charter School shall maintain a policy on student suicide prevention in accordance with Education Code Section 215.

Feminine Hygiene Products

The Charter School will stock at least 50% of its restrooms with feminine hygiene products, and shall not charge students for these products, pursuant to Education Code Section 35292.6.

Nutritionally Adequate Free or Reduced Price Meal

The Charter School shall provide each needy student, as defined in Education Code Section 49552, with one nutritionally adequate free or reduced-price meal, as defined in Education Code Section 49553(a), during each school day.

California Healthy Youth Act

The Charter School shall teach sexual health education and HIV prevention education to students in grades 9-12, at least once, pursuant to the California Healthy Youth Act (Education Code Section 51930, et seq.).

Comprehensive School Safety Plan

The Charter School shall adopt a Comprehensive School Safety Plan, to be reviewed and updated by March 1 of every year, which shall include, but not be limited to: (1) an assessment of the current status of school crime committed on Charter School facilities and at Charter School-related functions; and (2) identifying appropriate strategies and programs that will provide or maintain a high level of school safety and address the Charter School's procedures for complying with

applicable laws related to school safety, which shall include the development of all of the following pursuant to Education Code Section 32282(a)(2)(A)-(J):

- child abuse reporting procedures
- routine and emergency disaster procedures
- policies for students who committed an act under Section 48915 and other Charter School-designated serious acts leading to suspension, expulsion, or mandatory expulsion recommendations
- procedures to notify teachers of dangerous students pursuant to Education Code Section 49079
- a discrimination and harassment policy consistent with Education Code Section 200
- provisions of any schoolwide dress code that prohibits students from wearing “gang-related apparel,” if applicable
- procedures for safe ingress and egress of pupils, parents, and employees to and from the Charter School
- a safe and orderly environment conducive to learning
- the rules and procedures on Charter School discipline
- procedures for conducting tactical responses to criminal incidents

See Appendix H for JHHS’ School Safety Plan

Facility Safety

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

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

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

Food Service

The school offers a food service program and contracts for food services (with a private foodservice provider) in the same manner consistent with other charter schools and food service providers.

Nursing

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

Vision/Hearing/Scoliosis

JHHS shall adhere to Education Code Section 49450 *et seq.* as applicable to the grade levels served by the school.

Emergency Preparedness

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

The Family Educational Rights and Privacy Act (FERPA)

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

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

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

ELEMENT VII: RACIAL AND ETHNIC BALANCE

Governing Law - *The means by which the charter school will strive to achieve a racial and ethnic balance among its pupils that is reflective of the general population residing within the territorial jurisdiction of the school district to which the charter petition is submitted.*

Education Code Section 47605(b) (5) (G)

JHHS will strive to ensure that the student population of the Charter School will be reflective of the general population residing within the territorial jurisdiction of the District and shall endeavor to reach families from within the less affluent areas of San Pablo and Richmond, and other local communities within the WCCUSD district boundaries. The Charter School shall not discriminate on the basis of the characteristics listed in Section 220 (actual or perceived disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code, including immigration status, or association with an individual who has any of the aforementioned characteristics). No test, test scores, or behavioral assessment shall be administered to students prior to acceptance and enrollment into the charter school. Recruitment strategy will be carried out throughout varied communities to provide families with the opportunity to apply to the school.

Target Population

JHHS is committed to ensuring that all students and families involved with our outreach and process are made to feel welcome and respected. JHHS is open to any student or family who wishes to attend; however the school will concentrate outreach efforts at schools and communities closest to WCCUSD students that are of the following criteria:

- *Students who would be the first in their families to attend college;*
- *Students who live in the local low-income households and neighborhoods;*
- *Students whose primary home language is not English;*
- *African-American, Latino, and Immigrant student populations.*

JHHS works with various community organizations, churches, stores, merchant associations, bay area charter schools, preschools, and public schools within the West Contra Costa Unified School District boundaries to recruit a student population that reflects the community.

JHHS is a member of Enroll WCC. As such, interested applicants apply to JHHS online using School Mint. Should there be more applicants than available seats, Enroll WCC holds a random public lottery and reports to JHHS the contact information of students seeking to enroll who have been selected at random in the lottery process.

Once an applicant has accepted enrollment, JHHS' registration process includes the following:

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

Recruiting and Marketing

The school acknowledges that recruitment of students is the responsibility of the charter school. In compliance with federal law, the recruitment efforts of the school to target all populations within the area, regardless of race, disability, ethnicity, or gender.

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

The school will continue to explore as many avenues of outreach as possible to guarantee a broad spectrum of exposure during its recruitment process. JHHS staff will undertake strategies such as some of the following activities, to increase awareness of JHHS across the West County.

- Attending option fairs;
- Word of mouth (Other AMPS Schools as well);
- Meeting with local Athletic Teams and leagues;
- Hosting open houses / enrollment fairs at the school;
- Press releases and other communications with local news media;
- Posting of notices or banners in libraries and other public buildings and spaces, as well as with local businesses and religious institutions;
- Attend community functions and fairs;
- Work with local leaders in the immediate community to promote school;
- Working with community organizations to reach families in the local area;
- Word of mouth among parents in the community; and
- Speaking or distributing flyers at local churches, recreation centers, and groups working with families

Outreach efforts and materials are provided in various languages as needed

The charter school shall maintain an accurate accounting of the ethnic and racial balance of students enrolled in the school as verified by CALPADS reporting, along with documentation of the efforts the school has made to achieve racial and ethnic balance in accordance with the charter petition and standards of charter legislation. Parents are responsible for completing a preliminary enrollment form and submitting it before the set deadline. If the enrollment form is completed and turned in by the deadline, this will secure conditional acceptance. The matriculation phase will then begin and will be explained in the following section.

ELEMENT VIII: ADMISSION POLICIES AND PROCEDURES

Governing Law - Admission policies and procedures, consistent with [Education Code Section 47605] subdivision (d).

—Education Code Section 47605(b) (5) (H)

The Charter School will be nonsectarian in its programs, admission policies, and all other operations, and will not charge tuition nor discriminate against any student based upon any of the characteristics listed in Education Code Section 220.

No test or assessment shall be administered to students prior to acceptance and enrollment into the Charter School. The Charter School will comply with all laws establishing minimum and maximum age for public school attendance in charter schools. Admission, except in the case of a public random drawing, shall not be determined by the place of residence of the pupil or his or her parent or legal guardian within the state. In accordance with Education Code Sections 49011 and 47605(d)(2)(B)(iv), admission preferences shall not require mandatory parental volunteer hours as a criterion for admission or continued enrollment.

JHHS will comply with the McKinney Vento Homeless Assistance Act for homeless children and ensure that each child of a homeless individual and each homeless youth have equal access to the same free, appropriate public education as provided to other children and youths.

Admission and Enrollment Process

JHHS benefits from its feeder pattern of established AMPS school sites in Richmond. Formal recruitment of incoming students begins in the fall or winter each year for the following school year. The proposed campus will have an open enrollment period extending from December through February. During this time, the Charter School will advertise, attend outreach events, and host open houses to inform families in the community about the opportunities and expectations for prospective students and parents.

The Charter School's application process is comprised of the following steps:

1. The Charter School participates in Enroll West Contra Costa ("EnrollWCC"). EnrollWCC manages a single common application and timeline for charter schools in West Contra Costa. Families apply online via SchoolMint for each child who is interested in attending the Charter School. EnrollWCC and SchoolMint organizes and oversees the lottery. The Regional Director of Operations and the Regional Enrollment Program Manager are responsible to see that the process is followed fairly, accurately, and in a timely manner from start to finish. Monthly meetings between EnrollWCC and charter representatives address lottery procedures in detail starting in September, and full accounts of the process, procedures, and updates are reported to the AMPS Regional Superintendent.
2. Applications will be accepted during a publicly advertised open enrollment period, which occurs in early October to mid-February of each year for enrollment in the following school year.
3. Following the open enrollment period each year, applications shall be counted to determine whether any grade level has received more applications than availability. In the event that this happens, the Charter School will hold a lottery to determine enrollment for the impacted grade level(s). SchoolMint is the platform through which all AMPS schools, including JHHS, conduct their lotteries. The lottery will be conducted by a third party partner, EnrollWcc/SchoolMint, and names will be selected randomly through this

computer generated process. Families do not need to attend the lottery in order to secure a spot. Open enrollment and lottery information is communicated through letters sent home, SchoolMint phone, text, and email messages, and through the AMPS websites. SchoolMint is programmed with the admission preferences identified below. If there are more students in a preference category than there are spaces available, a random drawing will be held within that preference category until all available spaces are filled. The Charter School holds at least one parent information session and comprehensive information is available on school websites and in the Charter School office.

4. All names will be drawn randomly to determine the students who are admitted and those who will be placed on the waitlist. The order of names drawn will determine the order of names on the waitlist.
5. At the conclusion of the lottery, students who were admitted will be notified by the Charter School Office Manager and by SchoolMint messages, phone, email, and/or mail within one week and asked to register within three weeks for the upcoming school year, online, in person, by email, fax and any other means that would work for the family and school. All students who were not granted admission due to capacity shall also be contacted and told their number on the waitlist. Again, JHHS works with Enroll WCC to advertise the school and give all interested applicants an equitable chance of admission.
6. Upon confirmation that a student has secured a spot at the Charter School, the parents must accept or decline the offer of admission usually within three weeks of notification date; this day is set by EnrollWCC. Once a parent accepts the offer of admission, they are contacted by the Charter School so that they can submit registration materials. The Charter School's Office Manager will help any parents who need assistance in accepting the offer of admission and/or completing the registration forms. The Charter School will keep records of the lottery forms, procedures, accepted lists, and wait lists for a period of one year.

Public Random Drawing

In the event that more applicants apply than there are seats open, the Charter School, with the aid of Enroll WCC and SchoolMint, holds a public random drawing to determine admission for the impacted grade level, with the exception of existing students, who are guaranteed admission in the following school year.

In accordance with Education Code Section 47605(d) (2) (B), admission preferences, and as stipulated in the other two AMPS charter school admission policies approved by WCCUSD; in the case of a lottery, preference shall be given to the following students in the following order:

1. Siblings of students admitted to or attending the Charter School
2. Students who are enrolled in the immediate prior grade level of another Amethod Public Schools charter school
3. Students of Founding Families
4. Children of AMPS teachers and staff (not to exceed 10% of the Charter School's enrollment)
5. Residents of the District
6. All other students in the state

The Charter School and the District agree to adhere to the requirements related to admission preferences as set forth in Education Code Section 47605(d)(2)(B)(i)-(iv).

The Charter School will assure that the public random drawing, as listed above, is consistent with Education Code Section 47605(d)(2) and applicable federal law and non-regulatory guidance.

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

Public random drawing rules, deadlines, dates and times will be communicated on the Charter School’s website. The Charter School will conduct the lottery in the spring for enrollment in fall of that year.

Waitlist ranking

The student waitlist will be assigned in the order drawn as reported by Enroll WCC and SchoolMint. Letters and messages will be sent to families on the waiting list.

. During the school year, if vacancies should arise, the school will notify families on the wait list, to see if they would like to enroll. Typically, three (3) separate messages on three (3) different days are made, with accompanying documentation to families who are admitted. If families do not respond within seven days, they are removed from the wait list and the next family is contacted.

ELEMENT IX: ANNUAL AUDIT

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

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

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

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

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

ELEMENT X: STUDENT DISCIPLINE

Governing Law: *The procedures by which pupils can be suspended or expelled from the charter school for disciplinary reasons or otherwise involuntarily removed from the charter school for any reason. These procedures, at a minimum, shall include an explanation of how the charter school will comply with federal and state constitutional procedural and substantive due process requirements that is consistent with all of the following:*

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

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

(I) Provide timely, written notice of the charges against the pupil and an explanation of the pupil's basic rights.

(II) Provide a hearing adjudicated by a neutral officer within a reasonable number of days at which the pupil has a fair opportunity to present testimony, evidence, and witnesses and confront and cross-examine adverse witnesses, and at which the pupil has the right to bring legal counsel or an advocate.

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

Education Code Section 47605 (b)(5)(I)

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

When the Policy is violated, it may be necessary to suspend or expel a student from regular classroom instruction. This policy shall serve as the Charter School's policy and procedures for student suspension and expulsion and it may be amended from time to time without the need to amend the charter so long as the amendments comport with legal requirements. Charter School staff shall enforce disciplinary rules and procedures fairly and consistently among all students. This Policy and its Procedures will be printed and distributed as part of the Student Handbook and will clearly describe discipline expectations. Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of or willfully causing the infliction of physical pain on a student. For purposes of the Policy, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to school property.

The Charter School administration shall ensure that students and their parents/guardians are

notified in writing upon enrollment of all discipline policies and procedures. The notice shall state that this Policy and Procedures are available on request at the Site Director’s office.

Suspended or expelled students shall be excluded from all school and school-related activities unless otherwise agreed during the period of suspension or expulsion.

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

No student shall be involuntarily removed by the Charter School for any reason unless the parent or guardian of the student has been provided written notice of intent to remove the student no less than five schooldays before the effective date of the action. The written notice shall be in the native language of the student or the student’s parent or guardian or, if the student is a foster child or youth or a homeless child or youth, the student’s educational rights holder, and shall inform him or her of the right to initiate the procedures specified below for suspensions, before the effective date of the action. If the student’s parent, guardian, or educational rights holder initiates the procedures specified below for suspensions, the student shall remain enrolled and shall not be removed until the Charter School issues a final decision. As used herein, “involuntarily removed” includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions or expulsions pursuant to the suspension and expulsion procedures described below.

Grounds for Suspension and Expulsion of Students

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

Enumerated Offenses

1. Discretionary Suspension Offenses. Students may be suspended for any of the following acts when it is determined the pupil:
 - a) Caused, attempted to cause, or threatened to cause physical injury to another person.
 - b) Willfully used force or violence upon the person of another, except self-defense.
 - c) Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.

- d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
- e) Committed or attempted to commit robbery or extortion.
- f) Caused or attempted to cause damage to school property or private property, which includes, but is not limited to, electronic files and databases.
- g) Stole or attempted to steal school property or private property, which includes, but is not limited to, electronic files and databases.
- h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a pupil.
- i) Committed an obscene act or engaged in habitual profanity or vulgarity.
- j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
- k) Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- l) Knowingly received stolen school property or private property, which includes, but is not limited to, electronic files and databases.
- m) Possessed an imitation firearm, i.e.: a replica of a firearm that is as substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- n) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
- o) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- p) Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, “hazing” means a method of initiation or pre-initiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or

prospective pupil. For purposes of this section, “hazing” does not include athletic events or school-sanctioned events.

- q) Made terroristic threats against school officials and/or school property, which includes, but is not limited to, electronic files and databases. For purposes of this section, “terroristic threat” shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family’s safety, or for the protection of school property, which includes, but is not limited to, electronic files and databases, or the personal property of the person threatened or his or her immediate family.
- r) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual’s academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- s) Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- t) Intentionally harassed, threatened or intimidated school personnel or volunteers and/or a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading the rights of either school personnel or volunteers and/or student(s) by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- u) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.
 - 1) “Bullying” means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:
 - i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a

- person of his or her age with exceptional needs) or students in fear of harm to that student's or those students' person or property.
- ii. Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.
 - iii. Causing a reasonable student to experience substantial interference with his or her academic performance.
 - iv. Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.
- 2) "Electronic Act" means the creation or transmission originated on or off the school site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:
- i. A message, text, sound, video, or image.
 - ii. A post on a social network Internet Web site including, but not limited to:
 - (a) Posting to or creating a burn page. A "burn page" means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
 - (b) Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in subparagraph (1) above. "Credible impersonation" means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.
 - (c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. "False profile" means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.
 - iii. An act of cyber sexual bullying.
 - (a) For purposes of this clause, "cyber sexual bullying" means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a pupil to another pupil or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.
 - (b) For purposes of this clause, "cyber sexual bullying" does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.
- 3) Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

- v) A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1)(a)-(b).
 - w) Possessed, sold, or otherwise furnished any knife unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Site Director or designee's concurrence.
2. Non-Discretionary Suspension Offenses: Students must be suspended and recommended for expulsion for any of the following acts when it is determined the pupil:
- a) Possessed, sold, or otherwise furnished any firearm, explosive, or other dangerous object unless, in the case of possession of any object of this type, the students had obtained written permission to possess the item from a certificated school employee, with the Site Director or designee's concurrence.
 - b) Brandishing a knife at another person.
 - c) Unlawfully selling a controlled substance listed in Health and Safety Code Section 11053, et seq.
 - d) Committing or attempting to commit a sexual assault or committing a sexual battery as defined in Education Code Section 48900(n)
3. Discretionary Expellable Offenses: Students may be recommended for expulsion for any of the following acts when it is determined the pupil:
- a) Caused, attempted to cause, or threatened to cause physical injury to another person.
 - b) Willfully used force or violence upon the person of another, except self-defense.
 - c) Unlawfully possessed, used, or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.
 - d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
 - e) Committed or attempted to commit robbery or extortion.
 - f) Caused or attempted to cause damage to school property or private property, which includes, but is not limited to, electronic files and databases.
 - g) Stole or attempted to steal school property or private property, which includes, but is not limited to, electronic files and databases.

- h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a pupil.
- i) Committed an obscene act or engaged in habitual profanity or vulgarity.
- j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
- k) Knowingly received stolen school property or private property, which includes, but is not limited to, electronic files and databases.
- l) Possessed an imitation firearm, i.e.: a replica of a firearm that is as substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- m) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
- n) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- o) Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, “hazing” means a method of initiation or pre-initiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this section, “hazing” does not include athletic events or school-sanctioned events.
- p) Made terroristic threats against school officials and/or school property, which includes, but is not limited to, electronic files and databases. For purposes of this section, “terroristic threat” shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family’s safety, or for the protection of school property, which includes, but is not limited to, electronic files and databases, or the personal property of the person threatened or his or her immediate family.
- q) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered

by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual’s academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.

- r) Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- s) Intentionally harassed, threatened or intimidated school personnel or volunteers and/or a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading the rights of either school personnel or volunteers and/or student(s) by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- t) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.
 - 1) “Bullying” means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:
 - i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with exceptional needs) or students in fear of harm to that student’s or those students’ person or property.
 - ii. Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.
 - iii. Causing a reasonable student to experience substantial interference with his or her academic performance.
 - iv. Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.
 - 2) “Electronic Act” means the creation or transmission originated on or off the school site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:
 - i. A message, text, sound, video, or image.
 - ii. A post on a social network Internet Web site including, but not limited to:
 - (a) Posting to or creating a burn page. A “burn page” means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.

- (b) Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in subparagraph (1) above. “Credible impersonation” means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.
 - (c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. “False profile” means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.
 - iii. An act of cyber sexual bullying.
 - (a) For purposes of this clause, “cyber sexual bullying” means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a pupil to another pupil or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.
 - (b) For purposes of this clause, “cyber sexual bullying” does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.
 - 3) Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.
 - u) A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (3)(a)-(b).
 - v) Possessed, sold, or otherwise furnished any knife unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Site Director or designee’s concurrence.
4. Non-Discretionary Expellable Offenses: Students must be recommended for expulsion for any of the following acts when it is determined pursuant to the procedures below that the pupil:
- a) Possessed, sold, or otherwise furnished any firearm, explosive, or other dangerous object unless, in the case of possession of any object of this type, the students had obtained written permission to possess the item from a certificated school employee, with the Site Director or designee’s concurrence.
 - b) Brandishing a knife at another person.

- c) Unlawfully selling a controlled substance listed in Health and Safety Code Section 11053, et seq.
- d) Committing or attempting to commit a sexual assault or committing a sexual battery as defined in Education Code Section 48900(n)

If it is determined by the Administrative Panel and/or Board of Directors that a student has brought a fire arm or destructive device, as defined in Section 921 of Title 18 of the United States Code, on to campus or to have possessed a firearm or dangerous device on campus, the student shall be expelled for one year, pursuant to the Federal Gun Free Schools Act of 1994. In such instances, the pupil shall be provided due process rights of notice and a hearing as required in this policy.

The term “firearm” means (A) any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive; (B) the frame or receiver of any such weapon; (C) any firearm muffler or firearm silencer; or (D) any destructive device. Such term does not include an antique firearm.

The term “destructive device” means (A) any explosive, incendiary, or poison gas, including but not limited to: (i) bomb, (ii) grenade, (iii) rocket having a propellant charge of more than four ounces, (iv) missile having an explosive or incendiary charge of more than one-quarter ounce, (v) mine, or (vi) device similar to any of the devices described in the preceding clauses.

Suspension Procedure

Suspensions shall be initiated according to the following procedures:

1. Conference

Suspension shall be preceded, if possible, by a conference conducted by the Site Director or the Site Director’s designee with the student and his or her parent and, whenever practical, the teacher, supervisor or Charter School employee who referred the student to the Site Director or designee.

The conference may be omitted if the Site Director or designee determines that an emergency situation exists. An “emergency situation” involves a clear and present danger to the lives, safety or health of students or Charter School personnel. If a student is suspended without this conference, both the parent/guardian and student shall be notified of the student’s right to return to school for the purpose of a conference.

At the conference, the pupil shall be informed of the reason for the disciplinary action and the evidence against him or her and shall be given the opportunity to present his or her version and evidence in his or her defense, in accordance with Education Code Section 47605(b)(5)(J)(i). This conference shall be held within two school days, unless the pupil waives this right or is physically unable to attend for any reason including, but not limited to, incarceration or hospitalization. No penalties may be imposed on a pupil for failure of the pupil’s parent or guardian to attend a conference with Charter School officials. Reinstatement of the suspended pupil shall not be contingent upon attendance by the pupil’s parent or guardian at the conference.

2. Notice to Parents/Guardians

At the time of the suspension, an administrator or designee shall make a reasonable effort to contact the parent/guardian by telephone or in person. Whenever a student is suspended, the parent/guardian shall be notified in writing of the suspension and the date of return following suspension. This notice shall state the specific offense committed by the student. In addition, the notice may also state the date and time when the student may return to school. If Charter School officials wish to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice may request that the parent/guardian respond to such requests without delay.

3. Suspension Time Limits/Recommendation for Expulsion

Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension. Upon a recommendation of expulsion by the Site Director or Site Director's designee, the pupil and the pupil's parent/guardian or representative will be invited to a conference to determine if the suspension for the pupil should be extended pending an expulsion hearing. In such instances when the Charter School has determined a suspension period shall be extended, such extension shall be made only after a conference is held with the pupil or the pupil's parents, unless the pupil and the pupil's parents fail to attend the conference.

This determination will be made by the Site Director or designee upon either of the following: 1) the pupil's presence will be disruptive to the education process; or 2) the pupil poses a threat or danger to others. Upon either determination, the pupil's suspension will be extended pending the results of an expulsion hearing.

Authority to Expel

As required by Education Code Section 47605(b)(5)(j)(ii), students recommended for expulsion are entitled to a hearing adjudicated by a neutral officer to determine whether the student should be expelled. The procedures herein provide for such a hearing and the notice of said hearing, as required by law.

A student may be expelled either by the neutral and impartial Charter School Board following a hearing before it or by the Charter School Board upon the recommendation of a neutral and impartial Administrative Panel, to be assigned by the Board as needed. The Administrative Panel shall consist of at least three members who are certificated and neither a teacher of the pupil or a Board member of the Charter School's governing board. Each entity shall be presided over by a designated neutral hearing chairperson. The Administrative Panel may recommend expulsion of any student found to have committed an expellable offense, and the Board of Directors shall make the final decision.

Expulsion Procedures

Students recommended for expulsion are entitled to a hearing to determine whether the student should be expelled. Unless postponed for good cause, the hearing shall be held within thirty (30) school days after the Site Director or designee determines that the pupil has committed an expellable offense.

In the event an Administrative Panel hears the case, it will make a recommendation to the Board for a final decision whether to expel. The hearing shall be held in closed session (complying with all pupil confidentiality rules under FERPA) unless the pupil makes a written request for a public hearing in open session three (3) days prior to the date of the scheduled hearing.

Written notice of the hearing shall be forwarded to the student and the student's parent/guardian at least ten (10) calendar days before the date of the hearing. Upon mailing the notice, it shall be deemed served upon the pupil. The notice shall include:

1. The date and place of the expulsion hearing;
2. A statement of the specific facts, charges and offenses upon which the proposed expulsion is based;
3. A copy of the Charter School's disciplinary rules which relate to the alleged violation;
4. Notification of the student's or parent/guardian's obligation to provide information about the student's status at the Charter School to any other school district or school to which the student seeks enrollment;
5. The opportunity for the student and/or the student's parent/guardian to appear in person or to employ and be represented by counsel or a non-attorney advisor;
6. The right to inspect and obtain copies of all documents to be used at the hearing;
7. The opportunity to confront and question all witnesses who testify at the hearing;
8. The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf including witnesses.

F. Special Procedures for Expulsion Hearings Involving Sexual Assault or Battery Offenses

The Charter School may, upon a finding of good cause, determine that the disclosure of either the identity of the witness or the testimony of that witness at the hearing, or both, would subject the witness to an unreasonable risk of psychological or physical harm. Upon this determination, the testimony of the witness may be presented at the hearing in the form of sworn declarations that shall be examined only by the Charter School or the hearing officer. Copies of these sworn declarations, edited to delete the name and identity of the witness, shall be made available to the pupil.

1. The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of his/her right to (a) receive five days' notice of his/her scheduled testimony, (b) have up to two (2) adult support persons of his/her choosing present in the hearing at the time he/she testifies, which may include a parent, guardian, or legal counsel, and (c) elect to have the hearing closed while testifying.
2. The Charter School must also provide the victim a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.
3. At the discretion of the entity conducting the expulsion hearing, the complaining witness shall be allowed periods of relief from examination and cross-examination during which he or she may leave the hearing room.
4. The entity conducting the expulsion hearing may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.
5. The entity conducting the expulsion hearing may also limit time for taking the testimony of

the complaining witness to the hours he/she is normally in school, if there is no good cause to take the testimony during other hours.

6. Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the entity presiding over the hearing from removing a support person whom the presiding person finds is disrupting the hearing. The entity conducting the hearing may permit any one of the support persons for the complaining witness to accompany him or her to the witness stand.
7. If one or both of the support persons is also a witness, the Charter School must present evidence that the witness' presence is both desired by the witness and will be helpful to the Charter School. The entity presiding over the hearing shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the presiding official shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the presiding officer from exercising his or her discretion to remove a person from the hearing whom he or she believes is prompting, swaying, or influencing the witness.
8. The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the courtroom during that testimony.
9. Especially for charges involving sexual assault or battery, if the hearing is to be conducted in public at the request of the pupil being expelled, the complaining witness shall have the right to have his/her testimony heard in a closed session when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are no alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing room by means of closed-circuit television.
10. Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the entity conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstance can be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

G. Record of Hearing

A record of the hearing shall be made and may be maintained by any means, including electronic recording, as long as a reasonably accurate and complete written transcription of the proceedings can be made.

H. Presentation of Evidence

While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and

used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. A recommendation by the Administrative Panel to expel must be supported by substantial evidence that the student committed an expellable offense. Findings of fact shall be based solely on the evidence at the hearing. While hearsay evidence is admissible, no decision to expel shall be based solely on hearsay. Sworn declarations may be admitted as testimony from witnesses of whom the Board or Administrative Panel determines that disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm.

If, due to a written request by the expelled pupil, the hearing is held at a public meeting, and the charge is committing or attempting to commit a sexual assault or committing a sexual battery as defined in Education Code Section 48900, a complaining witness shall have the right to have his or her testimony heard in a session closed to the public.

The decision of the Administrative Panel shall be in the form of written findings of fact and a written recommendation to the Board who will make a final determination regarding the expulsion. The final decision by the Board shall be made within ten (10) school days following the conclusion of the hearing. The decision of the Board is final.

If the Administrative Panel decides not to recommend expulsion, the pupil shall immediately be returned to his/her educational program.

I. Written Notice to Expel

The Site Director or designee, following a decision of the Board to expel, shall send written notice of the decision to expel, including the Board's adopted findings of fact, to the student or parent/guardian. This notice shall also include the following: (a) Notice of the specific offense committed by the student; and (b) Notice of the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with the Charter School.

The Site Director or designee shall send a copy of the written notice of the decision to expel to the authorizer. This notice shall include the following: (a) The student's name; and (b) The specific expellable offense committed by the student.

J. Disciplinary Records

The Charter School shall maintain records of all student suspensions and expulsions at the Charter School. Such records shall be made available to the authorizer upon request.

K. No Right to Appeal

The pupil shall have no right of appeal from expulsion from the Charter School as the Charter School Board's decision to expel shall be final.

L. Expelled Pupils/Alternative Education

Parents/guardians of pupils who are expelled shall be responsible for seeking alternative education programs including, but not limited to, programs within the County or their school district of residence. The Charter School shall work cooperatively with parents/guardians as requested by parents/guardians or by the school district of residence to assist with locating alternative placements during expulsion, however the charter school does not have under its LEA, an alternative school, and

therefore will work with the district to locate such placements.

M. Rehabilitation Plans

Students who are expelled from the Charter School may be given a rehabilitation plan upon expulsion as developed by the Board at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for a possible readmission. The rehabilitation plan should include a date not later than one year from the date of expulsion when the pupil may reapply to the Charter School for readmission.

N. Readmission

The decision to readmit a pupil or to admit a previously expelled pupil from another school district or charter school shall be in the sole discretion of the Board following a meeting with the Site Director or designee and the pupil and parent/guardian or representative to determine whether the pupil has successfully completed the rehabilitation plan and to determine whether the pupil poses a threat to others or will be disruptive to the school environment. The Site Director or designee shall make a recommendation to the Board following the meeting regarding his or her determination. The Board shall then make a final decision regarding readmission during the closed session of a public meeting, reporting out any action taken during closed session consistent with the requirements of the Brown Act. The pupil's readmission is also contingent upon the Charter School's capacity at the time the student seeks readmission.

O. Special Procedures for the Consideration of Suspension and Expulsion of Students with Disabilities

1. Notification of District

The Charter School shall immediately notify the District and coordinate the procedures in this policy with the District of the discipline of any student with a disability or student who the Charter School or District would be deemed to have knowledge that the student had a disability.

2. Services during Suspension

Students suspended for more than ten (10) school days in a school year shall continue to receive services so as to enable the student to continue to participate in the general education curriculum, although in another setting (which could constitute a change of placement and the student's IEP would reflect this change), and to progress toward meeting the goals set out in the child's IEP/504 Plan; and receive, as appropriate, a functional behavioral assessment and behavioral intervention services and modifications, that are designed to address the behavior violation so that it does not recur. These services may be provided in an interim alternative educational setting.

3. Procedural Safeguards/Manifestation Determination

Within ten (10) school days of a recommendation for expulsion or any decision to change the placement of a child with a disability because of a violation of a code of student conduct, the Charter School, the parent, and relevant members of the IEP/504 Team shall review all

relevant information in the student’s file, including the child’s IEP/504 Plan, any teacher observations, and any relevant information provided by the parents to determine:

- a. If the conduct in question was caused by, or had a direct and substantial relationship to, the child’s disability; or
- b. If the conduct in question was the direct result of the local educational agency’s failure to implement the IEP/504 Plan.

If the Charter School, the parent, and relevant members of the IEP/504 Team determine that either of the above is applicable for the child, the conduct shall be determined to be a manifestation of the child’s disability.

If the Charter School, the parent, and relevant members of the IEP/504 Team make the determination that the conduct was a manifestation of the child’s disability, the IEP/504 Team shall:

- a. Conduct a functional behavioral assessment and implement a behavioral intervention plan for such child, provided that the Charter School had not conducted such assessment prior to such determination before the behavior that resulted in a change in placement;
- b. If a behavioral intervention plan has been developed, review the behavioral intervention plan if the child already has such a behavioral intervention plan, and modify it, as necessary, to address the behavior; and
- c. Return the child to the placement from which the child was removed, unless the parent and the Charter School agree to a change of placement as part of the modification of the behavioral intervention plan.

If the Charter School, the parent, and relevant members of the IEP/504 Team determine that the behavior was not a manifestation of the student’s disability and that the conduct in question was not a direct result of the failure to implement the IEP/504 Plan, then the Charter School may apply the relevant disciplinary procedures to children with disabilities in the same manner and for the same duration as the procedures would be applied to students without disabilities.

4. Due Process Appeals

The parent of a child with a disability who disagrees with any decision regarding placement, or the manifestation determination, or the Charter School believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, may request an expedited administrative hearing through the Special Education Unit of the Office of Administrative Hearings or by utilizing the dispute provisions of the 504 Policy and Procedures.

When an appeal relating to the placement of the student or the manifestation determination has been requested by either the parent or the Charter School, the student shall remain in the interim alternative educational setting pending the decision of the hearing officer in accordance with state and federal law, including 20 U.S.C. Section 1415(k), until the

expiration of the forty-five (45) day time period provided for in an interim alternative educational setting, unless the parent and the Charter School agree otherwise.

In accordance with 20 U.S.C. Section 1415(k)(3), if a parent/guardian disagrees with any decision regarding placement, or the manifestation determination, or if the Charter School believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, the parent/guardian or Charter School may request a hearing.

In such an appeal, a hearing officer may: (1) return a child with a disability to the placement from which the child was removed; or (2) order a change in placement of a child with a disability to an appropriate interim alternative educational setting for not more than 45 school days if the hearing officer determines that maintaining the current placement of such child is substantially likely to result in injury to the child or to others.

5. Special Circumstances

Charter School personnel may consider any unique circumstances on a case-by-case basis when determining whether to order a change in placement for a child with a disability who violates a code of student conduct.

The Site Director or designee may remove a student to an interim alternative educational setting for not more than forty-five (45) school days without regard to whether the behavior is determined to be a manifestation of the student’s disability in cases where a student:

- a. Carries or possesses a weapon, as defined in 18 U.S.C. Section 930, to or at school, on school premises, or to or at a school function;
- b. Knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function; or
- c. Has inflicted serious bodily injury, as defined by 20 U.S.C. Section 1415(k) (7) (D), upon a person while at school, on school premises, or at a school function.

6. Interim Alternative Educational Setting

The student’s interim alternative educational setting shall be determined by the student’s IEP/504 Team.

7. Procedures for Students Not Yet Eligible for Special Education Services

A student who has not been identified as an individual with disabilities pursuant to IDEIA and who has violated the Charter School’s disciplinary procedures may assert the procedural safeguards granted under this administrative regulation only if the Charter School has documented knowledge that the student was disabled before the behavior occurred.

The Charter School shall be deemed to have knowledge that the student had a disability if one of the following conditions exists:

- a. The parent/guardian has expressed concern in writing, or orally if the parent/guardian does not know how to write or has a disability that prevents a

written statement, to Charter School supervisory or administrative personnel, or to one of the child’s teachers, that the student is in need of special education or related services prior to the event.

- b. The parent has requested an evaluation of the child.
- c. The child’s teacher, or other Charter School personnel, has expressed specific concerns about a pattern of behavior demonstrated by the child, directly to the director of special education or to other Charter School supervisory personnel.

If the Charter School knew or should have known the student had a disability under any of the three (3) circumstances described above, the student may assert any of the protections available to IDEIA-eligible children with disabilities, including the right to stay-put.

If the Charter School had no basis for knowledge of the student’s disability, it shall proceed with the proposed discipline. The Charter School shall conduct an expedited evaluation if requested by the parents; however the student shall remain in the education placement determined by the Charter School pending the results of the evaluation.

The Charter School shall not be deemed to have knowledge that the student had a disability if the parent has not allowed an evaluation, refused services, or if the student has been evaluated and determined to not be eligible.

ELEMENT XI: RETIREMENT SYSTEM

Governing Law: *The manner by which staff members of the charter schools will be covered by the State Teachers' Retirement System, the Public Employees' Retirement System, or federal social security Education Code 47605(b) (5) (K)*

Benefits

Mandatory benefits, such as workers compensation, unemployment insurance, Medicare, and social security will be provided by Amethod Public Schools. Health, dental, vision, and related benefits will also be provided to all full-time employees at the cost of the school. Amethod Public Schools will purchase health, dental, and vision insurance for employees.

The AMPS organization believes in investing in and retaining staff and as such has an established 401 (k) retirement program with a matching commitment and vesting schedule from the Securian for every participating employee. Additionally, Amethod Public Schools also provides employees' access to a Flexible Benefit Plan that allows all employees access to a Flexible Spending Account (FSA), Dependent Care Flexible Spending Account, Childcare benefits, and Commuter benefit Plan on a tax free basis.

All Amethod Public School employees are covered by the federal Social Security. Payroll services for all of Amethod Public School employees are currently processed by Paylocity in conjunction with coordination of payroll support through Edtec.

ELEMENT XII: PUBLIC SCHOOL ATTENDANCE ALTERNATIVES

Governing Law: The public school attendance alternatives for pupils residing within the school district who choose not to attend charter schools.

Education Code Section 47605(b) (5) (L)

No student may be required to attend the Charter School. Students who reside within the District who choose not to attend the Charter School may attend school within the District according to District policy or at another school district or school within the District through the District's intra- and inter-district transfer policies. Parents and guardians of each student enrolled in the Charter School will be informed on admissions forms that students have no right to admission in a particular school of a local education agency as a consequence of enrollment in the Charter School, except to the extent that such a right is extended by the local education agency.

ELEMENT XIII: RETURN RIGHTS OF EMPLOYEES

Governing Law - The rights of any employee of the school district upon leaving the employment of the school district to work in a charter school, and of any rights of return to the school district after employment at a charter school.

Education Code Section 47605(b) (5) (M)

No public school district employee shall be required to work at the Charter School. Employees of the District who choose to leave the employment of the District to work at the Charter School will have no automatic rights of return to the District after employment by the Charter School unless specifically granted by the District through a leave of absence or other agreement. Charter School employees shall have any right upon leaving the District to work in the Charter School that the District may specify, any rights of return to employment in a school district after employment in the Charter School that the District may specify, and any other rights upon leaving employment to work in the Charter School that the District determines to be reasonable and not in conflict with any law.

All employees of the Charter School will be considered the exclusive employees of the Charter School and not of the District, unless otherwise mutually agreed in writing. Sick or vacation leave or years of service credit at the District or any other school district will not be transferred to the Charter School. Employment by the Charter School provides no rights of employment at any other entity, including any rights in the case of closure of the Charter School.

ELEMENT XIV: DISPUTE RESOLUTION

Governing Law - *The procedures to be followed by the charter school and the entity granting the charter to resolve disputes relating to provisions of the charter*
—***Education Code Section 47605(b) (5) (N)***

Disputes Arising From Within the School

Disputes arising from within the Charter School, including all disputes within and among students, staff, parents, volunteers, advisors, partner organizations and governing board members of the Charter School shall be resolved by policies and processes developed by the Charter School. These processes will be made public through the Charter School’s normal communication processes and will begin with complaints being presented to the Chief Executive Officer and/or subsequently to the Amethod Board President or Secretary. All complaints must be signed and dated.

Internal disputes will be resolved locally by the AMPS organization and board. WCCUSD will not be affected or disconcerted with the internal disputes. WCCUSD will promptly refer internal complaints or reports regarding such disputes to the governing board or Chief Executive Officer for prompt resolution. WCCUSD agrees not to become involved in disputes unless evidence has been presented that some violation of this charter or related laws or agreements exists, or unless the governing board requests that WCCUSD intervene. In such cases, WCCUSD will provide written notification of such matters to the Chief Executive Officer and Amethod Public Schools Governance Board President.

Disputes between the Charter School and the Charter-Granting Agency

The Charter School and the District will be encouraged to attempt to resolve any disputes with the District amicably and reasonably without resorting to formal procedures.

In the event of a dispute between the Charter School and the District, Charter School staff, employees and Board members of the Charter School and the District agree to first frame the issue in written format (“dispute statement”) and to refer the issue to the District Superintendent and Chief Executive Officer of the Charter School. In the event that the District Board of Education believes that the dispute relates to an issue that could lead to revocation of the charter in accordance with Education Code Section 47607, the Charter School requests that this shall be noted in the written dispute statement, although it recognizes it cannot legally bind the District to do so. However, participation in the dispute resolution procedures outlined in this section shall not be interpreted to impede or act as a pre-requisite to the District’s ability to proceed with revocation in accordance with Education Code Section 47607 and its implementing regulations.

The Superintendent and Chief Executive Officer shall informally meet and confer in a timely fashion to attempt to resolve the dispute, not later than five (5) business days from receipt of the dispute statement. In the event that this informal meeting fails to resolve the dispute, both parties shall identify two Board members from their respective boards who shall jointly meet with the Superintendent and Chief Executive Officer and attempt to resolve the dispute within fifteen (15) business days from receipt of the dispute statement.

If this joint meeting fails to resolve the dispute, the Superintendent and Chief Executive Officer shall meet to jointly identify a neutral third party mediator to engage the parties in a mediation session designed to facilitate resolution of the dispute. The format of the mediation session shall be developed jointly by the Superintendent and Chief Executive Officer. Mediation shall be held within

sixty (60) business days of receipt of the dispute statement. The costs of the mediator shall be split equally between the District and the Charter School. If mediation does not resolve the dispute either party may pursue any other remedy available under the law. All timelines and procedures in this section may be revised upon mutual written agreement of the District and the Charter School.

ELEMENT XV: PROCEDURES FOR SCHOOL CLOSURE

Governing Law: *The procedures to be used if the charter school closes. The procedures shall ensure a final audit of the charter school to determine the disposition of all assets and liabilities of the charter school, including plans for disposing of any net assets and for the maintenance and transfer of pupil records.*

—Education Code Section 47605(b) (5) (0)

Closure of the Charter School will be documented by official action of the Board of Directors. The action will identify the reason for closure. The official action will also identify an entity and person or persons responsible for closure-related activities.

The Board of Directors will promptly notify parents and students of the Charter School, the District, the Contra Costa County Office of Education, the Charter School's SELPA, the retirement systems in which the Charter School's employees participate (e.g., Public Employees' Retirement System, State Teachers' Retirement System, and federal social security), and the California Department of Education of the closure as well as the effective date of the closure. This notice will also include the name(s) of and contact information for the person(s) to whom reasonable inquiries may be made regarding the closure; the pupils' school districts of residence; and the manner in which parents/guardians may obtain copies of pupil records, including specific information on completed courses and credits that meet graduation requirements.

The Board will ensure that the notification to the parents and students of the Charter School of the closure provides information to assist parents and students in locating suitable alternative programs. This notice will be provided promptly following the Board's decision to close the Charter School.

The Board will also develop a list of pupils in each grade level and the classes they have completed, together with information on the pupils' districts of residence, which they will provide to the entity responsible for closure-related activities.

As applicable, the Charter School will provide parents, students and the District with copies of all appropriate student records and will otherwise assist students in transferring to their next school. All transfers of student records will be made in compliance with the Family Educational Rights and Privacy Act ("FERPA") 20 U.S.C. § 1232g. The Charter School will ask the District to store original records of Charter School students. All student records of the Charter School shall be transferred to the District upon Charter School closure. If the District will not or cannot store the records, the Charter School shall work with the County Office of Education to determine a suitable alternative location for storage.

All state assessment results, special education records, and personnel records will be transferred to and maintained by the entity responsible for closure-related activities in accordance with applicable law.

As soon as reasonably practical, the Charter School will prepare final financial records. The Charter School will also have an independent audit completed within six months after closure. The Charter School will pay for the final audit. The audit will be prepared by a qualified Certified Public Accountant selected by the Charter School and will be provided to the District promptly upon its completion. The final audit will include an accounting of all financial assets, including cash and accounts receivable and an inventory of property, equipment, and other items of material value, an accounting of the liabilities, including accounts payable and any reduction in apportionments as a

result of audit findings or other investigations, loans, and unpaid staff compensation, and an assessment of the disposition of any restricted funds received by or due to the Charter School.

The Charter School will complete and file any annual reports required pursuant to Education Code section 47604.33.

On closure of the Charter School, all assets of the Charter School, including but not limited to all leaseholds, personal property, intellectual property and all ADA apportionments and other revenues generated by students attending the Charter School, remain the sole property of the Charter School and, upon the dissolution of the non-profit public benefit corporation, shall be distributed in accordance with the Articles of Incorporation. Any assets acquired from the District or District property will be promptly returned upon Charter School closure to the District. The distribution shall include return of any grant funds and restricted categorical funds to their source in accordance with the terms of the grant or state and federal law, as appropriate, which may include submission of final expenditure reports for entitlement grants and the filing of any required Final Expenditure Reports and Final Performance Reports, as well as the return of any donated materials and property in accordance with any conditions established when the donation of such materials or property was accepted.

On closure, the Charter School shall remain solely responsible for all liabilities arising from the operation of the Charter School.

As the Charter School is operated by a non-profit public benefit corporation, should the corporation dissolve with the closure of the Charter School, the Board will follow the procedures set forth in the California Corporations Code for the dissolution of a non-profit public benefit corporation and file all necessary filings with the appropriate state and federal agencies.

The fiscal documents that include budgets and cash flows, are located under the Finance tab in the Appendix I section of this petition. The Charter School will utilize the reserve fund to undertake any expenses associated with the closure procedures identified above.

MISCELLANEOUS PROVISIONS

The attached budget and cash flow projections are based on conservative estimates of the actual costs to implement the JHHS program as described in the charter petition.

ENROLLMENT/DEMOGRAPHICS

The attached budget and cash flow projections are based on conservative estimates and take into account actual historical costs to operate John Henry High School (JHHS) program as described in the charter.

The school is currently operating grades 9-12 and has a total student population of 321. The school will continue to grow and intends to operate conservatively over the next four years, until it reaches 110 students in each grade at FYE 2023-2024; 440 students is considered full capacity at its current site. JHHS student population currently services students primarily from Richmond. However, in the past we have experienced students transferring from Oakland Charter HS (another high school in Amethod schools) and some of JHHS students are migrating onto high school from Richmond Charter Academy MS (another Amethod schools) located within the vicinity.

Grade	2020	2021	2022	2023	2024	2025
Ninth	84	90	110	110	110	110
Tenth	81	90	110	110	110	110
Eleventh	83	85	85	110	110	110
Twelfth	73	85	85	85	110	110
Total	321	350	390	415	440	440

The attendance rate is assumed to be at 96% in all years, which is consistent with the attendance patterns experienced over the past few years at JHHS.

The district’s 2018-2019 unduplicated count used for the LCFF calculation is 73.65%. In support of a conservative budget, JHHS has assumed a lower unduplicated count, as well as conservative numbers of Free and Reduced Price Meal students and English language learners:

- Free and Reduced Priced Meals: 70%
- English Learners: 20%
- Unduplicated Count: 70%

Enrollment of FRPM and ELL students is an important part of the Amethod schools’ mission. Therefore, during recruitment efforts, JHHS will actively seek out students who are in these categories.

LOCAL CONTROL FUNDING FORMULA

The School is using the Local Control Funding Formula to drive the general purpose entitlements. The LCFF entitlement is a made up of a combination of state aid, Education Protection Act entitlement and charter schools in lieu of property taxes.

In 2018-19, LCFF was fully funded to 100% and in-line with state guidance, we are forecasting our state apportionment using the LCFF calculator. Based on the May 2019 LCFF Calculator, we estimate a 19-20 LCFF allocation of \$12,140 per ADA.

The table below shows the implementation schedule of the LCFF from 2019-20 through 2024-25 and the general purpose rates that are generated over that period. JHHS is also using an estimated unduplicated count of 70% for school projections, based on our three year average, and a district UPP of 73.65%, which is what is used to calculate the supplemental and concentration grant.

LCFF Schedule

F Implementation	FY 19-20	Y 20-21	Y 21-22	Y 22-23	Y 23-24	FY 24-25
JHHS General Purpose Entitlement per ADA	\$12,140	\$12,457	\$12,806	\$13,210	\$13,630	\$13,630

To estimate the amount of funding that is coming from local In Lieu Property taxes, JHHS is using the local revenue rate per ADA published for JHHS in the 2018-19 P2 Transition Calculation to reach a per ADA rate of \$1,950.17. The remaining money would come from the state through State Aid and Education Protection Account funds. Education Protection Account funding is currently projected at \$200/ADA.

OTHER REVENUE SOURCES

In addition to the LCFF State funding, JHHS will receive other revenues and grants:

Federal Title Grants:

JHHS qualifies as a Title I school and thus receives the Title I grant at a 3-year average of \$400 per student. This is in addition to the Title II grant for teacher professional development and Title IV for improvement of use of technology and digital literacy.

National School Lunch Program

JHHS will serve a school lunch, in compliance with the National School Lunch Program. JHHS will receive state and federal reimbursements for the cost of meals served to students that qualify for free or reduced pricing. All meals served at the school include the required nutritional components, and are served in a county inspected kitchen.

State Facilities Grant

JHHS currently and will continue to receive SB 740 Facility Grant funds. These grant funds have been included in the budget since the demographics of JHHS meet the requirements for applying for a facilities grant under SB 740. That revenue is included in the budget at the lesser of \$1,147 per ADA or 75% of the lease costs.

Lottery

The school has budgeted for state lottery revenue. The 2018-19 rate is \$153/ADA based on School Services of California (SSC) projections.

Special Education

For Special Education, JHHS is part of the El Dorado County SELPA and does receive the Federal rate of \$125 per prior year CBEDS enrollment and state rate of \$543 per current year P2 ADA.

These monies help fund both our internal para-professionals and Futures staffing (wellness counselors, speech therapists, psychologists, program specialists) and outside support contractors.

OTHER FUNDING SOURCES

The school has not included any grants or fundraising although the school intends to apply for grants and programs as the opportunities arise.

In addition, Amethod Public Schools (AMPS) was a recipient of the Federal Expansion grant three years ago thus the organization has access to \$2MM in expansion funding. The goal of the grant is to increase student population either organically or through the opening of new charters, while maintaining high academic standards.

Finally, JHHS will be able to have access to a loan, if necessary, from the AMPS organization which has an overall fund balance of \$8.4 million dollars as of 6/30/2018 audited statements.

EXPENSES

Expenses have been conservatively estimated by the executive staff at Amethod based on the historical operating costs at JHHS. Expense assumptions have been increased 3% per year for inflation. Below is a summary of the major expense categories and the assumptions.

Staffing and Benefits

The staffing structure is modeled off of JHHS’s successful staffing structure over the last few years. The structure assumes substantial management, instructional leadership and operations support from the home office (budgeted in the 5000 categories).

Position	Ave. Salary per FTE	2019/20	2020/21	2021/22	2022/23	2023/24	2024/2025
1100 – Teacher	\$58,059	18	18	18	18	18	18
1300 - Site Leadership (Site Directors)	\$115,000	1	1	1	1	1	1
1300 - Site Leadership (Deans)	\$91,413	2	2	2	2	2	2
2100 - Classified Tutors and Instructional Aides	\$51,431	5	5	5	5	5	5
2103 - SPED Tutor	\$48,271	1	1	1	1	1	1
2400 - Classified Clerical (site admin assistants and other staff)	\$39,277	5	5	5	5	5	5
TOTAL Staffing:		32	32	32	32	32	32

The salaries assumed in the budget map directly to the average salaries paid by AMPS, increased by 3%. It should also be noted that all our teacher’s and site leaders received at least a 6%

increase for FYE 19-20, in order to attract/retain academic talent but also be competitive with the Bay Area's high cost of living.

JHHS will offer a cafeteria health plan including health, dental, vision, life and flex spending accounts. On average, AMPS cost has historically been 20% of salaries. Growth in costs to AMPS has grown 3% annually and we conservatively estimate an increase in benefit costs of 5.8% on average during these periods. Like the teachers at its sister schools, the certificated staff will not participate in STRS. Instead all staff will be part of the social security system and a 401K retirement plan with an employer match up to 3%.

Books and Supplies

The school is budgeting \$135-155 per student per year to purchase replacement textbooks and update core curriculum as needed. In addition, the school is budgeting \$36 per student for instructional materials and consumables. The school has a budgeted \$13 per student for art supplies and \$21 per student for PE supplies, which is on par with historical patterns.

Technology

JHHS has built out its technology infrastructure and now has a one to one Chromebook to student ratio. We have budgeted to purchase replacement computers and equipment over time at 20% of our fleet per year. With the increased utilization of Chromebooks, we have invested in education software such as Achieve 3000 and budgeted \$129 per student to ensure access to resources to better personalize instruction based on student needs.

Services and Operating

To the extent possible, all Services and Operating expenses were estimated based on the historical spending patterns at JHHS. Accounting services, insurance, student information systems, assessment systems, and business services estimates come directly from actual quotes for services for JHHS.

The school has included a 1% district oversight fee consistent with the statute. The school is budgeting separately for utilities and maintenance using standard market rates assumptions. Historically, we spend about 13-14% of budget for rent, utilities, and other facility expenses. We expect to maintain this level.

Professional development is an important and integral part of the JHHS experience. Much of the professional development during the year will be run internally at minimal cost, but the school is budgeting \$5,000 per teacher to pay for planning periods, conferences, consultants, substitutes, and materials related to professional development.

JHHS will continue to use Illuminate Ed to manage student attendance.

Special Education Expenses

In addition to our internal staff of a SPED coordinator and para-professionals, JHHS via AMPS has partnered with Futures as of September 2019, to provide unparalleled expertise and experience in special education and other related services. Futures brings with them over 20+ years of SPED oversight and program enrichment while providing a dedicated team comprising of education specialists, counselors, speech therapists, psychologists and other support staff to our JHHS student population. JHHS also has budgeted based on historical needs \$450 per student for other fees/services necessary to support our students. With internal staff, supplies and software such as Let's Go Learn, and consultants and contractors, JHHS invests over \$2,000 per student in the special education program to serve our students in need.

Capital Outlay

The school has no planned capital outlay.

CMO Fee

JHHS will continue to pay fees to Amethod Schools to help cover home office functions such as Chief Executive Officer, Chief of Operations, Chief of Staff, Director of Finance, and Director of Talent Management. The CMO fees are currently estimated at 10% of total governmental revenues.

Cash Flow

The cash flow projection assumes the Education Protection Account is disbursed quarterly. Property Tax payments are paid each month by the district. State Aid or “Local Control” is paid according. To allow for county processing time, all payments are expected in the month following the disbursement month.

JHHS has demonstrated reasonable operating income and cash flows over the last several years and is forecasting a 19-20 operating surplus of \$37K as program continues to grow. We anticipate starting the 20-21 school year with \$1.1 million in cash while maintaining continued positive cash flows and operating incomes. We have included a 5-year cash flow statement in the Appendix I.

See Appendix I for 5 Year Cash-flow Statement

See Appendix J for 5 Year Budget Forecast

Contingencies and Reserves

JHHS had a 19-20 starting fund balance of \$395,000 dollars and has an unaudited 18-19 ending fund balance of \$432,000, which is about 9% of total expenditures. We anticipate this fund balance to continue to grow, providing JHHS with an adequate reserve.

Budget and Financial Reporting

Governing Law: *The petitioner or petitioners shall also be required to provide financial statements that include a proposed first year operational budget, including startup costs, and cash flow and financial projections for the first three years of operation.*

– California Education Code § 47605(g)

(See Appendix J: ***Multiyear Budget Summary and Appendix I: Monthly Cash Forecast***)

These documents are based upon the best data available to the Petitioners at this time.

The Charter School shall provide reports to the District and the County Superintendent of Schools in accordance with Education Code Section 47604.33 as follows and shall provide additional fiscal reports as requested by the District or County Superintendent of Schools:

1. By July 1, a preliminary budget for the current fiscal year. For a charter school in its first year of operation, financial statements submitted with the charter petition pursuant to education code 47605.

2. By July 1, an annual update required pursuant to Education Code Section 47606.5.
3. By December 15, an interim financial report for the current fiscal year reflecting changes through October 31. Additionally, on December 15, a copy of the charter school's annual, independent financial audit report for the preceding fiscal year shall be delivered to the district, state controller, state Department of Education, and county superintendent of schools.
4. By March 15, a second interim financial report for the current fiscal year reflecting changes through January 31.
5. By September 15, a non-audited report from the full prior-year. The report submitted to the district shall include an annual statement of all the charter schools receipts and expenditures for the preceding fiscal year.

INSURANCE REQUIREMENTS

Throughout the life of this contract, the Charter School shall pay for and maintain in full force and effect with an insurance company(s) admitted by the California Insurance Commissioner to do business in the State of California and rated not less than "A-/VII", very low, in Best Insurance Rating Guide, the following policies of insurance: the Charter School will secure and maintain general liability, workers' compensation, and other necessary insurance coverage as required by the WCCUSD.

Insurance shall also be maintained to meet requirements of authorities to the extent that insurance is required to rent facilities or equipment. The Charter School will obtain quotes from Insurance providers yearly as is the practice with the existing schools sites. The Charter School agrees to hold harmless WCCUSD regarding liability issues. The following are brief descriptions of liability insurance programs;

1. COMMERCIAL GENERAL LIABILITY insurance, which shall include contractual, products and completed operations, corporal punishment and sexual misconduct and harassment coverage, and bodily injury and property damage liability insurance with combined single limits of not less than \$1,000,000.00 per occurrence.
2. COMMERCIAL GENERAL LIABILITY insurance that shall include coverage for owned and non-owned autos, with bodily injury liability limits not less than \$1,000,000.00 per person, per occurrence and property damage liability limits of not less than \$500,000.00, per occurrence.
3. WORKERS' COMPENSATION INSURANCE, as required by the California Labor Code, with not less than statutory limits.

Administrative Services

Governing Law: "The manner in which administrative services of the charter school are to be provided." Education Code Section 47605(g).

With the exception of services performed by WCCUSD in providing oversight to the school as defined by Education Code Section 47604.32, all charter-requested services from WCCUSD will be on a fee-for-service basis.

In accordance with Education Code 47613, the chartering authority may charge for the actual costs of oversight of the charter school not to exceed one percent of the revenue of the charter school. For purposes of this charter, “revenue of the charter school” means the general purpose entitlement and categorical block grant, as defined in subdivisions (a) and (b) of Section 47632

In conjunction with EdTec, the organization’s back office accounting services providers, the Chief Executive Officer and Chief of Operations, will prepare financial statements such as a balance sheet, income statement, profit and loss sheets, and statement of cash flow for regular administration and board review. Financial statements will be accessible to the independent auditor, school officers, WCCUSD, and any Governance Board members who want to assess the Charter School’s financial condition. In addition, the Charter School will submit an annual audited financial statement to the appropriate authorities.

Facilities

Governing Law: “The facilities to be utilized by the charter school. The description of the facilities to be used by the charter school shall specify where the charter school intends to locate.” Education Code Section 47605(g).

The Charter School is located within the District boundaries at 1402 Marina Way South, Richmond CA 94804. It is a 43,000 square foot facility located in a former technology center adjacent to the Bay Trail and waterway. It consists of thirteen classrooms, two open space project areas, a multi-purpose room, warming kitchen, offices, teacher work room, recreational area, off street parking and off street pick up and drop off area. The facility is permitted and zoned for educational purposes for secondary schools, grades 6-12 through the Conditional Use Permit process with the City of Richmond Planning Department.

It has recently received approximately \$5 million worth of renovations.

Transportation

The Charter School will not provide transportation of students to and from school. It will be the responsibility of the students’ families to provide transportation to school, except when transportation is required by a student’s IEP.

CIVIL LIABILITY IMPACT

Governing Law: Potential civil liability effects, if any, upon the charter school and upon the school district. Education Code Section 47605(g).

The Charter School shall be operated by a California non-profit public benefit corporation. This corporation is organized and operated exclusively for charitable purposes within the meaning of Section 501(c) (3) of the Internal Revenue Code and California Revenue and Taxation Code Section 23701(d).

Pursuant to Education Code Section 47604(c), an entity that grants a charter to a charter school operated by or as a non-profit public benefit corporation shall not be liable for the debts or obligations of the charter school or for claims arising from the performance of acts, errors or omissions by the charter school if the authority has complied with all oversight responsibilities

required by law. The Charter School shall work diligently to assist the District in meeting any and all oversight obligations under the law, including monthly meetings, reporting, or other District-requested protocol to ensure the District shall not be liable for the operation of the Charter School.

Further, the Charter School and the District shall enter into a memorandum of understanding, wherein the Charter School shall indemnify the District for the actions of the Charter School under this charter.

The corporate bylaws of the Charter School shall provide for indemnification of the Charter School's Board, officers, agents, and employees, and the Charter School will purchase general liability insurance, Board Members and Officers insurance, and fidelity bonding to secure against financial risks.

As stated above, insurance amounts will be determined by recommendation of the District and the Charter School's insurance company for schools of similar size, location, and student population. The District shall be named an additional insured on the general liability insurance of the Charter School.

The Charter School Board will institute appropriate risk management practices as discussed herein, including screening of employees, establishing codes of conduct for students, and dispute resolution.

CONCLUSION

By approving this charter a 5-year renewal , from July 1, 2020 through June 30, 2025, West Contra Costa Unified School District will be fulfilling the intent of the Charter Schools Act to improve pupil learning; increase learning opportunities for all pupils with special emphasis on expanded learning opportunities for all pupils who are identified as academically low performing; create new professional opportunities for teachers; and provide parents and pupils with expanded choices in education and following the directive of law to encourage the creation of viable school models for residents and families of Richmond.

The Petitioners are eager to continue to work cooperatively with the District to set the highest standard for what a charter school should and can be as is consistent with other Amethod Public School campuses. To this end, the Petitioners pledge to answer any concerns over this document and to present the District with the strongest possible proposal for approval.