

# Attachment

# A

# West Contra Costa District Unified Office of Education

## Charter Renewal Benchmarks

		<b>Renewal Question 1</b> <b>Is the academic program a success?</b>
<b>Y/N</b> <b>Page #</b>	<b>Evidence</b> <b>Category</b>	<b>WCCUSD Renewal Benchmarks</b>
Y  Pages 62, 12-19	WCCUSD Renewal Benchmark 1A  Measurable Pupil Outcomes	Over the charter term, the school met or made substantial progress toward meeting its Measurable Pupil Outcomes.  Other indicators of academic program success include promotion and graduation rates, internal assessment results, and state assessment results.
Y  Pages 71-77	WCCUSD Renewal Benchmark 1B  Use of Assessment Data	The school has an assessment system that improves instructional effectiveness and student learning.  The following elements are generally present: <ul style="list-style-type: none"> <li>• The school regularly administers valid and reliable assessments aligned to the school’s curriculum and state performance standards;</li> <li>• The school has a valid and reliable process for scoring and analyzing assessments;</li> <li>• The school makes assessment data accessible to students, teachers, school leaders, and board members;</li> <li>• Teachers use assessment results to meet students’ needs by adjusting classroom instruction, grouping students and/or identifying students for special intervention;</li> <li>• School leaders use assessment results to evaluate teacher effectiveness and to develop professional development and coaching strategies.</li> <li>• The school regularly communicates to parents/guardians about their students’ progress and growth.</li> </ul>
Y  Pages 27-44	WCCUSD Renewal Benchmark 1C  Curriculum	The school’s curriculum supports teachers in their instructional planning.  The following elements are generally present: <ul style="list-style-type: none"> <li>• The school has a curriculum framework with student performance expectations that provides a fixed, underlying structured, aligned to state standards and across grades;</li> </ul>

		<ul style="list-style-type: none"> <li>• In addition to the framework, the school has supporting tools (i.e. curriculum maps or scope and sequence documents that provide a bridge between the curriculum framework and lesson plans;</li> <li>• Teachers know what to teach and when to teach it based on these documents;</li> <li>• The school has a process for selecting, developing, and reviewing its curriculum documents and its resources for delivering the curriculum.</li> </ul>
<p><b>Y</b></p> <p>Pages 31-44</p>	<p>WCCUSD Renewal Benchmark 1D</p> <p>Pedagogy</p>	<p>High quality instruction is evident throughout the school.</p> <p>The following elements are generally present:</p> <ul style="list-style-type: none"> <li>• Teachers deliver purposeful lessons with clear objectives aligned to the school’s curriculum;</li> <li>• Teachers regularly and effectively use techniques to check for student understanding;</li> <li>• Teachers include opportunities in their lessons to challenge students with questions and activities that develop depth of understanding and higher-order thinking and problem-solving skills;</li> <li>• Teachers maximize learning time (e.g., appropriate pacing, on-task student behavior, clear lesson focus and clear direction to students); transitions are efficient; and</li> <li>• Teachers have effective classroom management techniques and routines that create a consistent focus on academic achievement.</li> </ul>
<p><b>Y</b></p> <p>Pages 34-38, 40-44, 85-87</p>	<p>WCCUSD Renewal Benchmark 1E</p> <p>Instructional Leadership</p>	<p>The school has strong instructional leadership.</p> <p>The following elements are generally present:</p> <ul style="list-style-type: none"> <li>• The school’s leadership establishes and environment of high expectations for teacher performance (in content knowledge and pedagogical skills) and in which teachers believe that all students can succeed;</li> <li>• The instructional leadership actively supports the development of the teaching staff;</li> <li>• Instructional leaders provide sustained, systemic and effective coaching and supervision that improves teachers’ instructional effectiveness;</li> <li>• Instructional leaders provide opportunities and guidance for teachers to plan curriculum and instruction within and across grade levels;</li> <li>• Instructional leaders implement a comprehensive professional development program that develops the competencies and skills of all teachers;</li> <li>• Professional development activities are interrelated with classroom practice;</li> </ul>

		<ul style="list-style-type: none"> <li>• Instructional leaders regularly conduct teacher evaluations with clear criteria that accurately identify teachers' strengths and weaknesses; and</li> <li>• Instructional leaders hold teachers accountable for quality instruction and student achievement. Boards hold the organization's instructional leaders accountable for achievement.</li> </ul>
<p><b>Y</b></p> <p>Pages 37-44, 45-61</p>	<p>WCCUSD Renewal Benchmark 1F</p> <p>At-Risk Students</p>	<p>The school meets the educational needs of at-risk students.</p> <p>The following elements are generally present:</p> <ul style="list-style-type: none"> <li>• The school uses clear procedures for identifying at-risk students and including students with disabilities, English language learners and those struggling academically;</li> <li>• The school has adequate intervention programs to meet the needs of at-risk students including designated ELD time and pull out services;</li> <li>• General education teachers, as well as specialists, utilize effective strategies to support students within the general education program;</li> <li>• The school adequately monitors the progress and success of at-risk students;</li> <li>• Teachers are aware of their students' progress toward meeting IEP goals, achieving English proficiency or school-based goals for struggling students;</li> <li>• The school is appropriately staffed for remediation and meeting needs of at-risk students (for example: ELD and SPED professionals).</li> <li>• The school provides adequate training and professional development to identify at-risk students and to help teachers meet students' needs; and</li> <li>• The school provides opportunities for coordination between classroom teachers and at-risk program staff including the school nurse, SPED staff, and ELD supports if applicable.</li> </ul>

		<b>Renewal Question 2</b> <b>Is the organization effectively lead and managed?</b>
<b>Y/N</b> <b>Page #</b>	<b>Evidence</b> <b>Category</b>	<b>WCCUSD Renewal Benchmarks</b>
<p><b>Y</b></p> <p>Pages 9-19</p>	<p>WCCUSD Renewal Benchmark 2A</p> <p>Mission &amp; Key Design Elements</p>	<p>The school is faithful to its mission and has implemented the key design elements included in its charter.</p> <p>The following elements are generally present:</p> <ul style="list-style-type: none"> <li>• The school faithfully follows its mission; and</li> <li>• The school has implemented its key design elements</li> </ul>

<p>Y</p> <p>Pages 73-74, 77, 78-84, 85-88, 94-98, 125</p>	<p>WCCUSD Renewal Benchmark 2B</p> <p>Organizational Capacity</p>	<p>The school organization effectively supports the delivery of the educational program.</p> <p>The following elements are generally present:</p> <ul style="list-style-type: none"> <li>• The school has established an administrative structure with staff, operational systems, policies and procedures that allow the school to carry out its academic program;</li> <li>• The organizational structure establishes distinct lines of accountability with clearly defined roles and responsibilities free of nepotism and conflicts of interest;</li> <li>• The school has clear student discipline and parent complaint systems in place at the administrative level that are consistently applied;</li> <li>• The school retains quality staff;</li> <li>• The school has allocated sufficient resources to support the achievement of goals;</li> <li>• The school maintains adequate student enrollment;</li> <li>• The school has procedures in place to monitor its progress toward meeting enrollment and retention targets for special education students, English language learners and students who qualify for free and reduced price lunch, and adjusts its recruitment efforts accordingly; and</li> <li>• The school regularly monitors and evaluates the school’s programs and makes changes if necessary.</li> </ul>
<p>Y</p> <p>Pages 78-84</p>	<p>WCCUSD Renewal Benchmark 2C</p> <p>Board Oversight</p>	<p>The charter school board works effectively to achieve the school’s Measurable Pupil and Operational Outcomes.</p> <p>The following elements are generally present:</p> <ul style="list-style-type: none"> <li>• Board members possess adequate skills and have implemented structures and procedures with which to govern the school and oversee management of day-to-day operations in order to ensure the school’s future as an academically successful, financially healthy and legally complaint organization;</li> <li>• The board requests and receives sufficient information to provide rigorous oversight of the school’s program and finances;</li> <li>• The board establishes clear priorities, objectives and long-range goals (including academic, fiscal, facilities and fundraising) and has implemented benchmarks for tracking progress as well as a process for their regular review and revision;</li> <li>• The board successfully recruits, hires and retains key personnel, provides oversight and demands</li> </ul>

		<p>accountability, and provides staff with sufficient resources to function effectively;</p> <ul style="list-style-type: none"> <li>• The board regularly evaluates its own performance and that of the school leaders and the management organization (if applicable), holding them accountable for student achievement; and</li> <li>• The board effectively communicates with the school community including school leadership, staff, parents/guardians and students.</li> </ul>
<p><b>Y</b></p> <p>Pages 78-84, 89-90</p>	<p>WCCUSD Renewal Benchmark 2D</p> <p>Governance</p>	<p>The charter school board implements, maintains and abides by appropriate policies, systems and processes.</p> <p>The following elements are generally present:</p> <ul style="list-style-type: none"> <li>• The board effectively communicates with its management or partner organizations such as the District, as well as key contractors such as back-office service providers and ensures that it receives value in exchange for contracts and relationships it enters into and effectively monitors such relationships;</li> <li>• The board takes effective action when there are organizational leadership, management, facilities or fiscal deficiencies; or when the management or partner organizations fails to meet expectations; to correct those deficiencies and puts in place benchmarks for determining if the partner organization corrects them in a timely fashion;</li> <li>• The board regularly reviews and updates board and school policies as needed and has in place an orientation process for new members;</li> <li>• The board effectively recruits and selects new members in order to maintain adequate skill sets and expertise for effective governance and structural continuity;</li> <li>• The board implements a comprehensive and strict conflict of interest policy – consistent with that set forth in the charter and as required by law –and consistently abides by it throughout the term of its charter;</li> <li>• The board generally avoids conflicts of interest; where not possible, the board manages those conflicts in a clear and transparent manner;</li> <li>• The board abides by its bylaws including, but not limited to, provisions regarding trustee election and the removal, and filing of financials disclosures.</li> </ul>
<p><b>Y</b></p>	<p>WCCUSD Renewal Benchmark 2</p> <p>Parents and</p>	<p>Parents/Guardians and students are satisfied with the school.</p> <p>The following elements are generally present:</p>

Pages 27-28, 82-84, 93, 121-122	Students	<ul style="list-style-type: none"> <li>• The school regularly communicates each child’s academic performance to families;</li> <li>• The school conducts an annual family and/or student survey;</li> <li>• Families are satisfied with the school and a clear and fair complaint process free of conflict of interest is in place; and</li> <li>• Parents keep their children enrolled year-to-year.</li> </ul>
---------------------------------	----------	--

<b>Renewal Question 3 Is the school being operated prudently and meeting all regulatory requirements?</b>		
<b>Y/N Page #</b>	<b>Evidence Category</b>	<b>WCCUSD Renewal Benchmarks</b>
<b>Y</b>  Pages 99, 118-119, 125-131	WCCUSD Renewal Benchmark 3A  Budget and Long-Range Planning	<p>The school operates pursuant to a long-range financial plan in which it creates realistic budgets that it monitors and adjusts when appropriate.</p> <p>The following element are generally present:</p> <ul style="list-style-type: none"> <li>• The school has clear budgetary objectives and budget preparation procedures;</li> <li>• Board members, school management, parents and staff contribute to the budget process, as appropriate;</li> <li>• The school frequently compares its long-range fiscal plan to actual progress and adjusts it to meet changing conditions;</li> <li>• The school routinely analyzes budget variances and makes necessary revisions; and</li> <li>• Actual expenses are equal to, or less than, actual revenue with no material exceptions.</li> </ul>
<b>Y</b>  Pages 78-82, 99, 118-119, 125-131	WCCUSD Renewal Benchmark 3B  Internal Controls	<p>The school maintains appropriate internal controls and procedures.</p> <p>The following elements are generally present:</p> <ul style="list-style-type: none"> <li>• The school follows a set of comprehensive written fiscal policies and procedures;</li> <li>• The school accurately records and appropriately documents transactions in accordance with management’s direction, laws, regulations, grants and contracts;</li> <li>• The school safeguards its assets;</li> <li>• The school identifies/analyzes risks and takes mitigating actions;</li> <li>• The school has controls in place to ensure that management decisions are properly carried out and</li> </ul>

		<p>monitors and assesses controls to ensure their adequacy;</p> <ul style="list-style-type: none"> <li>• The school’s trustees and employees adhere to a code of ethics;</li> <li>• The school ensures duties are appropriately segregated, or institutes compensating controls;</li> <li>• The school ensures that employees performing financial functions are appropriately qualified and adequately trained;</li> <li>• The school has systems in place to provide the appropriate information needed by staff and the board to make sound financial decisions and to fulfill compliance requirements;</li> <li>• A staff member of the school reviews grant agreements and restrictive gifts and monitors compliance with all stated conditions;</li> <li>• The school prepares payroll according to appropriate state and federal regulations and school policy;</li> <li>• The school ensures that employees, trustees and volunteers who handle cash and investments are bonded to help assure the safeguarding of assets; and</li> <li>• The school takes corrective action in a timely manner to address any internal control or compliance deficiencies identified by its external auditor, the CSO, and/or the State Department of Education, if needed.</li> </ul>
<p><b>Y</b></p> <p>Pages 6-8, 10-11, 99, 125-132</p>	<p>WCCUSD Renewal Benchmark 3C</p> <p>Financial Reporting</p>	<p>The school has complied with financial reporting requirements by providing WCCUSD and the State Department of Education with required financial reports that are on time, complete and follow generally accepted accounting principles.</p> <p>The following reports have generally been filed in a timely, accurate, and complete manner:</p> <ul style="list-style-type: none"> <li>• Annual financial statement audit reports, including federal Single Audit report, if applicable;</li> <li>• Annual budget and cash flow statements;</li> <li>• Unaudited quarterly reports of income, expenses, and enrollment;</li> <li>• Bi-monthly enrollment reports to the District and County, and if applicable, to the State Department of Education, including proper documentation regarding the level of special education services provided to students; and</li> <li>• Grant expenditure reports.</li> </ul>
<p><b>Y</b></p> <p>125 - 132</p>	<p>WCCUSD Renewal Benchmark 3D</p> <p>Financial Condition</p>	<p>The school maintains adequate financial resources to ensure stable operations. Critical financial needs of the school are not dependent on variable income (grants, donations and fundraising).</p>



		<p>The following elements are generally present:</p> <ul style="list-style-type: none"><li>• The school maintains sufficient cash on hand to pay current bills and those that are due shortly;</li><li>• The school maintains adequate liquid reserves to fund expenses in the event of income loss (generally three months);</li><li>• The school prepares and monitors cash flow projections;</li><li>• If the school includes philanthropy in its budget, it monitors progress towards its development goals on a periodic basis;</li><li>• The school accumulates unrestricted net assets that are equal to or exceed two percent of the school's operating budget for the upcoming year.</li></ul>
--	--	---

## 1. How effective is your school overall?

Excellent: 5      4      3      2      Unsatisfactory: 1

Evaluation: 4

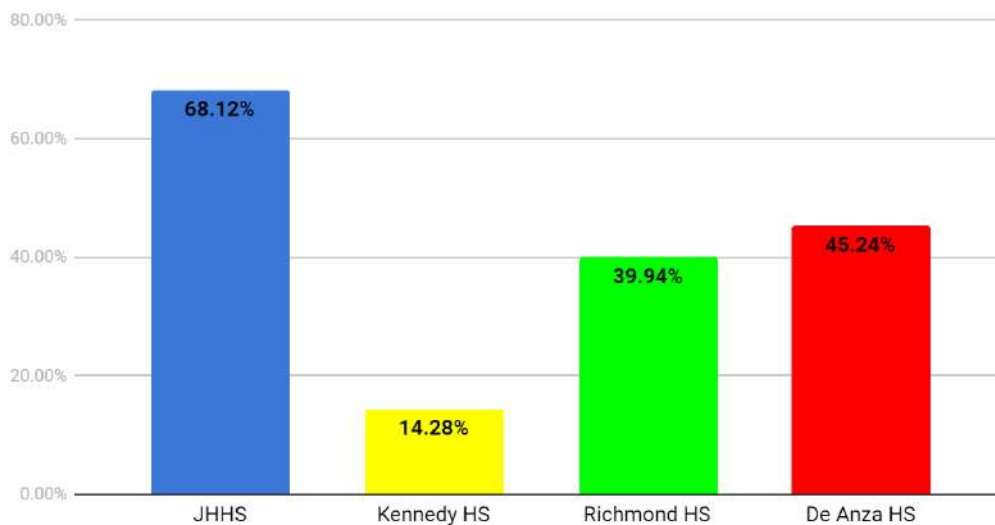
John Henry High School is effective because of our commitment to continuous growth and development for all. Our leadership team is comprised of qualified instructional leaders that have created a shared vision, mission, and set of school values through the cooperation of our stakeholders. The school culture and climate is positive, safe, and orderly. Through using data-informed practices, teachers are able to focus on delivering rigorous, standards-aligned instruction coupled with multi-leveled support for all learners.

### What are its notable strengths?

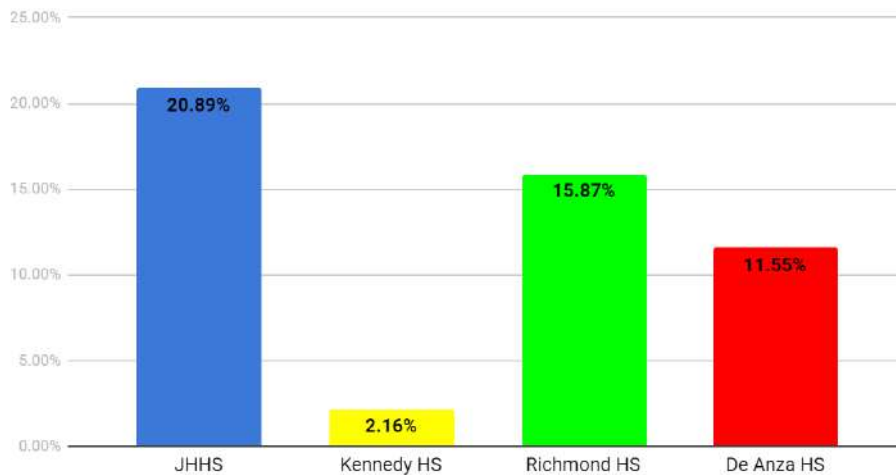
Our school's noteworthy strengths are our students' performance, positive school climate, college-going culture, and our parental involvement.

Student Performance:

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



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



### Positive School Climate

- School-wide PBIS System (Kickboard Program)
- Our suspension rate declined by 3.3% in 2018 (California School Dashboard)
- We devoted significant time and resources to further develop our PBIS System and Socioemotional Program through the addition of a Wellness Counselor.
- Ability to Maintain Average Attendance Rate at 95% for the 18-19 School Year
- Increased teacher support and coaching opportunities with an additional Dean of Instruction

### College-Going Culture

- 100% of Students Apply to College
- Cash for College Family Night
- College-Focused Advisory Program
- Career Day
- Field Trips to Various Colleges in California
- Parent Informational Nights
- Partnerships with Local Colleges (SF State, UC Berkeley, Contra Costa College, CSU East Bay)
- Two Full-Time College Advisors
- Schoolwide PSAT Days

### Parental Involvement

- Parent Volunteer Network
- FST- Family Staff Team
- Quarterly Parent Teacher Conferences

### What are the main priorities for improvement?

To improve moving forward, we plan to focus on research skills across all content areas, introducing common expectations and rubrics for research paper writing and citation in order to better prepare our students for the rigors of collegiate scholarship. In addition, we will continue to refine our various EL supports to offer more individualized support to each student. We will also continue to build partnerships with the community to increase career awareness and internship opportunities.

## 2. How well do students achieve?

Excellent: 5

4

3

2

Unsatisfactory: 1





Evaluation: 4

Due to our smaller learning community and data driven, standards-aligned instruction, our students are achieving at higher numbers than at the schools they would have attended.





### In which subjects and grades do students do best, and why?

Our students have consistently shown improvement and strength in English Language Arts. Our CAASPP data shows an increase in our ELA scores from 2017 to 2018 which we can attribute to the adoption of Springboard, a Common Core aligned curriculum, and our addition of the literacy program Achieve3000. Springboard is a curriculum designed to expose students to not only the CCSS, but also AP coursework and SAT-level rigor. Achieve3000 is an online instruction tool with decades of scientific research that reaches all learners at their individual reading levels; a unique feature is the practice questions modeled after the CAASPP questions that our students practiced consistently last year.

#### 2017 Overall ELA CAASPP Data:

20.69 %	Standard Exceeded: Level 4 
31.03 %	Standard Met: Level 3 
27.59 %	Standard Nearly Met: Level 2 
20.69 %	Standard Not Met: Level 1 

#### 2018 Overall ELA CAASPP Data:

22.78 %	Standard Exceeded: Level 4 
39.24 %	Standard Met: Level 3 
30.38 %	Standard Nearly Met: Level 2 
7.59 %	Standard Not Met: Level 1 

### In which subjects and grades is improvement needed, and what action is being taken?

It is clear, based on CAASPP data, that our math instruction is in need of improvement. Our plan is to take a similar approach to that which we use in ELA, by investing in and standardizing a 9th through 11th grade math curriculum. This curriculum, College Preparatory Mathematics (CPM), is common core aligned and designed to present students with task-based learning experiences, which we believe will increase overall engagement in the subject matter. In addition, we have introduced weekly data meetings in the math department to improve the level of reflection and reteaching taking place in our math classrooms. The Dean of Instruction leads these data meetings, focusing on unpacking the standard of focus, establishing an exemplar, and identifying the gap in student mastery. This approach to data analysis is aligned to the practices of the Relay Graduate School of Education, where our Deans currently receive quarterly professional development.

### Is there evidence of differential attainment according to gender, ethnic background or other grouping and, if so, what action is being taken?

For gender, females are outperforming males in ELA and males are outperforming females in Math. Males showed the most progress from 2017 to 2018. They grew by 10% in math and by 26% in ELA. Females relatively stayed the same from 2017 to 2018 in ELA and showed a decrease for Math. This subgroup is one of most concern and we will work with them to make sure that they are making the same gains as their counterparts. Through newly-acquired community partnerships, we plan to increase the activities and mentorship for girls in STEM. Additionally our science

department is making a concerted effort to promote representation and inclusion in the sciences at both the university and industry level.

**3. How effective is the quality of instruction, including teaching, learning and curriculum?**

Excellent: 5      **4**      3      2      Unsatisfactory: 1

Evaluation: 4

The quality of instruction at JHHS is highly effective. Our teachers receive one-to-one coaching through our coaching cycle, our students benefit from our small learning community with targeted interventions and support systems in place, and all the curriculum used at our school is Common Core aligned and rigorous.

**What data demonstrates this?**

Our weekly coaching is based on a cycle of observation and feedback, aligned to delivering essential content. Additionally, the JHHS leadership team provides targeted and differentiated professional learning for all staff, so that new teachers as well as experienced and veteran teachers are constantly refining their practice in service of all students. Additionally, our Teacher Career Path has been essential in promoting high-quality instruction. Teachers have been eager to apply to the program, and as a result, have conceptualized and utilized their data as a practice early on in their careers. Every year, teachers apply and this has helped in retaining quality teachers over the years. Our students receive multiple layers of support for their learning--teachers deliver standards-aligned lessons, consistently review student work for data to inform their practice, make themselves available minimally once a week for office hours for one-to-one tutoring, and identify students of concern in grade-level meetings with the emphasis on a collaborative, student-centered solutions approach. Additionally, the school offers a Learning Lab where students have a quiet space to do homework and follows up with parent meetings when students are not reaching class expectations in learning. The curriculum used is rigorous and standards-aligned. All teachers receive training in using their curriculum and have their respective Instructional Dean as an added layer of curriculum support.

**Which are the strongest features of teaching and learning, and why?**

Our Instructional Domains are used to gauge teacher effectiveness and instructional practices in our classrooms at JHHS. The Instructional Domains provide an expectation of common practice to facilitate peer and administrative observations. In-house instructional development and coaching is used to reinforce the teaching practices expected within our schools. Also, our partnership with the Relay Graduate School of Education has helped fortify the development of our instructional leadership skills that have the highest impact on student learning and development. Noteworthy is the use of the highly-effective Relay Graduate School of Education tool, Get Better Faster, which targets management and rigor goals for teachers. At the student level, the standards in the Instructional Domains serve to create a common instructional experience across classes and grade levels, norming valuable organization-wide procedures, rituals, and strategies.

**What aspects of teaching and learning most need improvement, and what action is being taken?**

As John Henry High School has adopted new math curriculum, College Preparatory Mathematics (CPM), we must ensure quality instruction and curriculum fidelity. We plan to have all teachers attend continuous CPM training and formalize a math department that meets weekly to review student data and share best practices.

**4. How effective is the assessment of student learning?**

Excellent: 5	4	3	2	Unsatisfactory: 1
--------------	---	---	---	-------------------

Evaluation: 4

**What are the strongest features of assessment?**

100% of our teachers create standards-aligned pacing guides in August each year, which provide them with a roadmap of how they will use their curriculum to teach mastery of all CCSS during their time with students. From here, we work together through a submission and feedback protocol utilizing backwards design planning to create our quarterly assessments and revise pacing guide drafts before the first day of each quarter. After each quarterly, summative assessment, all teachers participate in a data dive with an Instructional Dean where they use the results of the test to make changes to and inform their upcoming instruction.

The formative and summative assessment schedule is created prior to the start of every school year. Students are tested throughout each unit of learning and at the end of each unit of learning. Moreover, students are tested four times through Common Core aligned interims to check for content and standard mastery. In addition, teachers collect exit ticket daily to assess mastery of the lesson's objectives and plan the reteaching of the content. Students are also assessed using the lexile level set from Achieve3000 (our literacy program) to diagnose students' reading level at the beginning of the year, and are later assessed midyear and at the end of the year for growth. As teachers use this program with fidelity in their classrooms, student lexile levels should go up, with the goal of achieving a 1300 lexile level (which deems them college ready) by the time they graduate JHHS.

**What aspects need improvement and what action is being taken?**

At the moment, our data cycle has been working. With the addition of new curriculum we will be monitoring our data even more with an emphasis on cohort data. In addition, we will be working to create CCSS-aligned interim assessments in our math department to better monitor students growth over grades 9-12.

**5. How effective are the strategy and processes that you have implemented to ensure your school enrolls a diverse student population (i.e. representation of English language learners, students with disabilities, or of homeless status)?**

Excellent: 5	4	3	2	Unsatisfactory: 1
--------------	---	---	---	-------------------

Evaluation: 4

We have grown significantly over the years. Students are coming to us from different parts of the city. There are many ways that the opportunities our school offers have been communicated. For example, by means of flyers, church gatherings, and community events.

**What are the strongest aspects of efforts to a diverse student population?**

John Henry High School has increased efforts in recruiting students from all over the city. A lot of the students that enroll come to us through word of mouth. We have had an influx of English Language Learners due to parents sharing with each other information on the targeted services and small learning community that we provide. There are school memos sent to all families asking them to help in recruiting efforts. We have been lucky over the course of five years to build relationships with neighboring schools. For the 19-20 school year we partnered with Enroll WCC, uniting with other local charter schools in the area for recruitment and enrollment purposes.

**What aspects need improvement, and what action is being taken?**

We would like to increase the attendance at community events and networking with community stakeholders. We will also be conducting Open Houses in the Fall and Spring of this year. In addition, we are planning a culture week during each semester to celebrate our diversity, in addition to regular student surveys to ensure that all of our students feel welcome.



**6. How effective is the leadership and management of the school?**

Excellent: 5

4

3

2

Unsatisfactory: 1

Evaluation: 4

**How does your school monitor teacher and staff implementation of the school's curriculum, including its alignment with the California Common Core State Standards?**

There has been an addition of another Dean of Instruction to our leadership team to ensure teachers get through the coaching cycle, receiving feedback and coaching to improve practice. Our Deans of Instruction oversee the staff implementation of the school's chosen curriculum, including alignment with the Common Core State Standards through our coaching cycle, department meetings, Professional Growth Plan (PGP) process and lesson planning. The coaching cycle is a 6 week cycle of goal setting, observations, and debriefs. Deans of Instruction are expected to observe and debrief with teachers once per week in order to strengthen their instructional best practices. The PGP cycle utilizes Get Better Faster and the AMPS teaching domains to make formal year-long S.M.A.R.T. goals towards best practices in all aspects of the teaching profession. Finally, teachers submit weekly lesson plans in all subjects that are monitored for alignment of Common Core State Standards and our curriculum outcomes by the deans and principal.

**What steps are taken if school administrators and teachers are not effectively implementing the curriculum?**

Through the coaching cycle, the Deans of Instruction are able to efficiently determine the effectiveness of a teacher's implementation of curriculum. The observation and debrief cycle provides the teacher with coaching and support to reach implementation goals. If a teacher is unable to effectively implement the curriculum after a coaching cycle, the Professional Growth Plan formalizes the instructional goals of that teacher. Finally, if the teacher is still unable to effectively implement the curriculum through the Professional Growth Plan, other options such as co-teaching with modeling can occur.

**Which aspects of leading and managing the academic performance of the school work best, and why?**

With the addition of another Dean of Instruction, leadership is able to tier teachers and offer an array of coaching and support to their individualized needs and professional growth with a quicker turn-around. The creation of department leads has added another layer of support for all teachers as they can go to a peer and receive coaching from them as well. Lastly, our parents have expressed that they feel supported to have administrators from the community that are bilingual and bicultural to understand the needs and context of the community they serve.

Teachers are supported in improvement and growth through departmental professional learning communities, the Career Path, and our coaching cycle. Each teacher is a member of a department-specific professional learning community that meets weekly with their specific Dean of Instruction and department lead teacher to analyze classroom data and student work, draft cohort goals and ways to achieve them, and determine if previous cohort goals were met. Our Deans of Instruction have also started implementing the Relay Graduate School of Education framework to prepare and lead data meetings that measure student achievement of Common Core standards with their Instructional Leadership Team which includes department lead teachers. Amethod Public Schools also developed the Career Path Program which was designed by AMPS Teachers; it honors hard work and professional growth by allowing educators to advance professionally based on a comprehensive portfolio that demonstrates their effectiveness and impact on students. Lastly, as

mentioned previously, the coaching cycle helps teachers develop their best practices through an observation and debrief 6 week cycle.

**In what ways do the leadership and management of the academic performance need improvement, and what action is being taken?**

As the Deans of Instruction we train department leads on how to look at student work and data to inform teacher planning and practices, more development is needed in training all teachers around Common Core aligned lesson plans and assessment (both formative and summative) so as to obtain credible data. We are also working towards a systematization of data-driven practices like weekly department data meetings and continuous reflection on student work.

**7. How well does the charter school collaborate with parents to encourage active participation in their student's education?**

Excellent: 5      **4**      3      2      Unsatisfactory: 1

Evaluation: 4

Parents will often show up in high numbers to attend different meetings -- from school meetings to school board meetings--as they are empowered to voice their opinions in matters pertaining to their child's education.

**Which are the strongest features, and why?**

Our school, being a small learning community, thrives because our parents support our leadership, decisions, and their students' education. Parents of new students are required to attend a New Student Orientation workshop with their children. Through this workshop, we explain our school's goals, expectations, and policies. Parents are also invited to attend parent informational meetings where topics such as the college admissions process, UC's "A-G" requirements, and financial aid for higher education are discussed and presented. At JHHS we have an open door policy where parents often come to school to discuss their students' successes and challenges without an appointment. Administrators do as much as possible to accommodate these parents into their schedules. Overall, we promote parental involvement and encourage our families to provide valuable input into the planning that targets the achievement of all of our students.

**What most needs improvement, and what action is being taken?**

Building on our success with parental involvement, we want to push this valuable resource even further, instilling in all parents a greater understanding of academic programming at the high school level, and how programs related to options after high school will prepare students and parents to be ready for college. We are committed to holding informational sessions for all families to describe the high school curriculum alignment with A-G requirements, the college application process, and to allow for parental input through break-out sessions and parent surveys. We are looking to increase the percentage of parents expressing satisfaction with school outreach/orientation events.

**8. How effective are the methods and strategies by which your school assures that students with disabilities are provided a free appropriate education in the least restrictive environment and that English Language Learners are supported?**

Excellent: 5      **4**      3      2      Unsatisfactory: 1

Evaluation: **4**

All determinations about a student's placement are discussed and decided via the IEP process. The team convenes and discusses the IEP document and reviews other data that is collected to determine that the maximum education benefit is given to students. Though the entire document is essential in creating a full plan for student success, there are a few key portions of the document that ensure the team is considering a free and appropriate education (FAPE) for students in the least restrictive environment.

Our focus on the present level of performance provides a holistic view of the student, their strengths, preferences, interests, and areas of growth, as well as taking into consideration concerns for the parents' perspective. During this time, the team will also consider how the student is performing academically and if there are any language or social obstacles that are preventing access to learning. Health, dexterity, and the students' emotional and mental health needs are also taken into account. The team will also review data such as the PSAT and other

benchmark assessments, CELDT/ELPAC data (when applicable), student work samples, feedback from the general education teacher/staff and any other pertinent information that will be essential in determining if the placement is going to be best in serving the student. As an organization that is run with an inclusive model, we want to ensure that students have access to the general education.

The services portion of the document is where the team will consider when and how and where the services will take place to support the student.

Toward the end of the meeting, the team then takes the time to review the percentage of time the student will be in the general education setting versus pulled out for related services for the IEP. It is also required to acknowledge that if a student is being pulled from the Gen Ed setting, to consider the harmful effects in doing so. As a team, we must further certify that the plan is in fact FAPE and those services being rendered are within the least restrictive environment.

Our level one and level two English Language Learners are enrolled in an ELD class to assist in language acquisition. Teachers are required to note in their lesson plans how they will support students with IEPs and ELLs.

**Which are the strongest features, and why?**

We value parent input and opinions when developing a plan to support the student. Per code, parents and guardians are to be a part of the IEP team and process to determine what is best for the student. Therefore, we push to make sure that the parents are present and understand what is happening during the meetings to come up with the best plan possible. We also continue to monitor progress on the goals and will reconvene the team if additional concerns arise and review the IEP to see if changes need to be made.

**What most needs improvement, and what action is being taken?**

As our percentage of Els has increased, we are investing in more programs and curricula to better serve this student subgroup. All staff members receive training on how to best instruct our El students during integrated learning through teaching strategies that incorporate visuals and structured academic conversations.

**9. How effective is the governing board of the school?**

Excellent: 5	4	3	2	Unsatisfactory: 1
--------------	---	---	---	-------------------

Evaluation: 5

**How do you know?**

The AMPS Board of Directors is comprised of strong professionals with diverse backgrounds and skill sets. The Board actively seeks out individuals able to address the current needs of the Board. Currently, the Board has members with legal, finance, human resources, fundraising, systems management, and political/community organizing expertise.

The Board meets regularly, consistently has a quorum in attendance, and holds public meetings in compliance with the Brown Act. Moreover, the Board understands the community it serves. There is translation available at the meetings for our Spanish-speaking families and there is also a parent serving on the Board.

**Please describe the process for selecting your governing board members.**

*See the attached Bylaws for selection processes and committee formation processes.*

**Provide an example of an issue or policy that the board is working on.**

The board is in the middle of finalizing financing for the development of the Richmond middle school facility. Recently the board also updated the student-led zero tolerance for hate policy.

**What are the notable features of the governing board in the school?**

We have an ethnically, diverse board made up of members from both Richmond and Oakland. They are very involved in the community. As a recent example, many members presented at our school's first Career Day.

**How effectively does the governing board work with the school leader/s?**

School leaders make regular reports to the Board to share student progress. The Board also approves budgetary decisions over a certain amount and ensures the academic program in place is focused on driving student outcomes. Board members visit each site annually to interact with staff and students.

**10. How effective is the school at ensuring legal compliance?**

Excellent: 5	4	3	2	Unsatisfactory: 1
--------------	---	---	---	-------------------

Evaluation: 5

AMPS has been in operation for twenty seven years and has not had a negative finding in any external audit through that time. Since opening, JHHS has never received an external audit finding.

**What are the strongest features, and why?**

AMPS has strong internal financial controls and processes to ensure proper financial execution and oversight. Moreover, AMPS also contracts services out to Edtec, an experienced external back office accounting company who services charter schools with a comprehensive range of services in the areas of charter school finance, back office accounting, school data and compliance. Furthermore, the AMPS finance team meets every 1-2 months with sites to review budget actuals and ensure adherence to budget controls and limits.

We ensure legal compliance by attending best practices workshops for mandated reporting. We also make sure all our board policies are up to date.

**What most needs improvement, and what action is being taken?**

We are continuously improving our revenue collections and coding in a more timely manner from the sites. We are looking at getting our revenues direct deposited from the various agencies to streamline the process. This will help us with cash flow management and budget check ins throughout year.

**11. How effectively is the school managed fiscally?**

Excellent: 5	4	3	2	Unsatisfactory: 1
--------------	---	---	---	-------------------

Evaluation: 5

AMPS has been in operation for twenty seven years and, through the opening of six schools, has not had a negative finding in any external audit over its history.

**What aspects of the school's fiscal operations work best?**

Our budgeting process is comprehensive and collaborative, incorporating multiple stakeholders. We meet every 1-2 months with the finance team to review budget actuals, and begin discussing the upcoming year as early as January to identify needs and make the investments we need to make for our kids.

We have an experienced treasurer on the board, a finance committee, strong internal controls, and we provide for regular PDs on best practices in this area.

**In what ways can the school's fiscal systems or operations be improved, and what action is being taken?**

We are working to more accurately code expenses and revenues at the site level. This will help us have a clear picture of where we invest our money and areas we need to address. We have trained our site operations team members on the accounting codes and how to properly code various expenditures.

## Supplemental School Performance Data

Name of school: John Henry High School			Name of School Leader: Sylvia Flores		
<b>Special Populations</b>	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Number/Percentage of students eligible for <i>free/reduced lunch</i>	N/A	82%	87%	77%	82%
Number/Percentage of English Learner students	N/A	7%	7%	9%	13%
Number/Percentage of students with special educational needs (IEP)	N/A	4%	7%	8%	7%
Number/Percentage of students with disabilities (504 plans)	N/A	1%	1%	1%	1%
Number/Percentage of students in foster care	N/A	0	0	0	0
Number/Percentage of homeless students	N/A	0	1	2	9
<b>Demographic characteristics of students in current school year (2019-20)</b>	<b>Number/Percentage of Students</b>	<b>Discipline - prior school year ( 2018-19)</b>		<b>Suspension # of incidents</b>	<b>Expulsion # of incidents</b>
Hispanic or Latino of Any Race	312 / 95%	Hispanic or Latino of Any Race		17	0
American Indian or Alaskan Native	0 / 0	American Indian or Alaskan Native		0	0
Asian	4 / 2%	Asian		0	0
Pacific Islander	0 / 0	Pacific Islander		0	0
Filipino	0 / 0	Filipino		0	0
African-American	10 / 3%	African-American		6	0
White	0 / 0	White		0	0
Two or more races	0 / 0	Two or more races		0	0
Not reported	0 / 0	Male		21	0
Gender (PERCENTAGE MALE/FEMALE)	55% / 45%	Female		2	0
		Students with disabilities (IEP or 504)		2	0
		English Learners		3	0
		Total # of incidents		23	0

<b>Graduation Information</b>	2014-15	2015-16	2016-17	2017-18	2018-19
Graduation Rate of School's Enrolled 12 <sup>th</sup> Grade Students (enrolled start of yr / graduated end of yr)	N/A	N/A	N/A	100%	98%
Retention Rate (% of year's graduates who have been enrolled in the school since grade 9)	N/A	N/A	N/A	N/A	91%
Cohort Graduation Rate (CDE data, in years available)	N/A	N/A	N/A	82.1%	90%



<b>Post-graduation Plans</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>	<b>2018-19</b>
% of graduates planning to attend 4-year college	N/A	N/A	N/A	90	88
% planning to attend 2-year college	N/A	N/A	N/A	8	10
% planning to attend vocational/ technical training	N/A	N/A	N/A	0	0
% planning to join military	N/A	N/A	N/A	0	1
% planning to work exclusively	N/A	N/A	N/A	2	1

<b>Teacher Recruitment/Retention (as of September 30<sup>th</sup>)</b>					
	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>	<b>2018-19</b>
Total # of Teaching Positions (full and part-time positions each counted as 1)	N/A	10	14	18	18
% Teachers Newly Employed by School (full and part-time positions each counted as 1)	N/A	100%	50%	60%	50%
% Teachers Continuing Employment from Prior Year (full and part-time positions each counted as 1)	N/A	N/A	50%	40%	50%
Total number of teaching positions <u>currently</u> vacant (filled by a substitute/s; without a permanent and probationary hire)					0

<b>Student Mobility/Retention</b>					
	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>	<b>2018-19</b>
Total # of Students Enrolled (as of CalPADS reporting date)	N/A	125	198	257	320
Number/Percent of Enrolled Students Who Returned from Prior Year (as of CalPADS date)	#/% N/A	#/% N/A	#/% 109/87%	#/% 176/89%	#/% 193/87%
Number/Percent of Enrolled Students Who Departed School During School Year For Any Reason (as of last day of school, same academic year)	#/% N/A	#/% 16/13%	#/% 22/11%	#/% 36/14%	#/% 42/13% (as of last day of month prior to submission of charter renewal petition)

NOTE: The WCCUSD CSO will gather and evaluate 2014-19 SBAC data for All students, the top three ethnic groups at each school, Special Education and socio economic status plus two categories of English Language Learners (English Proficient / English Only and English Learners).

# Attachment

# B

## JOHN HENRY HIGH SCHOOL MATRIX OF CHANGES

Affirmations and Declaration	<ul style="list-style-type: none"> <li>• Updated to meet new legal requirements</li> </ul>
Element I	<ul style="list-style-type: none"> <li>• Updated to meet new legal requirements</li> <li>• Updated English Learner section to reflect new updates to the ELPAC</li> <li>• Updated definition of student eligible for protections under Section 504</li> <li>• Deleted references to old standardized tests and accountability systems (such as CSTs, CAHSEE, API/AYP) and replaced with updated references (such as CAASPP, CAST, California School Dashboard)</li> </ul>
Element II	<ul style="list-style-type: none"> <li>• Updated to meet new legal requirements</li> <li>• Deleted references to old standardized tests and accountability systems and replaced with updated references to reflect current tests such as ELPAC, CAST</li> </ul>
Element III	<ul style="list-style-type: none"> <li>• Deleted references to old standardized tests and replaced with updated references to reflect current tests such as ELPAC, CAST</li> </ul>
Element IV	<ul style="list-style-type: none"> <li>• Updated to meet new legal requirements</li> </ul>
Element V	<ul style="list-style-type: none"> <li>• Updated to meet new legal requirements</li> <li>• Removed references to NCLB highly qualified teacher requirements that are no longer applicable</li> </ul>
Element VI	<ul style="list-style-type: none"> <li>• Updated to meet new legal requirements</li> <li>• Inserted information on meeting standards for: <ul style="list-style-type: none"> <li>○ adopting a suicide prevention policy;</li> <li>○ stocking restrooms with feminine hygiene products</li> <li>○ requiring the provision of free or reduced price meals</li> <li>○ compliance with the California Healthy Youth Act</li> <li>○ adopting a Comprehensive Schools Safety Plan</li> </ul> </li> </ul>
Element VII	<ul style="list-style-type: none"> <li>• Updated to meet new legal requirements</li> </ul>
Element VIII	<ul style="list-style-type: none"> <li>• Updated to meet new legal requirements</li> <li>• Revised preference order for lottery</li> </ul>
Element X	<ul style="list-style-type: none"> <li>• Updated to meet new legal requirements</li> <li>• Inserted detailed procedures for suspensions and expulsions</li> </ul>
Element XIII	<ul style="list-style-type: none"> <li>• Updated to meet new legal requirements</li> </ul>
Element XV (old)	<ul style="list-style-type: none"> <li>• Removed “Public School Employer” element, as required by law</li> </ul>
Element XV (new)	<ul style="list-style-type: none"> <li>• Moved “Procedures for School Closure” up to Element XV (not XVI)</li> <li>• Updated to meet new legal requirements</li> </ul>
Miscellaneous Charter Provisions	<ul style="list-style-type: none"> <li>• Updated to meet new legal requirements</li> <li>• Updated to identify facility</li> <li>• Updated to reflect current fiscal state of the school</li> </ul>



JOHN HENRY  
HIGH SCHOOL

**AMETHOD PUBLIC SCHOOLS**~~**MPS:**~~  
**JOHN HENRY HIGH SCHOOL**

**CHARTER PETITION**  
SUBMITTED TO WEST CONTRA COSTA UNIFIED SCHOOL DISTRICT  
BY AMETHOD PUBLIC SCHOOLS  
FOR THE TERM JULY 1, 20~~20~~**15** THROUGH JUNE 30, 202~~20~~**50**

~~**AMPS: JOHN HENRY HIGH SCHOOL**~~

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**

**TABLE OF CONTENTS**

## Contents

AFFIRMATIONS/ASSURANCES	<u>65</u>
INTENT OF CHARTER SCHOOLS ACT	7
EXECUTIVE SUMMARY	8
Amethod Public Schools - Core Values	9
Results of Existing Schools – <u>Charter Renewal Criteria</u>	9
Amethod Public Schools-Campus Profile	10
Advisory Group	11
INTRODUCTION	13
MISSION STATEMENT	13
Vision Statement	13
AMPS: Student PATH Distinctions	13
Proven Results Serving The Community	13
California State Test (CST) Results Overview	14
ELEMENT I: EDUCATIONAL PHILOSOPHY AND PROGRAM	16
Whom The School Is Attempting To Educate	18
AMPS Instructional Domains	22
Jhhs Program Design Elements	22
Curriculum And Program	28
Professional Development	34
Plan for Students Who Are Academically Low-Achieving	39
Plan for Students Who Are Academically High-Achieving	42
Plan for Students With Disabilities	42
Plan for English Learners	53
ELEMENT II: MEASURABLE PUPIL OUTCOMES	61
Measurable Pupil Outcomes	62
Local Control Accountability Planning (LCAP)	64
ELEMENT III: OUTCOME MEASUREMENT	71
Student Assessments	71
External Reporting	75
Grading, Progress Reporting, and Promotion/Retention	75
Continuous Student Achievement Improvement Template	77
ELEMENT IV: GOVERNANCE STRUCTURE	79

Board of Directors	79
Board Meetings	79
Public Operating Principles	80
Governance Training	80
Board Meetings and Duties	81
Amethod Public Schools Management Team (Home Office)	82
Edtec- Back Office Accounting/ Business Operations	83
Board Authority	84
Family Participation	84
Complaint Procedures	85
ELEMENT V: EMPLOYEE QUALIFICATIONS	87
Process for Staff Selection	87
Teacher Recruitment	87
AMPS Up and Coming Leader Program (UCLP)	88
Leader Selection	88
Teacher Selection	90
Teacher Job Description	90
BTSA – Beginning Teacher Support & Assessment Program	91
Administration Assistant	91
Anti-discrimination Statement	91
ELEMENT VI: HEALTH AND SAFETY OF PUPILS	93
Procedures for Background Checks	93
Role of Staff as Mandated Child Abuse Reporters	93
Comprehensive Sexual Harassment Policies and Procedures	94
Immunizations	94
Medication in School	94
Facility Safety	94
Food Service	95
Nursing	95
Emergency Handbook (Policies)	95
Emergency Preparedness	96
The Family Educational Rights and Privacy Act (FERPA)	96
ELEMENT VII: RACIAL AND ETHNIC BALANCE	97
Target Population	97
Recruiting and Marketing	97
ELEMENT VIII: STUDENT ADMISSION REQUIREMENTS	99
Admission and Enrollment Process	99
Public Random Drawing	99
Lottery Procedures	100

Waitlist ranking	101
ELEMENT IX: ANNUAL AUDIT	102
ELEMENT X: STUDENT DISCIPLINE	103
Grounds for Suspension and Expulsion of Students	103
Enumerated Offenses	104
Suspension Procedure	111
Expulsion Procedures	112
ELEMENT XI: RETIREMENT SYSTEM	119
ELEMENT XII: PUBLIC SCHOOL ATTENDANCE ALTERNATIVES	120
ELEMENT XIII: RETURN RIGHTS OF EMPLOYEES	120
ELEMENT XIV: DISPUTE RESOLUTION	120
ELEMENT XV: PUBLIC SCHOOL EMPLOYER	121
ELEMENT XVI: PROCEDURES FOR SCHOOL CLOSURE	122
MISCELLANEOUS PROVISIONS	123
CONCLUSION	132
APPENDIX	133

**AFFIRMATIONS/ASSURANCES 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 60851~~ 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)(~~65~~)(0)]
- 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, ~~and who submit a timely application~~, unless the Charter School receives a greater number of applications than there are spaces for students, in which case ~~each application will be given equal chance of admission through it will hold~~ a public random drawing processto 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, or report card 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, e-petition for the JHHS school campus 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 petition, 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**

~~Amethod Public Schools, a 501(c) (3) tax-exempt nonprofit public benefit corporation, was founded in Oakland, CA in 1993 with the intent to create charter schools that produce academic results and reduce the achievement disparity that exists among the different student subgroups. The organization's flagship school, Oakland Charter Academy, is the oldest charter school in the City of Oakland, and 12th school chartered in the state of California. For over twenty years, AMPS has been serving thousands of Bay Area families with effective academic programs that produce life-changing results.~~ Amethod Public Schools (“AMPS”) is a 501(c)(3) tax-exempt nonprofit public benefit organization founded in 1993. AMPS, formerly known as Oakland Charter Academy Inc., was established to advance the academic achievement of disenfranchised middle school and high school youth from Oakland, CA. For over twenty five years, AMPS has proudly served thousands of Bay Area families with effective academic programs that produce life-changing results. The intent is to operate charter schools that produce academic results and reduce the achievement disparity that exists among the different student subgroups. AMPS now operates six schools in two cities, Oakland and Richmond. Founded in 2015, John Henry High School (“JHHS”) is the 6th charter school within the Amethod Public Schools (AMPS) charter management organization. The school is located in Richmond, CA. It is 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 the Charter School~~ 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 and procedures are~~ rooted in traditional values such as respect, responsibility, a strong work ethic, and community service. ~~These ideals are explicitly taught to every teacher, and subsequently to every student.~~ AMPS network campuses have become known for upholding these values, and ~~quite honestly,~~ this is a large component of what makes our system effective. ~~Our goal mission is to teach inner city students to be different and stand out from their neighborhood peers, many of whom do not see education as a viable option.~~ Students that are identified as and accept the label of “at high-risk,” can ~~subsequently~~ suffer from limited options in ~~life the future~~. 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, exposed to the concept of veiled racism and the~~

~~notion of low expectations, of minority students, so so as to be prepared them to challenge these tragic norms as they surface in their K-12 and post-secondary pursuits. patronizing acts and lowered expectations.~~

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 ~~complementary~~ ~~complimentary and~~ importance of parenting relationships to public education, and the reciprocal responsibilities. We encourage dialogue ~~between parents and educators to foster collaboration and positive outcomes, as they happen through discussions, presentations, and at times, disagreements.~~ Though it is difficult sometimes to demonstrate to families that come from lackadaisical school systems that demanding curriculum, high expectations, and personal responsibility are essential for a child's success, the Charter School's success and their child's development creates opportunities for further conversations.

~~It is our opinion that if teachers and administrators do not believe in and uphold high standards and a resolute approach to teaching inner city students kids, they and their students will fail. This is not acceptable.~~

~~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. to be able to achieve the same success as our sister campus. Over the past seven years, Oakland Charter High School has proven to be one of the top high schools for families and students in Oakland, CA. Oakland Charter High School opened in 2007 in the Eastlake District of Oakland, CA. Since its inception, OCHS has continued to grow in size and success. OCHS has remained at the top among highest performing high schools in the city of Oakland, and has maintained its position in the top ten highest performing high schools in the state with an Academic Performance Index score that has never dipped below the 920 mark.~~

The AMPS administration and staff have gained innumerable examples and lessons associated with the running of a high performing charter high school; ~~sometimes learned the hard way, but nevertheless gained.~~ As such, this charter petition reflects the lessons and best practices learned by the organization ~~after not only administering OCHS for over seven years, but also~~ through the over twenty five years of establishing and leading top performing charter schools.

~~Through the years, OCHS has promoted and prepared graduating classes to attend top tier universities throughout the country. A method Public Schools, John Henry High School looks forward to replicating the tremendous success of our OCHS campus and provide a small and successful high school campus to the residents of the West County.~~

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 21<sup>st</sup> 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 forgo forward with. Our One cannot “set” organizational values; these are attributes that we have identified as necessary for the strength of the organization through more than the 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 then retaining these people predisposed to the similar core values.

#### *Organization’s Core Values:*

1. Commitment to Distinction
2. Responsibility
3. Teamwork
4. Adaptability
5. Perseverance
6. Students First  
Students First
7. Be Adaptable
8. Persevere
9. Take Responsibility
10. Commitment to Distinction

### 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 five distinct~~ sites in the Oakland and Richmond areas. The established Amethod ~~s~~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 ~~OCHS’s students’ performance 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, ~~-RCA 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 will graduate its first class of college-bound seniors in 2018.

~~Benito Juarez Elementary opened in 2014 and currently serves 460 students. The Charter School's student population is composed of a 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. **Oakland Charter Academy (OCA)**, the flagship of the Amethod Public Schools organization, opened Oakland's first charter school in the fall 1994; then the fourteenth charter school authorized in the State of California. Oakland Charter Academy has not only survived, but progressed becoming a nationally recognized No Child Left Behind-Blue Ribbon School in 2008; the second public middle school serving under the authority of Oakland Unified School District to receive the distinguished award.~~

~~**Oakland Charter High School**, established in 2007, is currently the seventh highest performing high school in California outranking many high schools in the more affluent areas of California. Over 97% of our graduating seniors have been admitted to four-year universities through the past seven years.~~

~~Both of the Oakland campuses have exhibited phenomenal success as measured by California State Testing data. Currently, both the middle and high school campus hold an Academic Performance Index (API) above 900 and are at the top of the API and similar school rankings.~~

~~**RICHMOND CHARTER ACADEMY (RCA)**, established in 2012 middle School located within the boundaries of West Contra Costa Unified School District (WCCUSD) represents the organization's first school to operate outside of the OUSD umbrella. Currently the school, which is located in Central Richmond, is serving a 100% minority demographic and seeks to change the areas dismal academic record. In its first year of operation, RCA became WCCUSD's highest performing middle school with an API that exceeded 800 thereby making it the highest performing middle school, (grades 6-8), ever in the history of WCCUSD since the inception of the API and Public Schools Accountability Act of 1998.~~

### ***Amethod Public Schools - Campus Profile***

**JOHN HENRY ~~Oakland Charter~~ High School (Grades 9-12):**  
**1402 Marina Way S, Richmond, CA 94804** ~~345 12<sup>th</sup> Street Oakland,~~  
~~CA 94607~~



**JHHSOCHS opened in 201507**  
**API Score: 939 API Rank: 10 Similar Schools Rank: 10**

<ul style="list-style-type: none"> <li>- A <del>32550</del> Student Ppopulation</li> <li>- <del>99100</del>% Minority Sstudent Ppopulation (<del>9580</del>% Latino)</li> <li>- <del>6194</del>% Free and Reduced Llunch Rrate</li> <li>- Over <del>805</del>% of parents have not completed high school</li> <li>- <del>One of OCHS Became</del> the highest performing high school in <u>West Contra CostaOakland in 2009 with a 955 API</u> <del>Early College Program begins in 2008</del></li> <li>- First Graduating class (201<del>80</del>); 100% students <u>eligible forin</u> college (<del>935</del>% in 4 year iInstitutions)</li> <li>- <del>JHHS OCHS</del> expand<u>eds</u> to a 9-12<sup>th</sup> grade system in 201<del>70</del>-2018<del>1</del></li> <li>- 100% of student body takes <u>the SAT-w/</u> <del>Prep courses</del></li> </ul>	<p><del>100% College acceptance rate (2010)</del></p> <ul style="list-style-type: none"> <li>- <del>JHHSOCHS</del> Received a 6 year WASC Accreditation in 201<del>92</del>.</li> <li>- <del>JHHSOCHS</del> is a member school of the National Honor Society</li> <li>- <u>Increased Advanced Placement participation by 3x the amount of the previous year100% of 11<sup>th</sup> grade students enrolled in Advanced Placement (AP) classes in 2009.</u> <del>Advanced Placement Passing Rate is 76% (Higher than state and national norms</del></li> <li>- <u>Growing sSports pProgram added in 2008)– (Boys &amp; Girls Basketball, Cross Country, Girls Volleyball, and Rugby, Boys &amp; Girls Soccer)</u></li> <li>- <del>CHS becomes the 4<sup>th</sup> highest performing High School in the state of CA.</del></li> <li>- <u>Four All graduating classes since opening Over 90% of graduating seniors have been accepted to a 4-year college since we were foundedover the years with 95%+ college acceptance.</u></li> <li>-</li> </ul>
---	--

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,</i>  <i>Pomona</i>  <i>California State University, Hayward</i>  <i>California State University, Long Beach</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></p>
---	--

<p><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>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>
--	---

**Advisory Group**

The Advisory Group for this petition is composed of individuals who are committed to lending their advice and expertise to in the founding of this petition and John Henry High School by communicating with offering advice and expertise to the AMPS administration on an ongoing basis. The JHHS Advisory Group consists of:

~~DR. MIGUEL MOLINA~~- Mr. Molina currently serves as Associate Director of Admissions for Sacramento State University where he has worked for nearly 20 years. Mr. Molina has over twenty-five years of experience working with students who are seeking enrollment to the California State and University of California Systems. Mr. Molina has served as an evaluator for the Puente project and for the educational opportunity program and Services (EOPS) program for the CSU system. In his current position, Mr. Molina has served the California Community College Transfer Center out of San Joaquin Delta College in Stockton CA for over 27 years with the purpose of assisting first-generation college students to transfer to the four year university system. Miguel received his undergraduate degree in English and Graduate Degree in School Counseling from Sacramento State University and his doctoral degree in Educational Leadership Program at Sacramento State University.

~~JOE PARTIDA~~- Principal owner of Partida Benefits & Insurance located in Oakland California. The insurance brokerage agency has been in business for over 30 years specializing in employee benefits for small businesses in the San Francisco Bay Area. Offering health, dental, vision, life, supplemental and retirement plans for employees of small businesses and self-employed business owners. Active in the Hispanic business community for over 25 years, has served on numerous boards and committees eventually becoming the board Chair/President. Former Chairman of the California Hispanic Chambers of Commerce (CHCC). Former President of the Hispanic Chamber of Commerce of Alameda County and the Hispanic Chamber of Commerce of Contra Costa County. Served as Northern Regional Chair for the California Hispanic Chambers of Commerce twice, in addition convention Chair at the Oakland and Concord annual conventions. As Chair of Chamber Development assisted in organizing eight local Hispanic Chambers of Commerce in Northern California. Created the current CHCC Foundation Chamber Development Educational program for local Chambers. Served on the advisory board for the West Contra Costa Business Development Center. Advisor to various local merchant associations in the Bay Area.

**SHAWN BROWN**- Mr. Brown is an executive skilled in Banking, Trading Operations and Data Processing Systems with a strong background in Private Banking, Marketing, Planning, Budgeting and P & L Management with a demonstrated record of developing and implementing solutions to multidimensional complex operational issues. Currently, Shawn serves as a Director for Bank of New York Mellon as a capital markets expert focused on managing the complexities of wealth for affluent families, foundations and institutions; particularly ones with wealth transfer concerns or philanthropic intentions. Mr. Brown Developed and conducted corporate planning and strategy meetings in addition to having overall responsibility for operations, management and P & L.

**SAM TSITRIN**- Currently he serves as a teacher and Data Coordinator for the Amethod Public School system where he has worked with system over 7 years. Mr. Tsitrin has served as a Research Assistant in the Space Sciences Laboratory at the UC Berkeley where he conducted independent and team research and analysis of interstellar and cometary dust grains. Implemented and developed. Sam also worked as a USRP Intern at NASA Goddard Space Center in Maryland conducting research in the Astrochemistry Laboratory on Lab simulated Protosolar Iron Silicate Grains for analysis. Most recently, he served as the Director of Oakland Charter High School in 2010 and is currently a member of the Instructional Leadership Team for Amethod Public Schools and is currently finishing his Master Degree in Physics at San Francisco State University.

**STEVE CAMPO**- Steve Campo is President & CEO of Edtec, a back office 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. Steve is an experienced executive for venture-backed technology companies and an attorney. Steve's prior experience in the education field was at LeapFrog Enterprises, a leading educational technology company with computerized curriculum in over 100,000 classrooms nationally. A member of the bar in California and Illinois, Mr. Campo began his career as a corporate and securities attorney with major Chicago law firms including Jenner & Block, during which time he undertook numerous pro bono engagements through a legal services clinic. Steve holds a JD from Georgetown University and a BA from the University of Pennsylvania

## 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 by focusing on providing rigorous state-aligned academic programs, accountability, and excellence by providing an educational program that reinforces 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. of their birth; We believe that and that all children are capable of growing their ability and learning when provided with the right conditions.

### AMPS: Student PATH Distinctions

~~The AMPS PATH Distinctions are the guiding principles that our schools and students follow throughout the year. They set the school culture and . They are the guide theing perspective of all AMPS students. The AMPS: Student PATH Distinctions are posted at every school and are unpacked and explored elaborated on during through the entire year, embodying the and embodies what traits that we have identified as necessary for inner city students to thrive continue throughout their college years and professional lives.~~

- P:** Perseverance & Persistence
- A:** Academics & Adaptability
- T:** Togetherness & Teamwork
- H:** Honor & Hard Work

### Proven Results Serving ~~t~~The Community

A method 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 university school system.

JHHS has benefited from having a strong feeder school system with connection to the AMPS: Richmond Charter Academy middle school campus, the highest local middle school, and will further benefit from the recently founded Benito Juarez Elementary School campus opening fall 2014. The middle school focuses on preparing students, many of whom are low income, first generation American 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:As pointed out by the analysis, conducted by the Cambridge Education Group, of the Amethod Public Schools- organization, as part of a renewal process and organizational study:

*... [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 followsis the following:**

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

**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 7.676-75% of students who receive Special Education services. This**

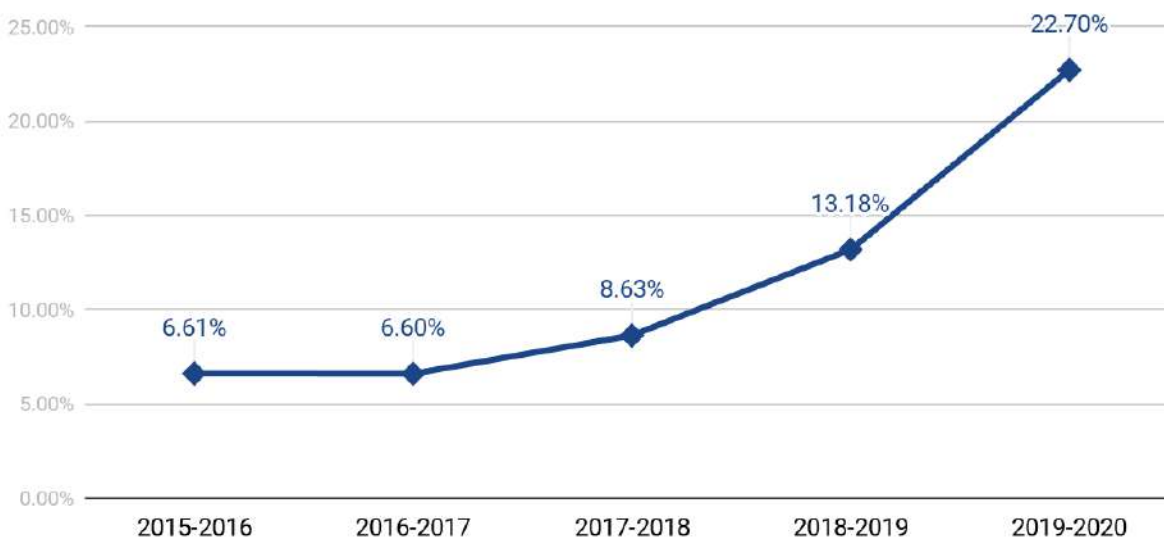
number has remained steady throughout the five years in operation:

	<u>2015-2016</u>	<u>2016-2017</u>	<u>2017-2018</u>	<u>2018-2019</u>	<u>2019-2020</u>
<u>Percentage</u>	<u>4.13%</u>	<u>6.60%</u>	<u>7.91%</u>	<u>6.75%</u>	<u>7.67%</u>

**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) State Test (CST) Test Results Overview**

While the JHHS campus will be opening under the new California Common Core instructional framework and subsequent state assessment systems, the following data chart illustrates JHHS' results over the past three years. comparisons of the existing AMPS: Oakland Charter High School (OCHS) data results highlights the measurable success in overseeing an inner city high school charter school campus. John Henry High School will replicate the OCHS model.

The following tables (IA-III) illustrate and compare the performance of the AMPS: Oakland Charter High School (OCHS) campus that has been in operation since 2007 serving the Oakland community and that will serve as the replication model for JHHS campus.

- **Table IA:** illustrates the percentage of OCHS students who are performing at Proficient and advanced levels in English. As you can see by the table, OCHS is different than district and state numbers in one key area. Unlike most of the comparisons, the longer a student remains at OCHS, the better the student performs in English.
- **Table IIA:** compares the number of proficient and advanced students in the areas of math and sciences to those of the county, district, and state.
- **Table IIIA:** compares the academic performance Index score to those of the district and state for all public high schools.

**Comparison 2013: Total percentage of Proficient and Advanced level students**

Proficient/Advanced Percentages (2013) Table IA

CST-English	9 <sup>th</sup> Grade	10 <sup>th</sup> Grade	11 <sup>th</sup> Grade
State (CA)	54%	45%	43%
Contra-Costa County	68%	59%	53%
West Contra Costa Unified	44%	35%	30%
Oakland Charter High School	86%	92%	100%

Source: California Department of Education

**California State Test (CST – Math / Science Results Comparisons) (High School)**

Proficient/Advanced Percentages (2013) Table IIA

Math / Science	State	Contra-Costa County	WCCUSD	OCHS
Geometry	27%	34%	11%	94%
Algebra II	31%	34%	8%	86%
Summative Math	54%	59%	27%	85%
Earth Science	33%	44%	N/A	97%
Biology	46%	57%	29%	92%
Physics	49%	68%	34%	100%

Source: California Department of Education

**Comparison 2012 API Scores (AMPS & WCCUSD High Schools)**

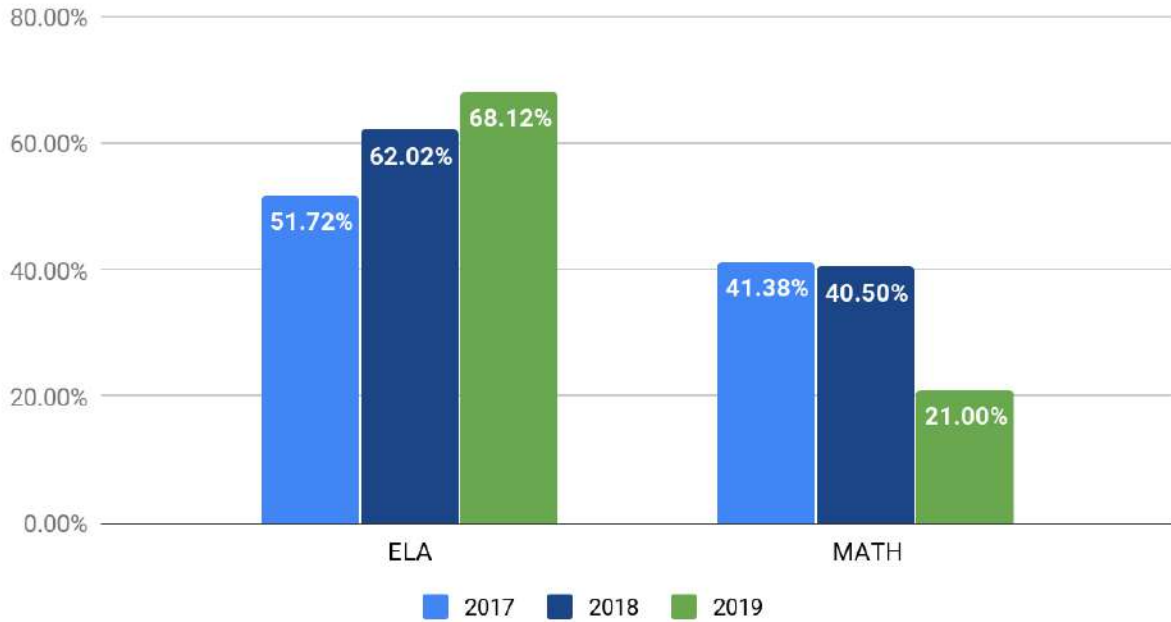
Table IIIA

	Base API (2013)	2013 State Rank	2013 Similar Schools Rank
Oakland Charter High School	956	10	10
Richmond High School	584	1	1
Kennedy High School	544	1	2

Source: California Department of Education.

**Chart 1 -**

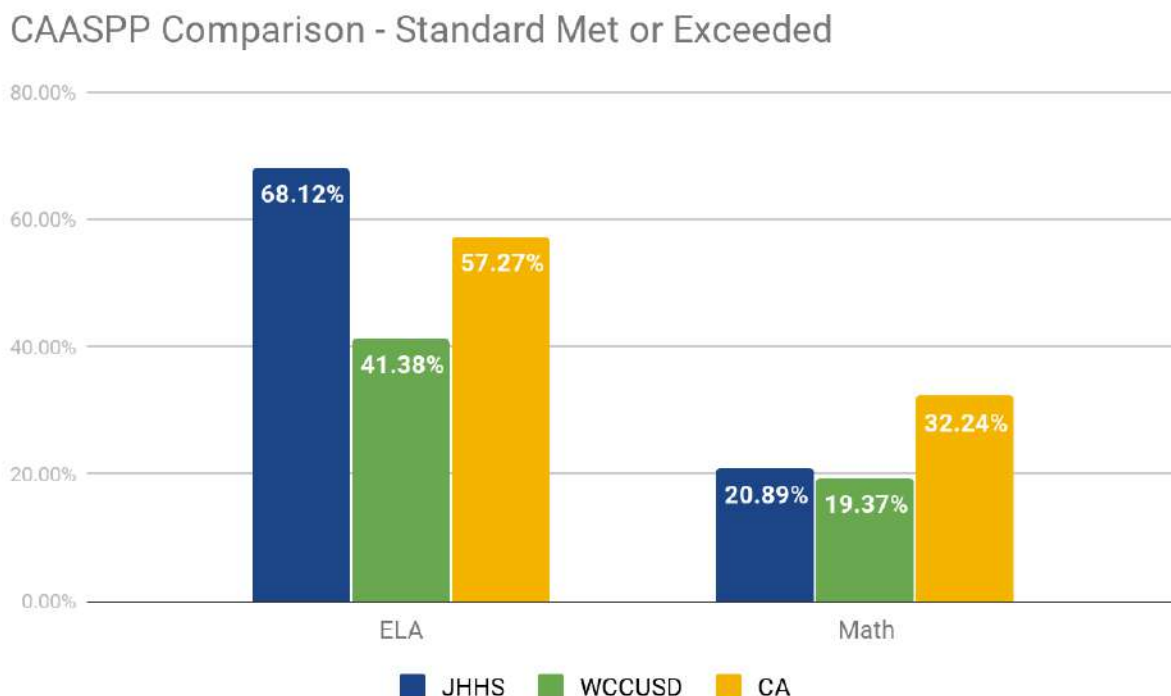
### CAASPP - Standard Met or Exceeded - JHHS



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



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

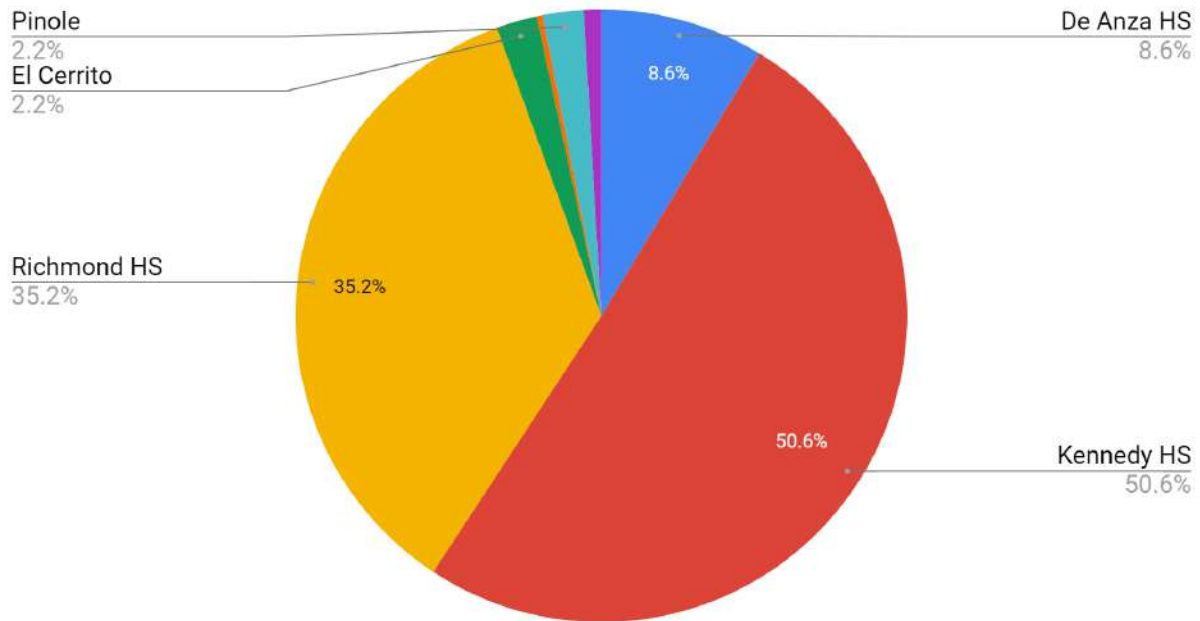


The below tables represent the same CAASPP Standard Met or Exceeded data broken down by the four levels of achievement for 2019.

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%

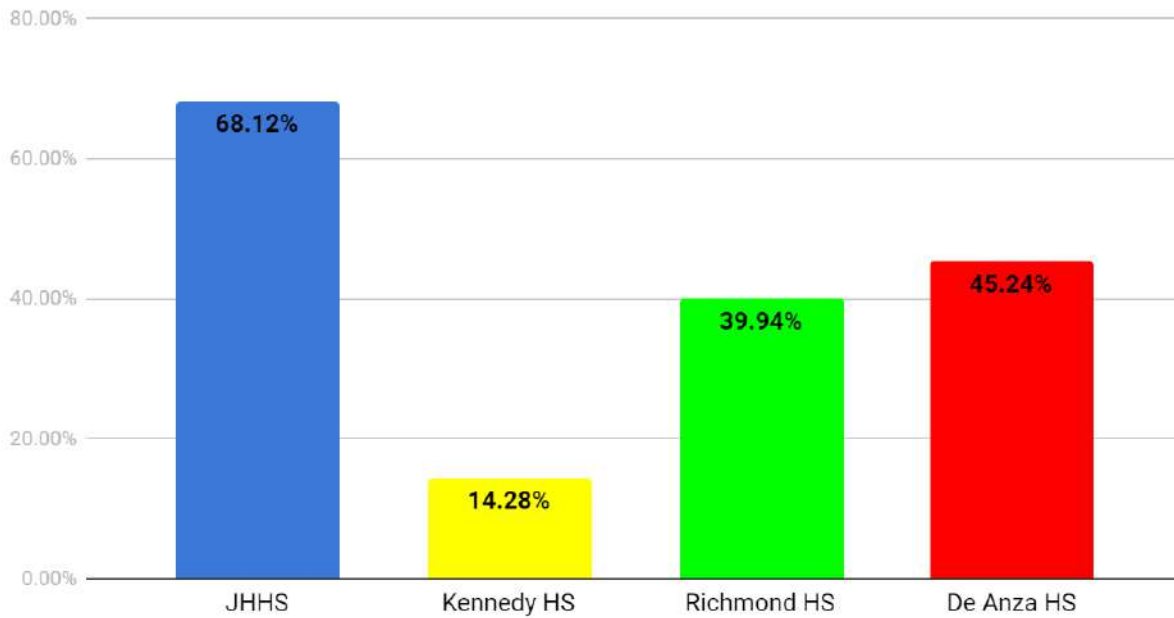
Chart 3 - The below pie chart (Chart 3) illustrates the student population of John Henry High School represented as percentages for the schools that pupils would otherwise have attended.



**The below data charts (Charts 4A and 4B) illustrate CAASPP “Meets or Exceeds Standards” Comparisons between John Henry High School and the schools that pupils would otherwise attend for the 2018-2019 school year. Schools that were not statistically relevant have been omitted.**

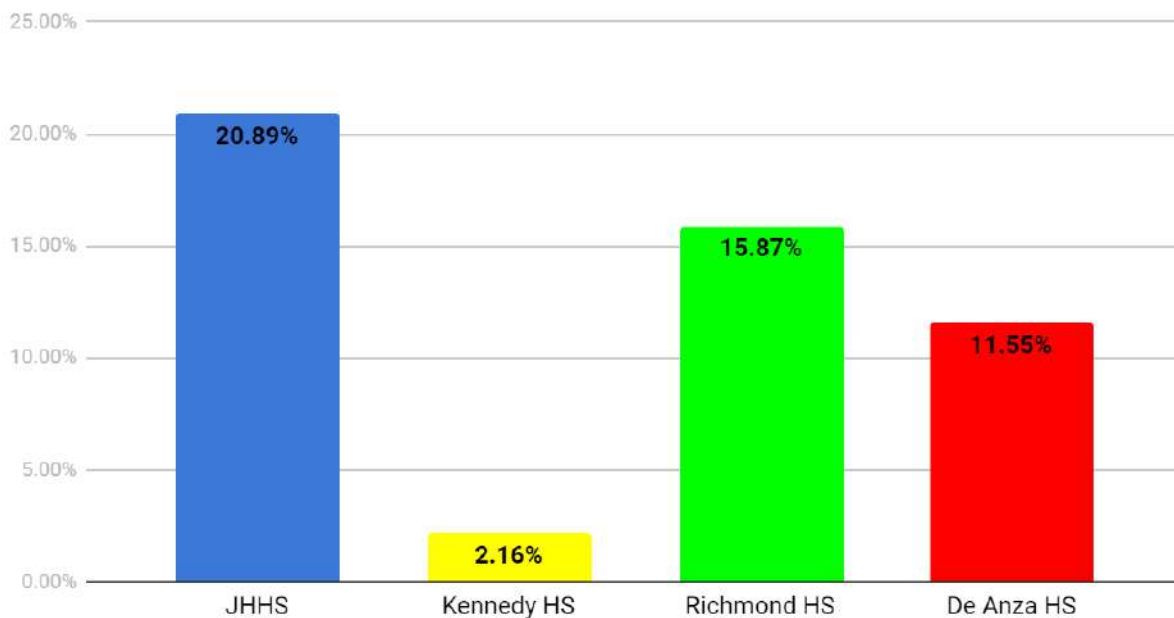
**Chart 4A - The below data chart illustrate CAASPP “Meets or Exceeds Standards” comparisons in ELA for 2019 between John Henry High School and the schools that pupils would otherwise attend. Schools that were not statistically relevant have been omitted.**

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~~~~we are~~ offering a wider 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** - ~~A description of t~~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.*

*~~A description, for the charter school, of~~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, ~~a description of~~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. ~~This America's success; however-~~ ~~€~~The current disparity among poor and minority children's academic performance should now be considered a crisis and a major concern to the country's future.

Amethod Public Schools, 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 ~~first school,~~ instructional ~~practices~~ ~~ecess,~~ and effective classrooms. Robust learning depends on a rigorous standards-based curriculum as the foundation ~~,~~ ~~and~~ teachers that actively engage students in an inspirational manner ~~,~~ ~~that leads to academic success through 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 ~~,~~ ~~and~~ college-prep environments when provided with ~~a~~ high expectations ~~,~~ 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 21<sup>st</sup> 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~~ ~~trained~~ 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 ~~-ed~~ backed instructional strategies and effective teaching.

### ***Instructional Program Overview***

Our faculty will adhere to Amethod Public Schools Instructional ~~Domains~~ ~~Practice Framework~~ which guides the instructional standards and expectations for each JHHS classroom. ~~(See Appendix-XX)~~. ~~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,~~ ~~t~~The Amethod Schools Instructional ~~Domains~~ ~~Standards~~ are a compilation of desired best teaching practices and ~~standards domains aligned to~~ ~~summarized with~~ common measures of student success. The ~~Instructional Domains~~ ~~standards~~ 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 ~~and research~~ have also influenced the Instructional Domains standards for the organization.

~~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, a~~ academic learning at JHHS will be driven by the AMPS ~~Network~~ 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 s and accelerated groups are used to ensure all students are challenged and supported at their individual learning levels.

*~~(The AMPS Instructional Domains canould be found in the appendix section under the Instructional tab)~~*

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 includes s 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 ~~to~~ be prepared for the college experience, especially in light of the recent data from the California Department of Education School Dashboard (20182), which that ~~indicates that less than 5010% of students in living in poverty graduate from California are prepared for college and career high schools having met the eligibility requirements of the UC and/or CSU systems.~~<sup>1</sup>

~~Moreover, empowered communities, families, and educators will develop a consciousness about the obscure messages that exude low expectations and excuses which are pervasive in many institutions, including public schools, and the messages they convey to inner city students. As such, JHHS will conscientiously coach families and students to get past the non-measurable topics of focus in academics; and become accustomed to scrutinizing quantifiably measured perspectives in the academic forum.~~ Students should develop an understanding that education is imperative for their future, and where 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 college attendance, in addition to program rules and procedures that cultivate an environment for scholarly success. It is our 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, the AMPS Oakland Charter High School, that has been one of the top performing high schools in the state and country over the past seven years.

---

<sup>1</sup> California Department of Education: *Data Quest 2012 State Report* ([www.cde.ca.gov](http://www.cde.ca.gov))

**AMPS: ~~Five Seven~~ Successful Strategies**

The school’s work will be organized around ~~five seven~~-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 ~~and performance data over the past seven years~~. John Henry High School will replicate the ~~se~~ 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;  
~~Instructor rotations;~~  
~~Daily Advisory Periodsies.~~

**Whom ~~t~~The School Is Attempting To Educate**

John Henry High School ~~is will be~~ 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 ~~s requirements~~.

~~JHHS~~The Charter School seeks to enroll ~~s~~ 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~~Charter School is ~~to be~~ located. ~~More specific,~~

~~t~~The student population served by JHHS ~~reside primarily in the cities, which is and that are characteristic of~~ Richmond and San Pablo ~~area and is, is comprised of demonstrates a community that is~~ predominantly low income, immigrant, and ~~communities minority populations~~ who have been traditionally underserved by local public schools. While open to all students, JHHS ~~will~~ make a substantial effort ~~s~~ to recruit ~~the~~ underserved, low-income students in the school’s target service area ~~of Richmond, CA. JHHS’s target school population is predominantly academically low income, first generation college going students, and non-native English learners.~~ As such, the school’s student population may contain a significant number of ~~newcomer~~ students ~~of color~~, and students at risk for dropping out. ~~The following tables indicate the local target community’s student population.~~

~~Table 1B provides demographic data of the local school district and JHHS target student population, compiled by the California Department of Education, while Table 2B provides the percentage of low income families, labeled as Free and reduced lunch groups by the department of education.~~

**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-12<sup>th</sup> 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%



**WCCUSD Student Enrollment**

West Contra Costa Unified School District has enrolled a total of 28,45730,087 (20182) students in the K-12<sup>th</sup> grade system in which Latinos make up roughly half of the entire multi-city school district. Those student populations are represented in percentage totals below:

*Table 1B*

<b>Ethnicity</b>	<b>Enrollment</b>	<b>Percent of Total</b>
<b>American Indian or Alaska Native</b>	<b>67</b>	<b>0.2%</b>
<b>Asian</b>	<b>3,210</b>	<b>10.7%</b>
<b>Native Hawaiian or Pacific Islander</b>	<b>210</b>	<b>0.7%</b>
<b>Filipino</b>	<b>1,662</b>	<b>5.5%</b>
<b>Hispanic or Latino</b>	<b>14,508</b>	<b>48.2%</b>
<b>Black or African American</b>	<b>6,824</b>	<b>22.7%</b>
<b>White</b>	<b>3,493</b>	<b>11.6%</b>
<b>Two or More Races</b>	<b>57</b>	<b>0.2%</b>
<b>None Reported</b>	<b>56</b>	<b>0.2%</b>
<b>Total</b>	<b>30,087</b>	<b>100%</b>

**WCCUSD (Sub-Groups)**

*Table 2B*

<b>Subgroup</b>	<b>Total Number of Students</b>	<b>Percent of Enrollment</b>
<b>English Learners</b>	<b>9,822</b>	<b>32.6%</b>
<b>Free/Reduced Price Meals</b>	<b>19,759</b>	<b>65.7%</b>

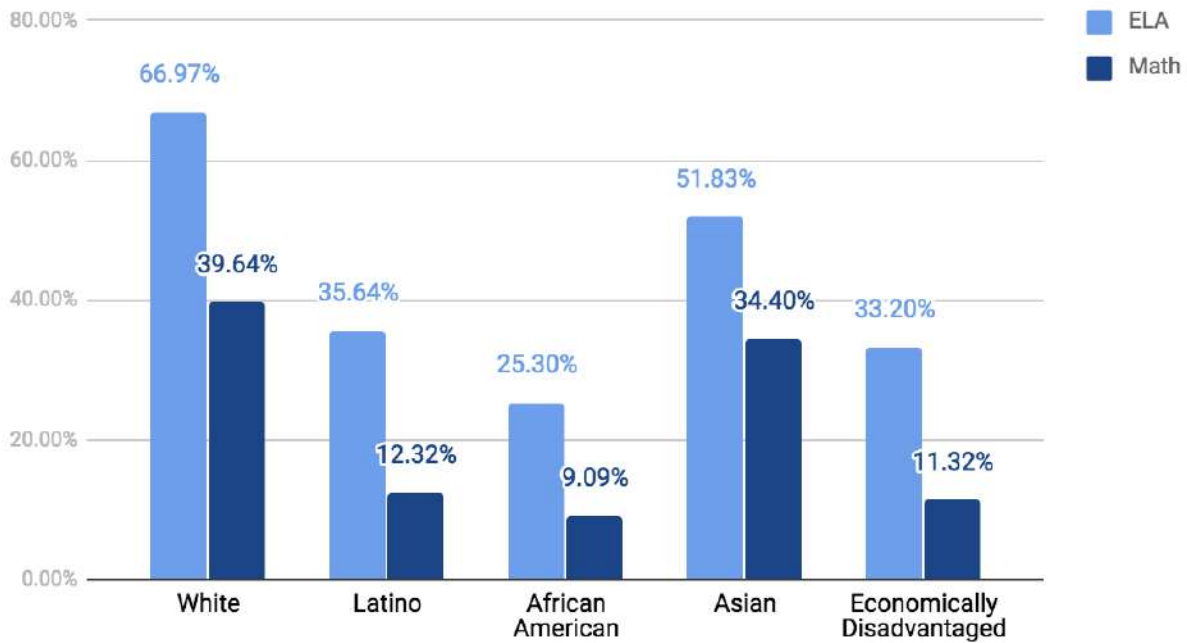
**West Contra Costa Unified School District (Demographic and Performance correlations)**

The following graph (*Table 23B*) demonstrates the existing achievement gaps that are evident among WCCUSD student populations. African American and Latino subgroups, which make up approximately 68.70% of the WCCUSD population, are performing well below the academic achievement rate of the Asian and White populations.

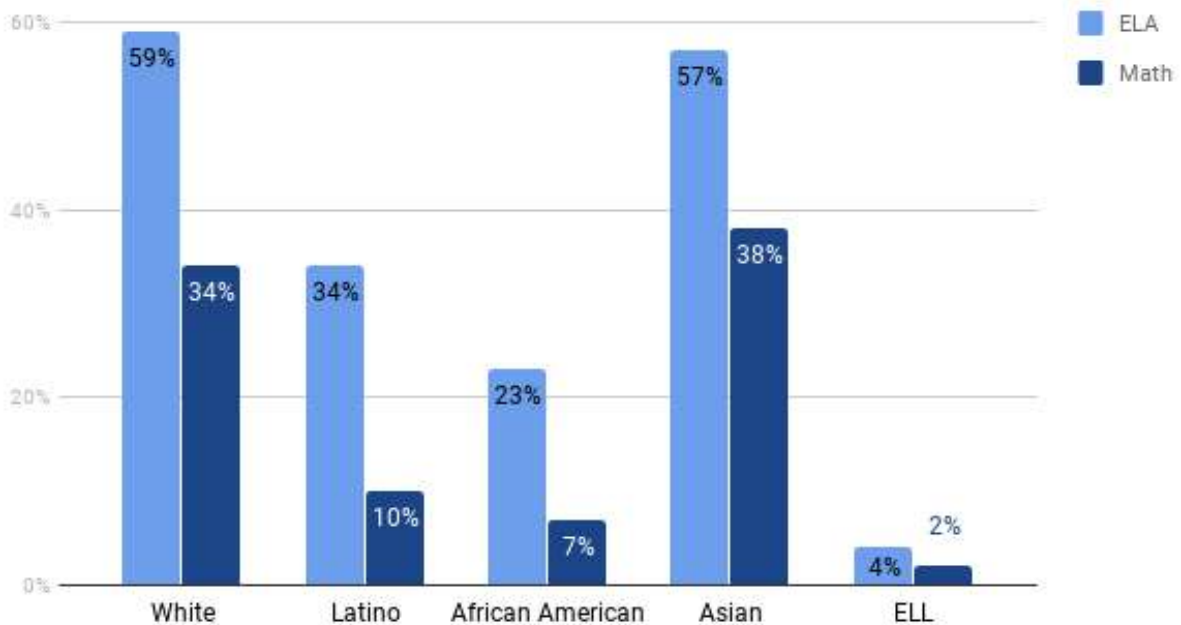
Source: California Department of Education, (<http://www.CAASPP.CDE.CA.GOV/SB2018>)*ed-data.k12.ca.us/*)

Table 2B - Met or Exceeded Standards

### WCCUSD - Subgroup Performance - 11th Grade SBAC (2019)



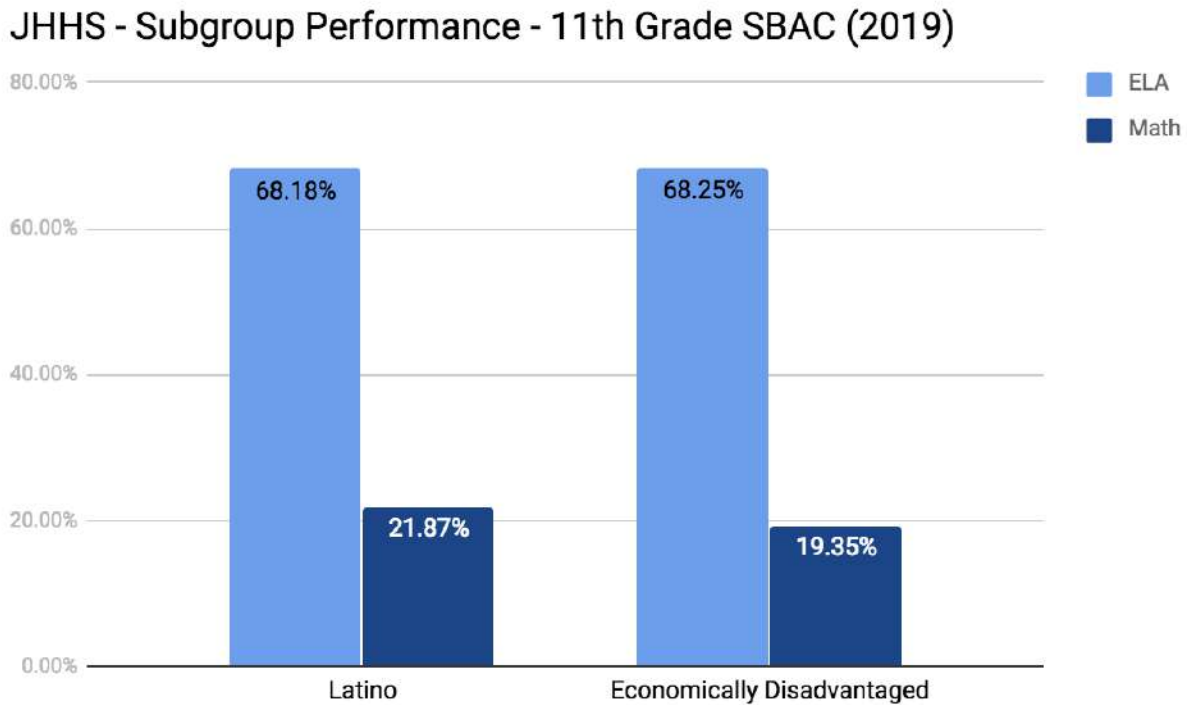
### WCCUSD - Subgroup Performance - 11th Grade SBAC (2018)



According to the state data detailed above; 66.897% of the district's Economically Disadvantaged English Language Learner (ELL) population, WCCUSD's third largest subgroup, failed to meet or exceed standards in English in 2019 grade level standards in Math in 2012, and

upsettingly, 88.6894% of Economically Disadvantaged LL students failed to meet or exceed grade-level standards in English. Furthermore, 72% of students who live below the poverty line are not at grade level, according to the state exams, in English Language Arts. 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. Richmond Charter Academy middle school, specifically the Latino and low income subgroups have thrived within the AMPS model scoring at an API score above 800 over the years.

Table 3B - Met or Exceeded Standards



**WHAT IT MEANS TO BE AN EDUCATED PERSON IN THE 21<sup>ST</sup> 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 the English language artss, 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, knows how to learn 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, intellectually prepared, and self-motivated individuals who are committed to personal responsibility and continued learning. The ability to orient and 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 path way out of generational poverty and generational disparity. Data from the US Census Bureau indicates that college graduates will earn far more money over their lifetime than non-college graduates. 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.<sup>2</sup> Furthermore, poor and minority groups are severely 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%).<sup>3</sup>

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 or economic standing or any other demographic, it is our task to instill in our students a desire to achieve so as to become a productive members in their communities.

To this end, JHHS students are will be encouraged to welcome challenges, developing a persistence in solving problems, be willing to try new strategies, show initiative in seeking out information, and strive to seek to understand others' perspectives and ideas to -so that they can- 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 to place issues and information in order to study or examine the data, draw conclusions, and solve problems.
- **Disposition:** An Individual People 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, and free from marked extremes of thought overly emotional judgments in problem solving.

---

<sup>2</sup> US Census Bureau Report (2009)

<sup>3</sup> Public Policy Institute of California (2007): [www.ppic.org](http://www.ppic.org)

- **Lifelong Learner:** This person is the culmination of all of the previous points ~~addressed above~~. 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, articles, etc. is potentially vital knowledge.

It is ~~our the~~ objective ~~of this Charter School~~ 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 sustain longevity and can eventually flounder or prove unsustainable. Our schools do not ascribe to idealistic or subjectively based educational practices. ~~and i~~ Instead, we use data and analysis as the guiding standards to our methodology. We collect and evaluate achievement, grade performance, ~~and non-academic data such as~~ attendance, and suspension ~~data s~~ to measure the effectiveness of the ~~school's Charter School's~~ overall performance. ~~One of the core concepts for our methodology is to, at every grade level, increase instructional minutes in core content subjects such as math, science, and English to assure that a deep practice of the content is reached.~~

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 that and this has~~ resulted in chaotic campuses, school safety issues, ~~burned out~~ faculty burnout, and meager student performance. Learning best occurs when the teacher is organized ~~and~~ engaging, constantly assessing and capturing student attention, ~~all the~~ while utilizing commanding the curriculum and commanding the management of the class. We assert that proper classroom procedures, ~~practice~~ and a sound discipline policy are essential to effective teaching and learning. Inexperienced or laissez-faire teachers tend to be fearful of allowing students to share responsibility for the class. ~~Indeed, many students will behave irresponsibly when given too much latitude while some students, when given a choice in the matter, will choose to not work at all.~~

#### **AMPS Instructional Domains**

The AMPS Instructional Domains serves 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 through the territory, structured ~~and around~~ 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

*(See AMPS Instructional Domains in the Instructional tab in Appendix section)*

### ***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. ~~JHHS will have some unique attributes tailored to the needs of the families and students of the Richmond area.~~

AMPS schools are small with a targeted population of approximately 60-~~120~~180 students per grade level ~~at the secondary level.~~ ~~The s~~Smaller schools create an *extended family* feel, ~~community~~ where each student is known personally, ~~and cracks in the academic and social fabric will be minimized.~~ Research shows that small schools allow students and teachers to develop intensive, long-term relationships that enable better conditions for teaching and learning. JHHS ~~will~~ 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 ~~will~~ makes a concerted effort to encourage ~~our~~ families' to support student learning ~~by and~~ development in 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 ~~a~~Advisory period during the regular school day. The ~~a~~Advisory period will ground students in the elements of independent ~~planning and, grade-level responsibilities towards planning for~~ life after high school. ~~and self-study that will guide them through a continuum of regularly monitored projects to a successful student-initiated senior project.~~ 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. ~~This learning plan will be written by the student with the guidance of the Advisory Teacher and the Dean along with the feedback of the parent(s)/guardian.~~ Throughout the school year, and at JHHS at the beginning of every grade, the learning plan will be revisited, and potentially revised, as the student develops.

See the following ~~t~~Table describing the JHHS Advisory Program in further detail.

Advisory Year	Description
---------------	-------------

<p><b>Year One Advisory (9<sup>th</sup> Grade Freshmen)</b></p>	<ul style="list-style-type: none"> <li>● 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).</li> <li>● Start a Student portfolio.</li> <li>● Assign high interest material relating to individual student interest in career fields of Engineering, math, English and technology.</li> <li>● Discuss appropriate use of technology as a research tool for class projects.</li> <li>● Discuss interrelationship of course work (English as it relates to math, science, etc.).</li> <li>● Discuss working as a team, taking equal responsibility for work, and sharing success.</li> <li>● Create and evaluate possible long-term goals and projects. List possibilities without criticism or narrow focus.</li> <li>● Assign small project (set up for success) involving the tutorial group. Monitor over life of project. Make sure it is headed for success.</li> <li>● Discuss the negative impact of the use and abuse of alcohol, tobacco, and drugs in college.</li> </ul>
<p><b>Year Two Advisory (Sophomores)</b></p>	<ul style="list-style-type: none"> <li>● Review first year. Review portfolio.</li> <li>● Set goals to address individual deficiencies (i.e., plan to eliminate tardies, explore strategies for student/teacher interaction).</li> <li>● Introduce industry level standards and goals and their relevance to academic goals.</li> <li>● Industry representation will meet with teacher and student to discuss needs of industry and responsibilities of student.</li> <li>● Engage students in creating criteria for succeeding in the workplace as well as the classroom.</li> <li>● Introduce college courses.</li> <li>● Look at last year’s long-term goals and projects list and add or eliminate as appropriate.</li> <li>● Create collaborative assignment that is long term but continually monitored.</li> </ul>
<p><b>Year Three Advisory (Juniors)</b></p>	<ul style="list-style-type: none"> <li>● Connect with business community members to present to students.</li> <li>● Review appropriate professional presentation (i.e., dress code, manners, responsibilities, vocabulary building [specific to needs of the particular business], introductions, oral <u>communication</u> skills, job interview, and role-playing).</li> <li>● Engage students in hypothesizing, deducting and formulating ideas so that questions to experts come from a deep reservoir of understanding, not superficial knowledge.</li> <li>● Work on individual skills appropriate to each student’s internship.</li> </ul>

	<ul style="list-style-type: none"> <li>● Review and assess last year's goals. Review and assess portfolio.</li> <li>● Review project ideas and add or subtract from it.</li> <li>● <del>Assign individual third-year project. Monitor week by week</del></li> <li>● College awareness including mock applications, college visits, and accessing university web sites.</li> <li>● By end of year, select senior project. Project will be geared to challenge the student and meet a societal need.</li> </ul>
<b>Year Four Advisory (Seniors)</b>	<ul style="list-style-type: none"> <li>● Review accomplishments from previous years. Review portfolio.</li> <li>● Work on obvious weaknesses in work habits, conduct, and academics.</li> <li>● <del>Track Seek</del> <u>internship opportunities.</u></li> <li>● Review college prospects. Set up time-line for applications, etc.</li> <li>● Assign appropriate portfolio material.</li> <li>● <del>Guide student to successful completion and presentation of</del> <u>Successfully complete and present senior project</u></li> </ul>

### **Student Led Clubs**

~~Similar to the programs that have been established at the AMPS Oakland Charter High School campus, JHHS has will~~ establish ed a thriving student driven, ~~associated~~ student body ~~governmental clubs~~ that represents the diverse perspectives of the student body. ~~Similar to what is currently established at the OCHS campus, t~~he ~~JHHS Richmond high school~~ student body ~~has will be able to~~ develop ed clubs such as Students In Action ~~the student council~~, debate club, graduation ~~(senior)~~ committees, and the leadership club. The intent of ~~the~~ student driven clubs, ~~whom~~ 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 ~~s~~ School. During the middle school visit in early spring, parents of incoming students are informed ~~and encouraged of the need~~ to make individual appointments with the high school team administration 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. ~~The students are not asked whether they plan to go to college but rather what they are interested in studying and which college they plan to attend.~~

### **College-Preparatory Coursework and Readiness Program**

JHHS students will be ~~immersed in~~ inundated with 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 to the school program, pParents will receive a copy of the college entrance requirements and of the college portfolio once their child enters JHHS with a guide to plan for success ~~at the initial parent orientation to the school program~~. 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 skills materials and through visiting colleges that provide an opportunity for students to learn from others students in the community who have successfully entered college programs. ~~Every student will enroll in the College Readiness course that teachers students about the entire college application and progress-~~

### **College Orientation**

Every year, JHHS leadership ~~will select~~s 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 ~~yearly~~ 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 ~~are~~ must research and profile at least five different college campuses and prepare highlights for a formal report ~~as part of their Advisory Class.~~

### **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 fundsmonies 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 thes CSU Early Assessment into our college-readiness program. All students in ninth through eleventh tenth grade take the PSAT test.

## **III. SCHOOL PROGRAM DESIGN**

The following describes the AMPS high school academic program~~programmatics designs~~. ~~These are attributes describe areas that are part of the replication model based of the Oakland Charter High School program.~~

### **Added Time**

JHHS provides ~~15%~~ more learning time for students than traditional public schools, and uses time more effectively during the year and day to maximize in-depth learning. ~~The campus will offer a 90-minute daily block each for math and English. As needed in specific core classes such as Honors-Algebra II and Honors English. This block allows for a more in depth and comprehensive study of the subject matter by offering each student more additional minutes of English and Math. An added abundance of time in these core subjects affords more time to students for proper preparation in advanced college prep courses.~~

### **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 schools have, on average, a 7.5 hour school day. ~~JHHS students will receive about one hour more instruction each day than students in traditional public schools.~~

### **Longer School Year**

AMPS schools provide approximately 180195 days of instruction, ~~which is about 15 more days than traditional public schools. In the summer, we provide a 10 day summer program to decrease the loss of learning during the summer break~~ ~~Some of these additional days are in the summer where~~

~~students work on personalized projects. The JHHS campus will use a modified traditional calendar (shorter summer recess) to decrease the loss of learning during extended recesses.~~

### **Rigorous and Relevant Courses**

JHHS students ~~will~~ have the opportunity to prepare for college and careers 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 and present and defend selected work to teachers and colleagues throughout their experience at JHHS. Students will be supported with multiple strategies for effective active 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.

### **Highly Well Qualified and Supported teachers**

The faculty ~~will~~ consist 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 AMPS Chief Academic Officer, and AMPS Director of Instructional Quality will ensure assure 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 allowsthrough which students and staff to can make connections, deepen their understanding of concept attainment, and learn to achieve at higher levels. learning and achievement 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 and the academic content and performance standards, and advised by the UC Course Management Portal Doorways, the entity that approves transferable courses to the UC and CSU state colleges. The instructional program will be revised as needed and 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 curriculum. 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, ~~the Charter School~~ 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 ~~will~~ offers equitable access for all students to courses adopted by the UC Office of the President Doorways, and rigorous instruction. ~~The Elements of c~~urriculum will be aligned to ~~the~~with Common Core standards and the instructional design will supports 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. ~~Toward this these ends, the school will use the comprehensive language and literacy and math, science, and social studies frameworks.~~

-The adopted curriculum ~~will~~ supports ~~the many features into the curricular model such as~~ direct and explicit instruction with articulated learning goals, inquiry and project-based approaches, ~~as well as~~ small group instruction, Socratic style forums, and individualized support through small group tutoring and technology. This means that, on a daily basis, students ~~will~~ have opportunities to

work ~~on~~ at some curriculum based learning tasks independently, and ~~others~~ 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~~ designed 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 can~~ include anthropology, geography, communication, art, English, and the sciences. In these concurrent enrollment classes, offered through a partnership with Contra Costa between Peralta Community College at JHHS, students receive dual (college and high school) credit that ~~in turn~~ will save the students time and money when they enter college. Moreover, multiple Advanced Placement ~~courses offerings~~ will continue to be established for students at the school, as well as Honors courses embedded throughout the JHHS A-G courses list.

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

~~(The See Grading Policy can Card Sample could be found in the Instructional tab in the Appendix section)~~

#### *K-12 Common Core State Standards*

The California State Board of Education has established ~~a new, 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 ~~associated with the school~~ 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 AMPS Chief Academic Officer and the Director of Instructional Quality have created a long-term plan and timeline for incorporation of Common Core over time, including:~~

- 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 ~~of timeline~~;
- Identifying Teacher/instructional support needs ~~identified~~ and matching resources ~~matched to meet those needs; and~~
- Establishing a Technology readiness plan with support from the AMPS Home Office Central 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 assure~~ that students receive a vetted and thoroughly analyzed curriculum that provides the blueprint for high-level ~~ed~~ education. The CCSS standards provide ample room for the innovation, creativity, and reflection that is essential to teaching and learning. ~~They and~~ do not dictate instructional practices and delivery; ~~and~~ instead, they provide a blueprint for what needs to be taught.

It is a vitally important component of our program that all students receive high quality instruction that is aligned to the standards. ~~By maintaining the adherence to the subject specific standards, we can reassure stakeholders (i.e. parent's, authorizers, and administrators) confidence that, should a student need for more intensive interventions, or referral for Student Study Team, or special education evaluation, it is not due to ineffective classroom instruction.~~ 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 and will assure 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~~The Charter School's textbooks and curriculum align correlates to the CCSS and UC Office of the President Doorways 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 make adjustments to adapt to the specific needs of their students, as revealed in assessments results ~~are analyzed in the summer.~~

### ***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/UC Doorways as having met all the standards for courses at this level. JHHS employs an academic/college counselor who works with students on kids with course planning, college applications, and scholarships. The advisor also coordinates college visits. Moreover, JHHS has added an aAdvisory 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 matriculation ngon to college. Families are notified of all the issues related to the transferability of coursework to ~~other public high schools and~~ colleges and the eligibility of courses to meet college entrance requirements at monthly parent meetings and special meetings held for ~~the~~ parents of juniors and seniors related to college entry.

*(The Graduation Requirement Checklist sample can be found in the Instructional Tab in the Appendix)*

### ***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. Director of Instructional Quality, but shall not alter the total credit requirements established 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.

~~Similar to the AMPS: Oakland Charter High School,~~ John Henry High School ~~will~~ blends high school and college into a coherent educational program, making it possible for ~~all~~ 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 Charter School’s~~ campus, or ~~at~~ a local college campus. The courses may be taught by a college instructor or an employee of the ~~school Charter School~~ who has been ~~approved~~ qualified 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 for~~ providing support to students who may fail to meet academic milestones while in high school. Similar to ~~the~~ OCHS, JHHS ~~will~~ 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, ~~a~~ Advisory ~~t~~ Teachers, and Site Director ~~will all work to~~ track students who are falling behind in course work and then leverages support systems, such as tutoring and ~~mentoring,~~ ~~advisory~~ 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 on-line 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, help~~ings~~ them make a successful transition to higher education, and increas~~inges~~ the college/university retention rates.

A method 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 ~~will~~ benefit from established programs such as ~~METRO~~ Upward Bound, and ~~EOP~~ Summer Bridge. 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 seniors~~ 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.

### **Extended School Year/Summer Bridge Program**

Many education researchers and school reformers have long been debating about lengthening the school year to address ~~the that~~ 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 9<sup>th</sup> grade can have adverse academic consequences for students. John Henry High School offers students who are enrolling into the 9<sup>th</sup> 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.

~~Students are also given the opportunity to make up classes throughout the summer. Students continuously meet with the Dean to keep up with any faltering units they may have.~~

### **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 11<sup>th</sup> and 12<sup>th</sup> 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:**

~~However, to~~ counter the much discussed "summer slide," students at ~~the JHHS Charter School campus,~~ 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, ~~and, equally important, assists the school staff in~~ 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 ~~known as The Methods~~ used to provide structure and order to a student's school experience. ~~The~~ ~~se~~ ~~Methods~~ include: class and school-wide procedures for student behavior; dress code; ~~PowerSchool policies~~, advisory, class presentations, and other practices. For returning students, these lessons provide an overview ~~of~~ ~~any~~ changes to ~~s~~Charter School policies and procedures, as well as a powerful reminder of what it means to be ~~part of the JHHS community~~ ~~a team member.~~

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

The diagnostic tests ~~that are~~ administered are aligned with the Common Core State Standards ("CCSS"); ~~They which~~ focus on students' baseline skills and ~~their~~ knowledge ~~in each of~~ ~~each~~ the core subject area, ~~s~~ specific to grade ~~level~~ standards. ~~Amethod Public School sites use the ZOOM Data Director and correlated Assess to Know Test Bank series program to assess, track, and evaluate the effectiveness of instruction and student learning.~~ The ~~Data Dive~~ Analysis Cycle meetings, where leaders review the interim assessment outcomes with staff, will measure ~~multiple~~ ~~many~~ factors ~~of~~ ~~the results~~ to assure that ~~we are reviewing the data with fidelity and assessing student outcomes to~~

~~provide the best supports, fidelity of the questions are intact, and that standards were properly aligned to the assessment.~~

All of our sites implement an Interim Assessment Calendar that evaluates grade levels, classrooms, and individual students approximately four times a year ~~based on an up to date snapshot for individual students.~~ The Interim Assessments provide data that will guide ~~the~~ teachers' reflections ~~on for~~ 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 added~~ AMPS Learning Lab ~~concepts, students can stay after school to receive support from a teacher and tutors on a daily basis. every pupil will participate in the Proper Study program during the summer that teaches and reinforces concepts necessary for study and review.~~

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

John Henry High School, as other Amethod school sites, assumes that most students do not yet have a study method set. There are some general study techniques that can produce results which we will cover in the summary form in this document ~~under the para professional~~ under the Instructional Tab in the Appendix Section.

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 has various different~~ tools and methods ~~to study given the subject matter,s that will reflect in his or her grades and levels of frustration.~~ This is ~~one of the topics that what~~ 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 etc.~~

### **Western Association of Schools and Colleges (WASC) Accreditation**

~~JHHS~~AMPS: Oakland Charter High School was granted a ~~six year WASC accreditation Six-Year Accreditation Status with a Mid-Cycle One-Day Visit through June 30, 2025 in 20193.~~ Many of the lessons learned through the ~~completion of the self-study report preparation~~ and WASC visit ~~will~~ proved to be ~~greatly~~ beneficial to ~~the the~~ AMPS: John Henry High School administration ~~and~~, faculty. ~~Throughout the term of this charter and our WASC accreditation period, as during the 2019/2020 school year, and we will continue to perfect inform our best practices and improve our programs going forward, college preparatory education, we, and families. JHHS will work with the OCHS staff in preparation for the WASC review.~~

### **The Amethod Classroom**

When you walk into an Amethod Public School ~~High School~~ classroom, and in the hallways, ~~before you enter~~, you will notice ~~the class specific~~ bulletin boards with student work. Teachers and students take pride in ~~the~~ posting and showcasing exhibition of sample work, ~~and in the highlighted AMPS Alumni Wall and map that points out the different colleges and universities where AMPS alumni attend.~~

At AMPS, ~~t~~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 ~~rotated along~~ with student work, on a monthly basis. ~~This is performed either by a teacher, or student monitor(s).~~

~~As you enter, the first thing noticed, before entering the classrooms is the classroom door. It gives the very first impression of the classroom.~~

### Door Postings

Every classroom door is intentionally decorated to have the following posted on the interior & exterior of the door ~~in plastic sleeves to be provided by office:~~

- Room Number~~Schedule~~
- AMPS Mission~~PATH Commitments~~
- Class Procedures
- Rules
- Pillar: “HONOR HARD WORK”

As you enter the classroom, you will notice that the arrangement for most of the classrooms are structured in partner pairings or groups~~rows~~, emphasizing the importance for collaboration and small group instruction with guided rehearsal prior to the display of individual mastery- ~~individualized seatwork and lecture style classes appropriate for this grade level.~~ The ~~rows are wide enough for the~~ teacher is able to ~~to~~ pace throughout the classroom~~so as~~ to accommodate for student needs and monitor mastery of concepts~~the usage of proximity and other pacing structures so important in the Amethod class.~~ 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, ~~and required~~ set-up is so teachers do not simply sit at their desk as students ~~kids~~ work. As discussed in our Instructional Domains~~Framework~~, teachers are expected to monitor student learning~~be on their feet throughout during the class period~~time.

As you look around, you will see vibrancy and color on the walls. ~~This is an active classroom where student work is showcased.~~ You will see a mix of posters; ~~on the wall. Everything~~ from scripted CCSS posters to inspirational pictures and quotes ~~are posted throughout at eye level.~~ You will also notice the Amethod Public School relevant classroom information that details rules and expectations, ~~for example, how students should write the proper an accepted heading for all work, and other such information and rules.~~

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- ~~can make.~~ Tight classroom procedures provide~~are~~ structure~~ed~~ for all most parts of the classroom’s daily functions. ~~Amethod Public School has scripted methods for everything from classroom monitors, to how students should shake hands. You will see this exhibited throughout the~~

~~day as you walk around every classroom.~~ Structure, planning, routines, and high expectations are is of the utmost importance at JHHS through the charter school.

### ***A Typical Day***

A typical day at John Henry High School begins with students arriving at school between 7:15 am and 8:1500 am, ~~when the actual school day begins.~~ Students are dressed in the JHHS dress code – a collared shirt with the school logo and khaki or black pants, ~~(or khaki shorts if it's a warm day).~~ Students must are tucked in their shirt and wear with a belt; they also cannot ~~girls do not~~ wear makeup, or jewelry ~~or have 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 ~~or~~ black shoes.

-Teachers arrive between from 6:30 am – 7:30 am, depending on their morning duties. JHHS expects a professional dress code for of all faculty from Monday–Thursdays. Fridays are casual dress days relaxed and days when teachers are allowed to wear jeans, a college shirt, sweater, or AMPS affiliated spirit wear. Some faculty members are required to have office hours once per week where students can go for tutoring ~~students in their classrooms,~~ and to other students may be checking-in with one another or with their teacher tos going over assignments and asking questions. Some students visit the snack area to purchase a breakfast or snack, other simply hang out in their first period class in the main hallway tables engaging with other peers.

-At 8:1500, 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 Early Riser” problem on the board, a task that students perform as a warm up. The Do Now early riser is a task method designed to use as a quickly review, small assessment, or simply to 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 for their rotation. At JHHS, teachers, not students, rotate within the classrooms. Some of the students will attend to their tutoring sessions after their first period, depending on their schedule, others will work quietly on tasks assigned by the college professors, or checking in with JHHS College Adviser to discuss a matter. The majority of students will simply transition into the next subject. Teachers who are on prep time will either be seen making copies, working at the staff hallway tables, in the cafeteria, or at the hallway student tables tutoring. 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 ongoing professional development is an ongoing problem for public schools, especially considering the low funding levels for schools in California public schools. One innovative solution is to offer teacher training and professional development from within. This approach is especially critical for smaller organization with even smaller resources budgets. A key aspect of the Amethod Public School system has been the implementation of an in-house professional and Instructional Leadership Team that has enabled Amethod schools to mentor new teachers who are may be enrolled in state approved credential programs. They concurrently to also receiving in-house assistance and information from seasoned or veteran Amethod Public School faculty and administration. By capitalizing on the expertise of members from within the Amethod School teaching teams, we offer a professional development tailored to a specific school's culture and needs.

With the implementation of features such as grade level meetings, ~~practice~~100-minute clinics, ~~F~~ilm ~~s~~essions, ~~m~~Math ~~h~~uddles, 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~~ ~~ongoing~~ throughout the ~~school~~regular year to discuss the topics and resources that will be focused on during the initial summer training sessions. Instructional leaders also discuss other school wide policies that need revisiting prior to the trainings. The table below provides an overview of some of the topics implemented for staff development.

<b>Film Sessions</b>	<p>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, <del>and or</del> further feedback.</p> <p>Film sessions <del>provide an objective view for</del> <del>are</del> revisited areas of growth and are <del>given</del> tools to use along throughout the year.</p>
<b>100 Minute Clinics</b>	<p>AMPS Teachers are given the opportunity to attend various in-house <del>practice 100</del> clinics, ongoing AMPS professional development <del>sessions</del>, <del>and</del> workshops, and reviews throughout the year. <del>Practice 100 Minute</del> 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.</p> <p>Veteran teachers lead the <del>practice 100 minute</del> clinic trainings that have proven successful, as measured by the AMPS classroom observation tools and teacher surveys.</p>
<b>Special Education</b>	<p>AMPS Teachers and staff are trained in Special Education topics such as the Student Study Team, in-class modifications, and the student identification process.</p> <p>In the future we will work closer with our SELPA provider to continue to offer teachers effective trainings that will benefit all students.</p>
<b>Backwards Planning</b>	<p>AMPS Teachers participate in a backwards planning training session that begins with the determined goals and maps out the actions detailing how to reach <del>th</del>ate 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 <del>t</del>he desirable learning experience should be through real time lesson reviews and analysis.</p>
<b>New Teacher Survival Training</b>	<p>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.</p> <p>Topics include; pacing, explicit direct instruction, class procedures, school rules/policies, classroom management and some <del>t</del>Tools for <del>t</del>Teaching</p>

	<i>strategies.</i>
<b>ELL Training</b>	<p>AMPS Teachers receive training in SDAIE strategies, interventions, modifications, and the Amethod Re-classification process.</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. PGP’s 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 reflective process, teachers can plan their anticipated plans of action plan for the subsequent week. Such discourse will also assist in the guide of teacher and grade level meetings.

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

The first component of the plan is to set immediate personal, class, school, and organizational goals to accomplish first within a priority. 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 to oversee the tasks. For an experienced teacher who has mastered planning, classroom management, and delivery, they are then more able to 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 XX)

*A copy of the Professional Growth Plan Overview is located in the Instructional tab in the Appendix*

**Summer Sessions**

Professional development begins ~~two weeks after the end of the school year and once again~~ two weeks prior to the start of school, typically in August. During the first session, new teachers discuss strategies for ~~the preparation of the new “rookies” entering the campus (students and teachers) and offer basic survival tactics such as~~ 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 second summer session sets a the firm foundation for ourthe 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 ~~regular~~ 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, ~~reserved~~ for professional development as needed. The professional development sessions are primarily organized by the Site Directors through collaboration with staff and the organizational Instructional Leadership Team composed of senior Amethod Public School faculty.

Moreover, ongoing through out the year, staff attends and facilitates ~~practice100 Minute cClinics to pProfessional dDevelopment sSeries, a program that~~ reinforces 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 100 Minute professional presentation to other staff members that includes s handouts, videos, posting on Google Docs, and surveys. JHHS staff have the opportunity to participate in the practice100-minute clinic series through a secured web account that will allow for real time video in case staff cannot attend the in--person trainings. ~~However, trainings will also be held at the Richmond locations as well.~~

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

Training	Purpose	Content	Length
<b>Summer Training Sessions</b> <i>(also a first step induction program for new staff)</i>	All staff attends workshops before and soon after the <u>New Teacher OrientationRookie Boot camp and summer period</u> ; prior to the start of school to plan the school year.  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	<i>Pre Summer (sample material)</i> <ul style="list-style-type: none"> <li>● Curriculum</li> <li>● Lesson <u>P</u>lanning</li> <li>● Standard Reviews</li> <li>● Methods</li> <li>● Class Management</li> <li>● Class <u>P</u>rocedures</li> <li>● Class <u>S</u>ettings</li> <li>● Rules</li> <li>● Special Education</li> </ul> <i>Post Summer Trainings (Sample)</i> <ul style="list-style-type: none"> <li>● Curriculum</li> <li>● Interim Assessments (data Analysis)</li> </ul>	<u>Once per Year(4-5 days) 3-5 Hour Per training</u>

	school training are reviewed, and some challenged.	<ul style="list-style-type: none"> <li>• Standard Reviews and <del>e</del>Cchecks</li> <li>• Classroom <del>s</del>Set <del>u</del>Ups</li> <li>• Faculty review information gathered about incoming students (Profiles).</li> </ul> <p>Returning students will also be <del>monitored</del> <del>profiled</del> through gathering of previous year's data. Trends will be noted and instructional plans and goals drafted from <del>the</del> findings.</p>	
<b>Classroom Management</b>	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.	JHHS Discipline Procedures which encompass: Procedures, Boundary Setting, Accountability Training ( <del>w</del> Whole class management) and <del>The</del> Back Up systems will be discussed.	<del>Once per Year</del> (2)-2-hour trainings.
<b>Instructional Practice</b>	For teachers, especially first-year teachers, practices are required for <del>survival let alone</del> 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.	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.	<del>Once per Year</del> 3-4 Hours – Modeling included (via Film Sessions)
<b>Strategies EL Students</b>	To discuss different strategies and programs when working with varied levels of English Language (EL) Learners.	The training addresses components for English success including sounds, <del>spelling</del> orthography, vocabulary, reading and writing.	<del>Once per Year</del> Traini ng with outside provider
<b>Special Education</b>	To learn proper <del>Search,</del> <del>identification,</del> strategies, assessments plans, <del>and</del> laws, <del>and</del> applicable to <del>s</del> Special <del>e</del> Education	A very important training that is required yearly by the Governance Board. Intent of training <del>is are</del> to assure that schools remain in compliance with proper <del>Child Find</del> processes and provide best practice modifications for all students.	<del>Once per Year</del> Traini ng with outside provider
<b>Film Sessions</b>	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.	Several videotaped lessons throughout the year that are followed by discussions with Department <del>H</del> heads and <del>the</del> Site Leader. <del>The pre-video is performed unannounced to capture the rawness of the teacher. The second session is precluded with a correlating lesson plan.</del> Both sessions are wrapped with a survey questionnaire and <del>a</del> leader led meeting.	<del>Ongoing</del> (At least two times a year)
<del>Practice</del> 100-	A series of trainings that are	Depending on the identified needs of	<del>Ongoing</del>



<p><b>Minute Clinics</b></p>	<p>held throughout the year with veteran teachers and administrators led sessions. 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 much 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.</p>	<p>the faculty, administrators, and education specialist- training modules and contents will be established.</p>	<p>(Bi weekly/ weekly)</p>
------------------------------	--	--	----------------------------

**AMPS Shared Networks (Google Drive/ Salesforce/ ~~Illuminate EdPowerSchool~~/Dropbox)**

JHHS staff, faculty, and administrators will use a shared network for secure sharing of research, training summaries, and resources such as lesson plans. ~~with one another and among other AMPS sites.~~ The adoption of these program features enable multiple teams in different locations to collaborate simultaneously on the same documents, spreadsheets, presentations, and drawings. ~~with other staff members in real-time and cloud functions.~~ Google Drive also enables staff in different locations to collaborate ~~in the and~~ sharing of materials, lesson plans, resources, and trainings ~~between staff from the Richmond and Oakland campuses.~~

~~Illuminate EdPowerSchool, a product of Pearson School Systems,~~ is the student information system used by Amethod Public Schools. ~~It- PowerSchool~~ 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 EdPowerSchool~~ to take attendance, enter grades, post assignments, and view assessment information, and communicate with parents and students. Administrators use ~~Illuminate EdPowerSchool~~ to generate reports including transcripts, discipline logs, class ~~population,~~ demographics, grade point averages, assessment reports, and required state and federal reports. The California State Longitudinal Database System (CALPADS) is functionally compatible with the ~~Illuminate EdPowerSchool~~ program.

**Plan for Students Who Are Academically Low-Achieving**

*Closing the Gaps*

AMPS: JHHS ~~will 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.

~~Students targeted for additional instructional support or intervention will include, but are not limited to, students who, through universal screening or other assessment, meet the following criteria:-~~

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

- Previous ~~G~~grades (Report Cards, ~~T~~ranscripts)
- Formative Assessments
- New ~~S~~tudent Placement ~~E~~exams
- Parent Requests
- Cumulative Record ~~R~~eviews
- Language ~~S~~urveys
- Teacher Comments and ~~R~~ecommendations

The Amethod Public Schools Response to Intervention (~~RTI~~) approach ~~that that will be~~ has been implemented at the JHHS campus integrates ongoing assessment and intervention within a multi-levelled 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 ~~will~~ 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 ~~and~~ tool for individualizing instruction, promoting a team approach, and ~~effort in~~ raising the academic achievement of at-risk students.

An ILP is a ~~user (student)~~ specific ~~tool program or strategy~~ that takes into consideration the student's strengths, weaknesses, and needs, ~~and most commonly – excuses~~. It is a tool that allows the ~~JHHS Charter School~~ staff to plan, monitor, manage, and evaluate student achievement by identifying student needs and applying interventions ~~based on student needs through a holistic and a surround~~ 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. ILP's include assessment information, measurable goals that are realistic yet ambitious for an 8 week period, classroom modifications, curriculum focus, and explicit goals and their corresponding practices for tutors to accomplish with each student in ~~a~~ the series of ~~fr~~ after school interventions.

This tool is used in our attempt to support student needs in essential skills, and abilities. The ILP is also a necessity in demanding school systems ~~such as ours~~ that requires students to work in a 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 ~~T~~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 ~~(Data Director)~~ and formative based assessments (end of chapter quizzes, etc.) and establish a ~~data summary~~ Data Point. 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 ~~more often~~ for longer periods of time and may adjust instructional strategies and materials as needed for modifications.

*Second Phase*

Students' goals laid out in the initial ILP for the general education classroom are 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 ~~as an intervention~~ through the usage of an intern, or volunteer tutor. During this time, they work directly with a tutor on the specific skills they are lacking or teachers ~~cross~~-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 ~~the~~ progress towards set goals of every individual student as measured against the work assigned. If the student still is not making adequate progress, the Site Director may form a Student Study Team Process and revise the Individualized Learning Plan.

*Third Phase*

If the student fails to make progress in both Phase 1 and Phase 2 interventions, after 2 interim cycles (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
<b>Math Tutorial</b>	Students struggling in Math receive intervention through small group and personalized attention from an identified teacher and or volunteer tutor-

	<del>assistant</del> . Utilizing a group tutorial structure, students receive a more individualized instructional setting.
<b>Special Needs/ Academic Success</b>	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.
<u>Learning Lab</u> <del>Homework Club</del>	Students who are struggling with a particular class or simply want more support in a subject can attend homework club, which is offered for an hour every day after school and run by a credentialed teacher, paraprofessionals, and/or college interns.
<b>One to Ones</b>	If a student continues to struggle after the second phase assessments (see <del>above</del> <u>below</u> ), they are assigned a one-to-one <del>tutor, which includes time to work with an identified tutor</del> during non-core instructional <del>periods</del> <u>time</u> . Concept mastery is the target goal for these students.
<b>Intersession Groups</b>	Some students will require much more ongoing support. <del>As such,</del> our schools provide an extended school year in the form of <u>a summer bridge program</u> <del>vacation intersession</del> 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 ~~the combination in the areas of~~ 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 ~~courses~~. JHHS will also, through our partnership with the Contra Costa Peralta 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 1-A 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.

~~Students are given the opportunity to participate in Honors classes as well as the opportunity to take Advanced Placement courses at John Henry High School.~~

### **Plan for Students ~~w~~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 polices relating to all special education issues and referrals.

### **Due Process Hearings**

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

### **Complaint Procedures**

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

### **Section 504 of the Rehabilitation Act**

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

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

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

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

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

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

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

See AMPS 504 Plan Overview in Appendix XX

### **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.

~~JHHS recognizes its responsibility to enroll and support students with disabilities who can benefit from its programs and pledges to work in cooperation with WCCUSD or applicable Special Education Local Plan Area (SELPA) to ensure that a free and appropriate education is provided to all students with exceptional needs. John Henry High School shall comply with all applicable State and Federal Laws in serving children 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").~~

~~The Charter School shall initially remain, by default, a public school of the authorizer for purposes of special education, pursuant to Education Code Section 47641(b). However, JHHS reserves the right to make written verifiable assurances that it shall become an independent local educational agency (LEA) and join a SELPA pursuant to Education Code Section 47641(a) either on its own or with a grouping of charter school LEAs as a consortium. A change in LEA status or SELPA membership shall not require a material revision of this charter.~~

~~So long as the Charter School operates as a public school of the authorizer, solely for purposes of providing special education and related services under the IDEA pursuant to Education Code Section 47641(b), in accordance with Education Code Section 47646 and 20 U.S.C. 1413, the West Contra Costa Unified School District will fund and provide special education services for students enrolled in John Henry High School to the extent required by law. Specifically, the authorizer will (A) serve children with disabilities in the same manner as it serves children with disabilities in its other schools.~~

~~The Charter School anticipates that a Memorandum of Understanding (“MOU”) will be developed between the Charter School and the authorizer, which shall delineate the respective responsibilities of the Charter School and the authorizer with regard to the funding and delivery of special education and related services.~~

~~The Charter School shall comply with all state and federal laws related to the provision of special education instruction and related services and all SELPA policies and procedures; and~~

~~shall utilize appropriate SELPA forms. The Charter School shall not discriminate against any pupil with a disability in the admissions process or any other aspect of operation.~~

~~A method Public School sites schools will organize a special education program and services to provide an *integrated service delivery approach* in each school. An integrated service delivery approach requires schools to align educational services for students with special education needs within existing structures (grade levels, groupings, looping, etc.) rather than through special and segregated programs. Faculty and staff will be organized by the needs of each learner rather than by clustering learners according to label. In this method, staff is not assigned to a "program" and placed in a separate classroom. Instead, special and general education teachers' work in collaborative arrangements designed to bring appropriate instructional supports to each child in the general school environment. Support is built on relevant differentiation and instruction through universal access of content-driven curriculum.~~

~~The school's students with special needs are placed in regular classrooms and then provided flexible instructional opportunities that include large group and small group instruction. As discussed earlier, all teachers including general education staff, are responsible for all learners. Ongoing support and professional development builds the capacity of all Amethod School teachers to reach a diverse range of students' learning needs. A system of general and special education teachers proactively supporting students are better able to put into place effective interventions prior to student failure.~~

~~At JHHS, all students learning takes place in heterogeneous environments. This means that students are, for the most part, not grouped by similar characteristics in the same way all the time. There are 'seats' in every classroom for every potential learner ensuring FAPE-Free Appropriate Public Education, for all eligible students.~~

~~All students have a system of supports readily available at the beginning of a student's difficulties to provide preventive academic and behavioral instruction within the general education environment. In this way, students receive appropriate support services. All students with special needs attending the JHHS campus will receive a high-quality rigorous public education and will be integrated into the general program of the Charter School.~~

### ***Notification and Coordination***

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

~~The Charter School shall follow District policies as they apply to all District schools for notifying District personnel regarding the discipline of special education students to ensure District pre-approval prior to imposing a suspension or expulsion. The Charter School shall assist in the coordination of any communications and immediately act according to District administrative policies relating to disciplining special education students.~~

### ***Identification and Referral***

~~The Charter School shall have the responsibility to refer, and work cooperatively with district in-locating Charter School students who have or may have exceptional needs that qualify them to receive special education services. The Charter School will implement District SELPA policies and~~

~~procedures to ensure timely identification and referral of students who have, or may have, such exceptional needs. A pupil shall be referred for special education only after the resources of the regular education program have been considered, and where appropriately appropriatlye, utilized.~~

~~It is the Charter School's understanding that the District shall provide the Charter School with any assistance that it generally provides its schools in the identification and referral processes, and will ensure that the Charter School is provided with notification and relevant files of all students who have an existing IEP and who are transferring to the Charter School from a District school. The District shall have unfettered access to all Charter School student records and information in order to serve all of Charter School's students' special needs.~~

~~In the event that the Charter School receives a parent written request for assessment, it will work collaboratively with the District and the parent to address the request. Unless otherwise appropriate pursuant to applicable State and Federal law, the Charter School and the District will provide the parent with a written assessment plan within fifteen days of receipt of the written request and shall hold an IEP within sixty days of parent's consent to the assessment plan to consider the results of any assessment.~~

~~The Charter School will follow District 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.~~

~~Upon the commencement of the school year, all freshmen students will be assessed as a means of class placement through the usage of our placement exams. Through a collaboration between the faculty and Site Director, JHHS will work to identify any students, who may need a planned intervention plan that will have targeted check in dates for next steps.~~

~~For students who are identified as needing interventions, a Student Study Team composed of the student, the student's parent or guardian, the Site Director, and a JHHS 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 JHHS 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. JHHS 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***

~~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 District and 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 the District and 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 District within the same academic year, the District and the Charter School shall continue, without delay, to provide services comparable to those described in the existing approved IEP, unless the parent and the District 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 District and 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 District 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 District, and develops a new IEP, if appropriate that is consistent with federal and state law.~~

### ***Referral for Assessment***

~~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 assessment process will include examining student screening information and making a decision about whether or not to conduct a formal educational 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 WCCUSD Special Education staff or Director. Parents will be informed via the SELPA Special Education Resource Teacher or Site Director that special education and related services are provided at no cost to them. Assessments will be scheduled upon receipt of written parent permission.~~

### ***Assessment***

~~The term “assessments” shall have the same meaning as the term “evaluation” in the IDEIA, as provided in Section 1414, Title 20 of the United States Code. The District will determine what assessments, if any, are necessary and arrange for such assessments for referred or eligible students in accordance with the District’s general practice and procedure and applicable law. The Charter School shall work in collaboration with the District to obtain parent/guardian consent to assess Charter School students. The Charter School shall not conduct special education assessments unless directed by the District.~~

~~Students will not be administered any evaluative tests without the written consent of a parent or guardian. Students will be tested in all areas that the IEP believes are related to his/her disability and multiple assessments will be administered in the student’s primary language. The types of assessments that may be used for determining eligibility for specialized instruction and services will include: individual testing, observations, interviews, review of school records, medical opinions, reports and work samples, and parent input.~~

### ***Assessment guidelines that will be followed by the Charter School include:***

- ~~● Parents or guardians of any student referred must give their written consent for the Charter School to administer the assessment;~~
- ~~● Evaluation in all areas related to the suspected disability will be conducted; multiple assessments will be delivered;~~
- ~~● Assessments will be delivered without cultural, racial or gender bias; assessments will be adapted as necessary for students with impaired sensory, physical or speaking skills; and~~

- ~~A multi-disciplinary team will be assembled to assess the student, including a teacher knowledgeable in the disability.–~~

***Individualized Education Program (IEP) Meetings***

~~It is the Charter School’s understanding that the District 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 or as otherwise agreed upon by the District and Charter School: the Chief Executive Officer and/or the Charter School designated representative with appropriate administrative authority as required by the IDEIA; 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. It is the Charter School’s understanding that the District 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 IDEIA, a speech therapist, psychologist, resource specialist, and behavior specialist; and shall document the IEP meeting and provide of notice of parental rights.~~

~~Upon completion of assessment, an IEP will be created for each student designated with special education needs. The student’s parent, Education Specialist (as needed), Site Director, teacher, Special Education Resource Specialist and other necessary experts (school psychologist, etc.) will have an initial IEP meeting to discuss the assessment data and make up the ongoing IEP team. The IEP will typically describe why the student was designated for special education, what services are available to the student and clear goals for the student to achieve moving forward. The IEP team shall ensure participation of a District special education representative.~~

***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 District’s 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 District and of the SELPA and State and Federal law.~~

~~The Charter School shall promptly notify the District of all requests it receives for assessment, services, IEP meetings, reimbursement, compensatory education, mediation, and/or due process whether these requests are verbal or in writing. WCCUSD SELPA together with other members of the IEP team will be in charged with the task of securing the most appropriate FAPE for qualified students.~~

***IEP Implementation***

~~Pursuant to District policy and how the District operates special education at all other public schools in the District, the District shall be responsible for all school site implementation of the IEP. The Charter School shall assist the District in implementing IEPs, pursuant to District and SELPA policies in the same manner as any other school of the District. The District and Charter School will need to be jointly involved in all aspects of the special education program, with the District holding ultimate authority over implementation and supervision of services. As part of this responsibility, the Charter School shall provide the District and the parents with timely reports on the student’s progress as provided in the student’s IEP, and at least quarterly or as frequently as progress reports~~

~~are provided for the Charter School's non-special education students, whichever is more. The Charter School shall also provide all home-school coordination and information exchange unless directed otherwise by the District. The Charter School shall also be responsible for providing all curriculum, classroom materials, classroom modifications, and assistive technology unless directed otherwise by the District. The Charter School shall comply with any directive of the District as relates to the coordination of the Charter School and District for IEP implementation including but not limited to adequate notification of student progress and immediate notification of any considered discipline of special education students in such matters, the petitioners would notify the District of relevant circumstances and communications immediately and act according to District administrative authority.~~

### **Non-Public Placements/Non-Public Agencies**

~~The District shall be solely responsible for selecting, contracting with, and overseeing all non-public schools and non-public agencies used to serve special education students. The Charter School shall not hire, request services from, or pay any non-public school or agency to provide education or services to special education students without the prior written approval of the District. The Charter School shall immediately notify the District of all parental requests for services from non-public schools or agencies, unilateral placements, and/or requests for reimbursement.~~

### **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**

~~All special education services at the Charter School will be delivered by individuals, districts, or agencies qualified to provide special education services as required by California's Education Code and the IDEIA. Charter School staff shall participate in mandatory District in-service training relating to special education.~~

~~It is the Charter School's understanding that the District 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 unless the District directs the Charter School that current District practice is for the individual school sites to hire site special education staff or the District and the Charter School agree that the Charter School must hire on-site special education staff. In that instance, the Charter School shall ensure that all special education staff hired by the Charter School is qualified pursuant to District and SEPLA policies, as well as meet all legal requirements. The District may review the qualifications of all special education staff hired by the Charter School (with the agreement of the District) and may require pre-approval by the District of all hires to ensure consistency with District and SELPA policies. The District shall 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.~~

~~Although the identified WCCUSD staff will hold ultimate responsibility for providing Special Education services and staffing (so long as the Charter School operates as a school of the authorizer-~~



for purposes of special education), the Charter School is committed to assuring all IEPs are properly implemented and all students requiring services are adequately taken care of.

If the Charter School decides to join a SELPA outside of WCCUSD, it is the goal of Amethod Public Schools is to employ at least one full time teacher who in addition to having the proper credentials to teach a general education subject, may also possess a Special Education Credential. This teacher, along with the Site Director of the Charter School, will be the primary school representative tasked with assuring that all aspects of the IEP and any possible 504 plans are properly implemented and be the school link to the Special Education staff assigned by the SELPA. All teaching staff at JHHS will also be involved in assuring that all IEPs and 504 plans are properly implemented.

Through the service of the secured SELPA provider and pending budgetary changes and availability as a result of becoming a member of a charter SELPA, thereby retaining federal funds and encroachment fees for service provision. Amethod Public Schools plans to use the service of a Special Education Manager/Coordinator who will have duties that will include:

- Ensure that all aspects of the IEP at Amethod Public Schools Sites are followed;
- Arrange for the teacher of the student to attend the team meetings;
- Communicate with parents about progress made toward attaining the goals stated on the student's IEP, and inform them of due process procedures and rights;
- Consult quarterly with the Site Director to ensure that the objectives and goals of students with IEP's are being met;
- Complete the requisite paperwork, updating and filing of necessary information for initial referrals, triennial evaluations, ongoing monitoring of student progress, and appropriate provision of any/all test modifications as stipulated in the IEP;
- Maintain a central file with all special education evaluation material and IEP's in accordance with FERPA and IDEA guidelines; and
- Provide a report of student progress on the same schedule as students in general education

### **Reporting**

West Contra Costa Unified School District, will collect and maintain the following information on disabled students as required by IDEA:

- A calculation of all school-age students with disabilities being provided special education services by age, grade, category of disability and the number of students with disabilities who are English Learners;
- The number of students provided with test modifications and the types and the number of students exempted from District assessments;
- The settings in which students with disabilities receive their services, specifically including the portion of the school day they receive services with non-disabled peers and time away from the regular classroom;
- The number of students with disabilities suspended "in-school" and out of school, organized by disability and length of suspensions; and

- ~~The basis of exit from JHHS of students with disabilities (i.e., attainment of diploma and type, declassified, moved, etc.).~~

~~All necessary procedures and practices to ensure confidentiality and accurate/timely reporting will be the responsibility of the JHHS Site Director. The Site Director will ensure that a central file with all special education evaluation material and IEP's is maintained and that this file is locked and confidential, in accordance with IDEA guidelines. The Chief Executive Officer will oversee access to these records, and will be responsible for ensuring that all providers responsible for the implementation of a student's IEP will have access to a copy of the IEP and will be informed of their specific responsibilities in implementing the IEP.~~

### **~~Parent/Guardian Concerns and Complaints~~**

~~The Charter School shall follow District policies as they apply to all District schools for responding to parental concerns or complaints related to special education services. The Charter School shall instruct parents/guardians to raise concerns regarding special education services, related services and rights to the District unless otherwise directed by the District. The Charter School shall immediately notify the District of any concerns raised by parents. In addition, the Charter School and the District shall immediately bring to the other's attention any concern or complaint by a parent/guardian that is in writing and/or which involves a potential violation of state or federal law.~~

~~The District's designated representative, in consultation with the Charter School's designated representative, shall investigate as necessary, respond to, and address the parent/guardian concern or complaint. The Charter School shall allow the District access to all facilities, equipment, students, personnel, and records to conduct such an investigation.~~

~~The Charter School and the District shall timely notify the other of any meetings scheduled with parents/guardians or their representatives to address the parent/guardian concerns or complaints so that a representative of each entity may attend. The District, as the LEA, shall be ultimately responsible for determining how to respond to parent concerns or complaints, and the Charter School shall comply with the District's decision.~~

~~The Charter School and the District shall cooperate in responding to any complaint to or investigation by the California Department of Education, the United States Department of Education, or any other agency, and shall provide timely notice to the other upon receipt of such a complaint or request for investigation.~~

### **~~Due Process Hearings~~**

~~The District may initiate a due process hearing or request for mediation with respect to a student enrolled in Charter School if the District determines such action is legally necessary or advisable. The Charter School agrees to cooperate fully with the District in such a proceeding. In the event that the parents/guardians file for a due process hearing, or request mediation, the District and the Charter School shall work together to defend the case. In the event that the District determines that legal representation is needed, the Charter School agrees that it shall be jointly represented by legal counsel of the District's choosing.~~

~~The Charter School understands that the District shall have sole discretion to settle any matter in mediation or due process. The District shall also have sole discretion to file an appeal from a due~~

~~process hearing or take other legal action involving any Charter School student necessary to protect its rights.~~

***Due Process and Procedural Safeguards***

~~Parents must give consent for an initial evaluation and initial placement, be notified of any change in placement that may occur, and be invited, along with teachers, to conferences and meetings to develop individual education programs. Parents have the right to initiate a due process hearing to challenge a decision regarding the identification, evaluation, or educational placement of their child. Any concerns or disagreements raised by parents will be acknowledged by the Charter School within five days, after which a meeting between the parent and school will be scheduled to seek resolution of the disagreement. If this occurs, the SELPA and the Charter School shall address and respond to the complaint under its Uniform Complaint Procedures. Teachers and other persons who provide services to a student with disabilities shall be knowledgeable of the content of the student’s IEP, a copy of which shall be maintained at the school site. If a disagreement or concern persists, parents or guardians have the right to initiate a due process hearing to challenge a decision regarding the identification, evaluation, or educational placement of their child.~~

~~JHHS will provide the parent with a written *Notice of Procedural Safeguards*, which will include information on the procedure to initiate both formal and informal dispute resolutions, at least once per year. JHHS will utilize the Notice of Procedural Safeguards used by the WCCUSD or SELPA in which it is a member.~~

~~The Charter School will adhere to all FERPA and Pupil Confidentiality Records.~~

***Dispute Resolution<sup>4</sup>***

~~In the event that a parent/guardian files a request for a due process hearing or request for mediation, the WCCUSD District and Amethod Public Schools shall work together to defend the case, so long as the Charter School operates as a school of the authorizer for special education purposes. In the event that the WCCUSD determines that legal representation is needed, the Amethod Public Schools agrees that it shall be jointly represented by legal counsel of the WCCUSD Oakland Unified School District’s choosing.~~

~~So long as the Charter School operates as a school of the authorizer for special education purposes, WCCUSD may initiate a due process hearing or request for mediation with respect to a student enrolled in Charter School if the authorizer determines such action is legally necessary or advisable. AMPS agrees to cooperate fully with the Authorizer in such a proceeding.~~

~~So long as The Charter School operates as a school of the District for purposes of special education, the Charter School understands that the Authorizer shall have sole discretion to settle any matter in mediation or due process. The Authorizer shall also have sole discretion to file an appeal from a due process hearing or take other legal action involving any Charter School student necessary to protect its rights.~~

***Complaint Procedures***

~~Parents or guardians may also have the right to file a complaint with WCCUSD Oakland Unified School District and/or California State Department of Education, and ultimately the Office of Civil~~

---

<sup>4</sup>~~In the event that JHHS opts to operate as an LEA in a SELPA other than WCCUSD, JHHS reserves the right to make alternate arrangements for legal representation in and resolution of legal disputes pertaining to special education.~~

~~Rights if they believe that the Charter School has violated federal or state laws or regulations governing special education.~~

### ***Funding***

~~The Charter School understands that it will enter into a MOU with the District regarding Special Education funding, and cannot at this time unilaterally dictate the funding relationship between the District and the Charter School. The Charter School anticipates, based upon State and Federal law that the fiscal relationship could be summarized as follows:~~

#### *Retention of Special Education Funds by the District*

~~The District shall retain all state and federal special education funding allocated for Charter School students through the SELPA Annual Budget Plan, and shall be entitled to count Charter School students as its own for all such purposes.~~

#### *Retention of ADA Funds by the District for Non-Public Placements*

~~The Parties acknowledge that the District may be required to pay for or provide Charter School students with placements at locations other than at the Charter School's school site in order to provide them with a free appropriate public education. Such placements could include, without limitation, programs or services in other District schools, in other public school districts within the SELPA, in a County Office of Education program, in a non-public school, at home, at a hospital, or in a residential program. When such programs or services are provided at District expense, the District shall be entitled to receive from the Charter School the pro rata share of all funding received for such student, including, without limitation, all ADA funds, based on the number of instructional days or minutes per day that the student is not at the Charter School site.~~

#### *Contribution to Encroachment*

~~The Charter School shall contribute its fair share to offset special education's encroachment upon the District's general fund. Accordingly, the Charter School shall pay to the District a pro-rata share of the District's unfunded special education costs ("encroachment"). At the end of each fiscal year, the District shall invoice the Charter School for the Charter School's pro-rata share of the District-wide encroachment for that year as calculated by the total unfunded special education costs of the District (including those costs attributable to Charter School) divided by the total number of District ADA (including Charter School students), and multiplied by the total number of Charter School ADA. The Charter School ADA shall include all Charter School students, regardless of home district.~~

### ***Section 504 of the Rehabilitation Act***

~~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 student who has a physical or mental impairment that substantially limits one or more major life activities, has a record of such an impairment, or is regarded as having such an impairment, is eligible for protections under Section 504.~~

A 504 team will be assembled by the Chief Executive Officer 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 IDEIA but found ineligible for special education instruction or related services under the IDEIA, those evaluations may be used to help determine eligibility under Section 504. The student evaluation shall be carried out by the 504 team who 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 include those tailored to assess specific areas of educational need, and not merely those which are designed to provide a single, general intelligence/intelligent 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 IDEIA, 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 the 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 504 Plan.

The Site Director 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.

~~Amethod Public School and all its campuses, support all special education students in compliance with state and federal laws. No student will be denied admission because of need of special education services.~~

### ***Professional Development for JHHS Staff***

~~The Site 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.~~

~~So long as JHHS operates as a “school of the district” for special education purposes, West Contra Costa UnifiedOakland Unified School District agrees to allow Amethod Public Schools staff access to all Special Education related professional development opportunities that are available to district employees. The Charter School also intends to seek professional development opportunities for its’ staff through potential trainings facilitated by the Sacramento State University, San Francisco State University, Charter Schools Development Center, Alameda County Office of Education, Contra Costa County Office of Education, El Dorado Office of Education- Charter SELPA and recommended expert consultants.~~

~~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. John Henry High School 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 ~~that much more~~ vital that schools address the needs of this growing demographic. As with other Amethod Public School sites; ~~t~~The Charter School will hold high expectations for the English Learners 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. ~~through the provision of explicit~~

~~professional development focused on EL students.~~ 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 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 requirement. JHHS will implement policies to assure proper placement, evaluation, and communication regarding ELs and the rights of students and parents.~~

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

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 4<sup>th</sup> 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~~ appropriate age level. JHHS will have extensive oral language experiences to assist ~~in the development in development~~ of both skills. ~~The school~~ He 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. ~~Hot Topics (Quick Writes)~~ - Students ~~title a notebook "Hot Topics". This notebook is kept in an accessible place in their notebooks or portfolios. 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 ~~r~~Realia (real objects and materials)
13. ~~V~~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 ~~who will simultaneously be learning English while learning to read and write~~ will have extensive oral language experiences to assist ~~in the development~~~~in 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 ~~CELD~~~~TELPAC~~. 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 Data Director Benchmark~~ achievement data ~~for by~~ this subgroup at least four times a year, and continue to assess the students through curriculum based assessments, teacher-designed assessments and ~~quarterly growth Data Director Benchmark~~ 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 or in-classroom~~ 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 ~~s~~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 on academics and analyzed on~~ variables such as designation. Those needing additional support will receive it through interventions such as Language 4<sup>th</sup> 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 levels ~~3 and 4~~ ~~so and~~ 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 ~~is that~~ of the ~~CELDT~~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 ~~during~~ for paralleled lesson planning. The ~~CELDT~~ELPAC categories require distinct skills and strategies as well. In the ~~IL~~anguage ~~a~~Arts, we believe that oral language comprehension and production is the critical link allowing EL students to make large gains in ~~r~~Reading and ~~w~~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 includes 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 not only 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 allow our students to 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, ~~who~~ 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 **CELDT/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.

### **CELDT/ELPAC Testing**

All students who indicate that their home language is other than English will be California English Language Development Test ("CELDT") tested or tested with the English Language Proficiency Assessments for California ("ELPAC") any new English Language Development test adopted by California within thirty days of initial enrollment<sup>5</sup> and at least annually thereafter between July 1-

---

<sup>5</sup> 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

~~and October 31st~~ 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 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 ~~CELDT test~~ 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 ~~CELDT~~ ELPAC testing and of ~~CELDT~~ ELPAC results within thirty days of receiving results from publisher. The ~~CELDT~~ ELPAC shall be used to fulfill the requirements under the ~~No Child Left Behind~~ 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):*

---

~~of first enrollment, but not before July 1 of that school year. The thirty-day requirement applies to students who are entering a California public school for the first time or for students who have not yet been CELDT-tested. All other students who have indicated a home language other than English will continue with annual CELDT testing based upon the date last tested at the prior school of enrollment.~~

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.

**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.

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

### **1. Assess English Language Proficiency**

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

- *Use most recent available CELDTELPAC data.*
- *Student must score Level 3: Moderately Developed or Well-Developed–Early Advanced or Advanced OVERALL.*
- *No more than one subtest (Listening or Speaking or Reading or Writing) is somewhat developed. intermediate.*

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

Comparison of the pupil's performance in the English section of the CAASPP score examinations from, at minimum, the past three (3) years on the English section of the CAASPP, or an assigned tests taken in out of California. Students must meet a Moderately Developed n intermediate-CELDTLPAC Score AND a proficient CAASPP score in three (3) consecutive years for reclassification purposes.

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

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

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

- *Grade for most recently completed semester or quarter is C or better.*
- *Mastery and pProgress onto the CCSS*
- *English teacher is satisfied with the that student's mastery of English listening, speaking, reading, and writing approaches that of native speakers.*
- *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.~~

- ~~Provide notice to parents and guardians of their rights to participate in the reclassification process.~~
- ~~Encourage parents/guardians to participate in the reclassification process and attend a face-to-face meeting.~~
- ~~Conduct face-to-face meeting with interested parents.~~
- ~~JHHS will notify all parents of its responsibility for CELDTLPAC testing and of CELDTLPAC results within thirty days of receiving results from publisher. The CELDTLPAC will be used to fulfill the requirements under the No Child Left Behind Every Student Succeeds Act for annual English proficiency testing.~~

#### **5. ~~Reclassify Student Fluent English Proficient~~**

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

#### **6. ~~Monitor the Academic Progress of RFEP Students for two years~~**

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

## 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)**

~~John Henry High School aims to provide students with a quality direct instructional model similar to that of the sister school campus Oakland Charter High School, that has produced some of the highest state exam scores in the state. We will continue to focus our model on reading, writing, mathematics, science, and critical thinking.~~

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, API/AYP, CELDTELPAC and any other requirement of ESSAEA.) 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 NCLBESSA) and those created/ adopted by the organization.

The school’s outcomes are aligned with the school’s mission, curriculum, vision, assessments and expectations ~~of the school and organization~~. 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- and objectively based philosophy which that~~ focuses on multiple ~~measured~~ 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 ~~and or lack thereof~~. The AMPS data driven method ~~prescribes~~ scribes that school leaders focus on ~~fact based~~ data results and ~~oriented~~ assessments ~~rather than qualitative opinion based assessments and~~ to address gaps in the educational program ~~needs~~ aggressively. The academic progress of students will be tracked through various assessment types and methods throughout the school year.

AMPS ~~Home Office central~~ 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, CELDTELPAC and Physical Fitness Test (PFT). As with all other AMPS network schools, JHHS will also participate in the internal ~~use usage~~ of the AMPS ~~Network~~ interim assessment cycles to measure student growth and teacher effectiveness ~~every 4-6 weeks through the Data Director Program~~.

In order to best serve students and our community, JHHS will continuously examine and refine its list of student outcome ~~measures over time~~ 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 such mission. The Charter School will continue to focus on the stated Measurable Pupil Outcomes (MPO) as the guarantees and reassurances to all ~~of the~~ JHHS stakeholders. ~~Therefore, as with other Amethod Public School sites, the MPO are the school’s targets and taken very seriously.~~ 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*

<b>Subject Area</b>	<b>Assessment Tools</b>	<b>Frequency</b>	<b>Measurable Pupil Outcomes</b>
<b>English / Language Arts</b>	SBAC (CAASPP)	1 x per year	<ul style="list-style-type: none"> <li>65% <u>or more of</u> <del>of all</del> JHHS-students will <u>receive a score of “met” or “exceeded”</u> <del>be Proficient or advanced</del> on <u>SBAC CAASPP-ELA tTests</u> <del>by 3<sup>rd</sup> year.</del></li> <li>70% of <u>JHHS</u> ELL students will demonstrate a <u>50+ Lexile point</u> <del>10% of</del> growth <u>per year in 2<sup>nd</sup> year</u></li> <li>70% of all <u>JHHS</u> students will <u>score at least a 400 on the ERW section of the PSAT</u> <del>be classified as Proficient or advanced on MAP Test</del> <u>by 2<sup>nd</sup> year.</u></li> </ul>
	<del>CST (10 Grade)</del>	<del>1 x per year</del>	
	<del>Achieve 3000 Reading Assessment</del>	<del>32x per year</del>	
	<del>PSAT NWEA MAP</del>	2x per year	
	<del>CELDTELPAC</del>	1 x per year	
	<del>Interim Assessments Data Director (internal)</del>	4x per year	

			<ul style="list-style-type: none"> <li>75% of <b>JHHS</b> students will demonstrate <u>proficiency progressive growth</u> on <u>standards-based</u> Interim Assessments <del>through Data-Director Interim test 4 in year 1.</del></li> </ul>
<b>Mathematics</b>	SBAC (CAASP)	1 x per year	<ul style="list-style-type: none"> <li><u>365% or more of all JHHS</u> students will <u>receive a score of “met” or “exceeded”</u> <del>be Proficient or advanced on SBAC CAASPP math tests by 3<sup>rd</sup> year.</del></li> <li>70% of <b>JHHS ELL</b> students will demonstrate a <u>10% of growth in 2<sup>nd</sup> year</u></li> <li>70% of all <b>JHHS</b> students will <u>score at least a 400 on the math section of the PSAT</u> <del>be classified as Proficient or advanced on MAP Test by 2<sup>nd</sup> year.</del></li> <li>75% of <b>JHHS</b> students will demonstrate <u>proficiency progressive growth</u> on <u>standards-based</u> Interim Assessments <del>through Data-Director Interim test 4 in year 1.</del></li> <li>100% of <u>9th grade students</u> will <u>freshman</u> have taken or be enrolled in Algebra I.</li> </ul>
	CST	1 x per year	
	PSAT/NWEA MAP-Math	2x per year	
	Interim Assessments Data-Director (internal)	4x per year	
<b>Science</b>	SBAC (CGSS) California Science Test (“CAST”)	1 x per year	<ul style="list-style-type: none"> <li>65% of all <b>JHHS</b> students will <u>receive a score of “met” or “exceeded”</u> on <u>CAST science test</u> <del>be Proficient on NGSS Tests by 3<sup>rd</sup> year.</del></li> <li>70% of <b>JHHS ELL</b> students will demonstrate a <u>10% of growth in 2<sup>nd</sup> year</u></li> <li>65% of all <b>JHHS</b> students will be classified as <u>Proficient or advanced on MAP Test by 2<sup>nd</sup> year.</u></li> <li>70% of <b>JHHS</b> students will</li> </ul>
	CST	1 x per year	
	NWEA MAP or Terra Nova Science	2x per year	
	Interim Assessments Data-Director (internal)	4x per year	

			<p>demonstrate <u>proficiency</u> <u>progressive growth</u> on <u>standards-based</u> Interim Assessments <del>through Data Director</del> Interim test 4 in year 1.</p> <ul style="list-style-type: none"> <li>• <del>70% of all JHHS students will demonstrate 1-year of growth</del></li> <li>• <del>70% of all JHHS students will be classified as Proficient or advanced on MAP Test.</del></li> <li>• <del>70% of all JHHS students will be classified as Proficient or Advanced on SBAC/ CCSS/CAST Tests.</del></li> </ul>
<b>Social Studies</b>	<u>Interim Internal Assessments</u>	4x per year	<ul style="list-style-type: none"> <li>• <del>65% of all JHHS students will be Proficient or advanced on CAASPP ELA Tests by 3<sup>rd</sup> year.</del></li> <li>• <del>70% of JHHS ELL students will demonstrate a 10% of growth in 2<sup>nd</sup> year</del></li> <li>• <del>70% of all JHHS students will be classified as Proficient or advanced on MAP Test by 2<sup>nd</sup> year.</del></li> <li>• <del>75% of JHHS students will demonstrate progressive growth on Interim Assessments through Data Director</del> Interim test 4 in year 1.</li> <li>• <del>70% or more of all JHHS will be deemed proficient on the DRA Test</del></li> <li>• <del>65% of JHHS students will demonstrate <u>proficiency growth</u> on <u>standards-based</u> Interim Assessments <del>through Data Director</del></del></li> </ul>

**Local Control Accountability Planning (LCAP)**

The Local Control Accountability Plan (LCAP) is a component of the ~~new~~ 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 the JHHS staff and students.

*Figure 3B*

<b>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)</b>		
ANNUAL GOALS TO ACHIEVE PRIORITY 1	ACTIONS TO ACHIEVE ANNUAL GOALS	MEASURABLE OUTCOMES AND METHODS OF MEASUREMENT
<ul style="list-style-type: none"> <li>● JHHS will recruit, hire, and maintain highly-qualified staff</li> <li>● JHHS will recruit, hire and maintain highlywell Qqualified pPara-professionals</li> <li>● JHHS will obtain up-to-date , standards-aligned curriculum, textbooks, and supplemental materials</li> <li>● School facilities will remain in good condition and will be provided with regular maintenance.</li> <li>● JHHS staff will receive training to use the AMPS facility Needs Request process for needed facility attention.</li> </ul>	<ul style="list-style-type: none"> <li>● All candidates will undergo a rigorous hiring procedure through the Amethod recruitment process which includes paper screening (including transcript reviews), interviews, background checks, scenarios, and reference checks.</li> <li>● Ongoing professional development for both teaching staff and leaders</li> <li>● Instructional leadership team (composed of teachers and central office staff) provide curriculum reviews and respond to needs</li> <li>● Chief Academic Officer, Site Directors, and Instructional Leader Team will guide staff through Professional Growth Plans and domain evaluations.</li> <li>● AMPS Central Office provides efficient delivery to cover maintenance needs at all facilities.</li> </ul>	<ul style="list-style-type: none"> <li>● 100% of teachers will be highly-well-qualified per the NCLBstate law-regulations.</li> <li>● 100% of teachers will participate in Film Sessions, Professional Development workshops, and teacher domain walkthroughs</li> <li>● 100% of JHHS teaching staff will have Professional Growth Plan targets.</li> <li>● 100% of faculty will participate in online surveys regarding curriculum and academic planning.</li> <li>● 100% of students and subgroups will have standards-aligned textbooks and materials available to them.</li> <li>● 100% of school facilities y-walkthrough surveys will be maintained and in good repair as measured by the AMPS facility operations team.</li> </ul>

**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"> <li>• The Charter School will adopt the California Common Core State Standards</li> <li>• JHHS core curriculum and supplements are aligned to CCSS.</li> <li>• JHHS will provide necessary programs, curriculum, and added support to support ELs and other struggling subgroups.</li> </ul>	<ul style="list-style-type: none"> <li>• JHHS will also <u>employ various infuse differing</u> modalities of instruction such as auditory, visual, <u>and</u> multi-media, and other technology-based strategies. <u>in an attempt to leverage advances of academic models for individual student needs.</u></li> <li>• Curriculum maps for each course written prior to school opening and revisited yearly.</li> <li>• AMPS Professional Development modules <u>will</u> includes ongoing CCSS workshops, effective instruction, data analysis, and English Learner strategies and support.</li> <li>• Individual Learning Plans (ILP) will be implemented to map out struggling students' <u>assessed entry point into their respective grade level, and</u> academic needs.</li> </ul>	<ul style="list-style-type: none"> <li>• 100% of teaching and leader staff will participate in ongoing CCSS <u>standards</u> trainings.</li> <li>• 100% of students will have and use curriculum aligned with CCSS. <u>state standards,</u></li> <li>• 100% of English Learner population will be enrolled <u>into</u> rigorous <u>and mainstream</u> core content classes.</li> </ul>

**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"> <li>• JHHS will promote parent and family participation in numerous ways that directly impact their students' success.</li> <li>• Parents will learn and discuss what a good school looks like based on data and quantitative measures.</li> <li>• JHHS will create the Family Staff Team (FST) <u>to foster parent involvement and</u></li> </ul>	<ul style="list-style-type: none"> <li>• <u>Quarterly</u>Regular, designated-times, newsletter <u>to inform</u> <u>parents about</u> <del>with</del> various opportunities for involvement</li> <li>• Family workshops</li> <li>• Parents and students will demonstrate high satisfaction with the academic program <u>through an a-</u></li> <li>• Annual -survey</li> <li>• Parent <u>PowerSchool Data base-</u></li> </ul>	<ul style="list-style-type: none"> <li>• Parent attendance target at orientation meetings is <u>70%90%</u></li> <li>• 100% of FST parents will have met through the Fall semesters</li> <li>• <u>7090%</u> of Families will submit parent surveys by the end of the year.</li> <li>• <u>80100%</u> of families will have attended a College</li> </ul>

<p><u>engage them in decision making at the Parents view themselves as a key component of the school's and student success.</u></p>	<p>access <u>to Illuminate Ed portal.</u></p>	<p>Pathways -admissions activity by the end of the junior year</p>
<p><b>State Priority #4. Pupil achievement, as measured by all of the following, as applicable:</b></p> <p>A) <u>Statewide assessments (STARCAASPP, or any subsequent assessment as certified by SBE) statewide assessment</u></p> <p>B) <u>The Academic Performance Index (API) California School Dashboard</u></p> <p>C) Percentage of pupils who have successfully completed courses that satisfy UC/CSU entrance requirements, or career technical education</p> <p>D) Percentage of <u>ELs</u> who make progress toward English language proficiency as measured by the <u>CELDT/ELPAC</u></p> <p>E) EL reclassification rate</p> <p>F) <u>Fall to spring PSAT score growth</u></p> <p>G) Percentage of pupils who have passed an AP exam with a score of 3 or higher</p> <p>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"> <li>• Create data points at start of the year to assure all student subgroups demonstrate growth on internal and external measures.</li> <li>• Use data drive meetings to assure student mastery</li> <li>• Students will access <u>CCSS-aligned curriculum for Standard</u> English, math, science and social science</li> <li>• All student subgroups will participate in benchmark assessments.</li> </ul>	<ul style="list-style-type: none"> <li>• Interim <u>benchmark</u> assessments (<u>quarterly every 4-6 weeks</u>) aligned to standards.</li> <li>• Ongoing professional development for both instructional staff and school leaders</li> <li>• Regular analysis of assessment results that include action plans for all student subgroups</li> <li>• Varied student support structures (summer school, office hours, tutoring, ILP, and differentiated instruction).</li> </ul>	<ul style="list-style-type: none"> <li>• <u>School API, or any subsequent of academic performance score will be above an 800 by the end of Year 4.</u></li> <li>• <u>75% of English Learners will test proficient or advanced on CAASPP by their 3<sup>rd</sup> year of testing at JHHS.</u></li> <li>• 80% of students will demonstrate progress in CSSS on Mathematics Test by the end of their 2<sup>nd</sup> year of testing at JHHS.</li> <li>• 10% of student and each subgroup population will demonstrate growth in ELA and Math as measured by internal benchmark assessments by year 2.</li> <li>• 90% of English Learner</li> </ul>

		<p>population will make gains on proficiency band every year as measured by the <u>CELDT-ELPAC</u> examination.</p> <ul style="list-style-type: none"> <li>● JHHS EL subgroup will have a 90% Reclassification rate by the end of their 3<sup>rd</sup> year.</li> </ul>
--	--	---

**State Priority #5. Pupil engagement, as measured by all of the following, as applicable:**

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

ANNUAL GOALS TO ACHIEVE PRIORITY 5	ACTIONS TO ACHIEVE ANNUAL GOALS	MEASURABLE OUTCOMES AND METHODS OF MEASUREMENT
<ul style="list-style-type: none"> <li>● JHHS <del>a</del>Administration will create incentive-based programs for student attendance</li> <li>● JHHS will <del>assure to</del> create relevant <u>academic plans</u> school programs for high school students</li> <li>● <u>Illuminate Ed Power school</u> <del>A</del>access for families for attendance reviews</li> </ul>	<ul style="list-style-type: none"> <li>● <del>JHHS curricular model rotates teachers and not students which minimizes the school absence and late reports greatly as proven in other AMPS high school sites.</del></li> <li>● JHHS will establish an incentive program to encourage maximum attendance rates.</li> <li>● Classroom <u>positive</u> competitions for <u>field</u> trips</li> <li>● Parent reminders, memos, and newsletters</li> <li>● Progress report lists absence and tardy rates <u>sent quarterly-</u> <del>sent every 3 weeks</del></li> <li>● Create attendance rate charts to celebrate top attendance winners</li> <li>● <u>IlluminateEdPowerSchool</u> parent <u>portal</u> access trainings for self-directed parent reviews</li> </ul>	<ul style="list-style-type: none"> <li>● JHHS will maintain a <u>bove</u> <del>90</del>89% attendance rate school wide</li> <li>● Chronic absenteeism rate will be less than 3% yearly</li> <li>● 80% of families will <u>have an Illuminate Ed parent portal account</u> <del>return progress Report (with attendance summaries)- throughout the year</del></li> <li>● Dropout rates will be less than 10%.</li> <li>● <del>20% enrollment growth by year 2.</del></li> </ul>

**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
------------------------------------	---------------------------------	-------------------------

<ul style="list-style-type: none"> <li>● JHHS will cultivate an environment that promotes student engagement</li> <li>● JHHS will reinforce proper character models for students</li> <li>● School wide procedures taught and reinforced consistently</li> <li>● Classroom structures taught to staff and students</li> </ul>	<ul style="list-style-type: none"> <li>● Classroom management <del>and backup systems</del>-training</li> <li>● Scholar Character culture emphasized</li> <li>● <del>PATH Commitment Goals</del> <b>emphasized</b></li> <li>● Progressive and scaffolded <del>behavior management</del><b>discipline</b> structures.</li> <li>● JHHS students will develop clubs that <b>build community and teamwork</b><del>will address conflict and incentives for community building purposes</del></li> </ul>	<p><b>METHODS OF MEASUREMENT</b></p> <ul style="list-style-type: none"> <li>● JHHS expulsion rates will be less than 2%.</li> <li>● Suspension rates will be less than 7%</li> <li>● JHHS <del>a</del><b>A</b>Administration will develop at least 3 alternative programs for out of school suspensions</li> <li>● At least 80% of families surveyed will report a positive score for school climate measures.</li> <li>● 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.)</li> </ul>
---	---	--

**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"> <li>● JHHS students will <u>have multiple elective courses to choose from</u><del>be enrolled in broad course of study programs.</del></li> <li>● JHHS will create Honors and Advanced Placement courses for students.</li> <li>● <del>Offer college course access for students.</del></li> <li>● Supplemental programs (afterschool) for added services for targeted subgroups (EL, Free and</li> </ul>	<ul style="list-style-type: none"> <li>● Coordination of <del>G</del><b>G</b>graduation requirements that exceed UC A-G with our feeder schools.</li> <li>● College Coordination Advisory (College advisory orientations, Financial Aid, career path).</li> <li>● Comprehensive college admission process and program coordination.</li> <li>● JHHS will develop programs and services to meet the needs of different student subgroups.</li> </ul>	<ul style="list-style-type: none"> <li>● 100% of students will have access to and be enrolled in rigorous courses that will prepare them for advanced courses in high school.</li> <li>● 90% of 8<sup>th</sup> graders will express interest in college as measured by Dean Surveys</li> <li>● 100% of incoming 8<sup>th</sup> grade students will attend a <u>new student Path to College</u> orientation <u>and</u></li> </ul>



Reduced lunch, etc.)		<p><u>two week summerbridge program.</u></p> <ul style="list-style-type: none"> <li>Advanced Placement enrollment percentage will increase by 20% in year 2, and an added 10% in subsequent year 3.</li> </ul>
<p><b>State Priority #8.</b> 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"> <li><del>A</del>For all students will become proficient readers and writers of the English Language.</li> <li><del>A</del>For all students will become proficient in mathematical skills and content.</li> <li><del>A</del>For all students will become proficient in science concepts scientific process</li> <li><del>A</del> For all students will become proficient in social science content</li> </ul>	<ul style="list-style-type: none"> <li>Standards based and aligned curriculum.</li> <li>Interim assessments (minimum every 4-6 weeks aligned to standards.</li> <li>Ongoing professional development for both instructional staff and school leaders</li> <li>Regular analysis of assessment results that include action plans for all student subgroups</li> <li>Varied student support structures (summer school, office hours, tutoring, ILP, and differentiated instruction).</li> </ul>	<ul style="list-style-type: none"> <li>At least 65% of 9<sup>th</sup> graders will demonstrate growth in English CAASP or SBAC test at end of year</li> <li><del>At Least 80% of 10<sup>th</sup>- graders (All subgroups) will pass the CAHSEE</del></li> <li>75% of students will demonstrate growth in ELA in Internal Assessments in year 2</li> <li>75% of students will demonstrate growth in Math in Internal Assessments</li> <li>70% of all junior students will be proficient or advanced in Math SBAC test by year 3.</li> <li>At least 70% of students will demonstrate at least one year of growth on the Next Generation Science Benchmark</li> <li>70% of students will show growth on internal interim assessments for science.</li> <li>70% of students will be proficient or above on the NGSS standards benchmark or science test.</li> <li>At least 70% of tested students will pass the state’s Physical Fitness</li> </ul>

		<p>test.</p> <ul style="list-style-type: none"> <li>● At least 65% of 6<sup>th</sup> graders will demonstrate growth in Social Studies benchmark test</li> <li>● At Least 75% of 7<sup>th</sup> graders will demonstrate growth in Social Studies STAR or CCSS test.</li> <li>● 75% of students will demonstrate growth in Social Studies Internal Assessments</li> <li>● 70% of all students will be proficient or advanced in Social Studies STAR or CCSS test.</li> </ul>
--	--	--

**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. Where subjectivity prevails,~~ whoever has the ~~authority or~~ power ~~is~~ 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 ~~and data results.~~

**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 a grade proficient~~ey~~. 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
<b>Placement Exams</b>	<p><del>Data Analysis Data Director</del></p> <p><u>CELDTELPAC</u></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 <del>CELDT exam</del><u>ELPAC</u> is administered at the beginning of the year to determine English language proficiency for those whose first language is not English. <u>CEDLT ELPAC</u> is administered annually until students are designated English fluent.</p>
<b>Summative Assessments (CAASPP)</b>	<p>SBAC Aligned Tests</p> <p><u>CAST</u></p> <p>Early Assessment Program (EAP)</p> <p><u>CAHSEE</u></p> <p>Advanced Placements (AP)</p> <p><u>PSATNWEA MAP Testing Battery</u></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>
<b>School Wide Interim Assessments</b>	<p><del>Data Analysis Pearson Data Director</del></p> <p><u>PSATNWEA MAP Testing Battery</u></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. <del>The program implemented at Amethod Public School sites is the Data Director Program through Riverside Publishing. The program also provides the Assess 2 Know state and national CCSS test bank that allows faculty to pick and choose questions in accordance to a selected focus.</del></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><b>Formative Assessments</b>  <i>(Traditional Classroom Assessments)</i></p>	<p>Curriculum Referenced Tests</p> <p><u>CPM (College Preparatory Math) Pearson Digits Program</u></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.

**~~California High School Exit Exam~~**

~~All students beginning with grade ten take the California High School Exit Exam (CAHSEE). It is expected that by the time that students complete the grade twelve, one hundred (100) percent will have passed the CAHSEE and receive a diploma. The goal is to have a 100 percent proficiency within the first two school wide attempts. The assessment structure includes, in addition to other standards-based and performance-based assessment tools such as the SAT standardized tests, comprehensive final exams in each of the core academic subjects, quizzes and tests, homework assignments, essays and research reports, and teacher evaluation of in-class performance. These measurements are weighted and combined into a comprehensive educational program assessment to determine student achievement and promotion to the next grade level. The aggregate results are issued as a report card to the community evaluating the measurable goals and terms outlined in the charter.~~

~~JHHS assessments and standardized testing of students with disabilities using state and District guidelines for modifications and adaptations.~~

**FORMATIVE ASSESSMENT PLAN, DATA ANALYSIS AND REPORTING**

*Tiers of JHHS Assessment Plan*

***Added Value (Academic Year)***

## Summative B

### Curriculum-B 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 AMPS Chief Academic Officer and~~ Instructional Leadership Team, will develop common assessments that will be utilized to monitor student progress towards mastery of the standards and expected school learning ~~at~~ AMPS secondary campuses. These include content-specific objective tests, essays, research projects that reflect the content standards. Individually and in content area teams, teachers review the formative and summative assessments to identify weaknesses in the instructional program. Departments will also collaborate on developing common final exams.

Assessment  
Types and  
Cycle

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)

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

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

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

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

The goal of the Data Dive meeting is to inform and improve effect teacher practice, student practice, all with the goal of advancing excelling 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*

*\*Analysis Cycle -Data Dive overviews are attached in the Appendix section under the Instructional Tab*

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 pt mastery.

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

~~Every four weeks, students and families will be given a Data Ticket that will summarize the progress that will accompany the progress report. The tests consist of formal multiple choice, and open ended questions which are shared with the teachers prior to the assessment and evaluated and logged through the Riverside Publishing Data Director program. This program works to inspire a faculty shared objective approach to the assessments, and also to demonstrate by example to all staff that test cramming is unnecessary when the curriculum is appropriate.~~

*An Assessment Calendar sample is located under the Instructional tab in the Appendix section*

### **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**

#### *Grading Policy:*

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 EdPowerSchool. 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**

*The following grading scale is currently used at Oakland Charter 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 EdPowerSchool](#) 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 EdPower School

Scores from all student assessments can be uploaded into Amethod Public School’s information management system (Illuminate EdPowerSchool) 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 EdPowerSchool 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 given-accountability systems for schools that comprehensively examines 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
- CAHSEE Results- High School Exit Exam scores
- Grade Point Average (GPA)
- California English Language Development Test (CELDT)ELPAC results
- Attendance rates (individuals)
- Sample writing with Rubric Scores Sheets
- CUM Check- Student Profile

*School-level accountability indicators*

- Academic Performance Index (API)
- Average Yearly progress (AYP)
- California School Dashboard
- Annual Measurable Outcomes (AMO)
- CAHSEE passing rates (school-wide)
- -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
<b>Students</b>	<ul style="list-style-type: none"> <li>● State Tests</li> <li>● Classroom projects and grades</li> <li>● Attendance</li> <li>● Retention Rate</li> <li>● Disciplinary Actions</li> </ul>	<ul style="list-style-type: none"> <li>● Compare with similar schools and to all California schools</li> <li>● Identify root causes of performance increases or decreases in each area</li> </ul>	<ul style="list-style-type: none"> <li>● Create plan for improvement in low performing areas</li> <li>● Set targets for <u>the</u> next academic year</li> <li>● Improvement required annually (after first three</li> </ul>

			years of school)
<b>Teachers</b>	<ul style="list-style-type: none"> <li>● Teacher Performance Evaluations</li> <li>● Student performance in individual classes                             <ul style="list-style-type: none"> <li>● Teacher Satisfaction Surveys</li> </ul> </li> <li>● Teacher Retention</li> </ul>	<ul style="list-style-type: none"> <li>● Identify strengths &amp; opportunity areas for each teacher Compare previous scorecards</li> <li>● Analyze staff retention to identify breakdowns (<i>recruiting, staff development, etc.</i>)</li> </ul>	<ul style="list-style-type: none"> <li>● Create plan for improvement in low performing areas</li> <li>● Set targets for next academic year</li> </ul>
<b>Site Leadership</b>	<ul style="list-style-type: none"> <li>● Student performance</li> <li>● Teacher performance</li> <li>● Fiscal management</li> <li>● Parent Satisfaction</li> </ul>	<ul style="list-style-type: none"> <li>● Compare with previous years, across similar schools</li> <li>● PGP</li> <li>● Data</li> </ul>	<ul style="list-style-type: none"> <li>● Create plan for improvement in low performing areas</li> <li>● Set targets for next academic year</li> </ul>
<b>Governance</b>	<ul style="list-style-type: none"> <li>● Performance at individual schools</li> <li>● Employee Retention</li> <li>● New schools opened</li> <li>● Fiscal Management</li> <li>● District / Systematic change influenced</li> </ul>	<ul style="list-style-type: none"> <li>● Compare with previous years and targets set by Board</li> </ul>	<ul style="list-style-type: none"> <li>● Create plan for improvement in low performing areas</li> <li>● Set targets with Board for next academic year</li> </ul>

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

The Charter School ~~will operate~~ s 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 XX for AMPS Board of Governance Bylaws

~~Attached, as Appendix under the Governance tab, will be the organization’s Articles of Incorporation, 501 (c) letter, Corporate Bylaws, and Conflict of Interest Code.~~

### **Board of Directors**

AMPS: John Henry High School is governed by the AMPS corporate Board of Directors Governance (“Board” or “Board of Directors 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 ~~of Directors~~. The Board ~~of Directors will be~~ is responsible for major strategic and policy decisions related to all of the charter schools it operates and ~~will also need to~~ is tasked with ensuring e John Henry High’s financial sustainability.

Members of the Amethod Public Schools Board ~~of Directors~~ are typically nominated by an existing board member. The ~~B~~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](http://www.amethodschools.org) as well as on the main entrance of its corporate offices at 345 12<sup>th</sup> Street Oakland, CA 946042101 Livingston St., Oakland, CA 94606 and at each school site. Meeting minutes and ~~B~~board actions are

recorded and ~~posted on [www.amethodschools.org](http://www.amethodschools.org). copies are placed on the bulletin board in the main office and made available to the public.~~

### ***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 XX).

### ***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 ~~b~~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 ~~nine at least eight~~ times in the academic year, ~~scheduled however meetings may arise as needed.~~ All Board meetings are facilitated in accordance with the Brown Act. The Board ~~of Directors~~ 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.

#### ***Jorge Lopez- Chief Executive Officer***

~~Mr. Lopez is the founder of Amethod Public Schools. Mr. Lopez has over fifteen years' experience of working with school reform organizations, charter schools, and at risk youth. Mr. Lopez is a former member of the California State Board of Education (SBE), appointed by Governor Arnold Schwarzenegger and served as the SBE liaison to the Advisory Committee on Charter Schools (ACCS) for the State Board of Education until 2010. Mr. Lopez oversaw the growth of Oakland Charter Academy from a flailing single middle school campus and transformed it into nationally renowned, multi-site K-12th grade system whose schools rank among the highest in the state of California. Previous to working at Amethod Public Schools, Mr. Lopez has worked for the Federal Migrant Education Program Region 2 in Butte County, and Region 23 in San Joaquin County as a Program Director overseeing K-12 education site based services for identified migrant agricultural families and students. Mr. Lopez holds a BA and graduate degree in Education from Sacramento State University. Mr. Lopez is a current HBS Fellow at Harvard Business School and a current Aspen Global Leadership – Pahara Education Fellow. He also is a policy advisor to Education Leaders of Color (“EdLoc”) based in Washington DC.~~

***Pete Cordero- Chief Operations Officer-***

Pete Cordero is chief operating officer of Amethod Public Schools, a high performing network of charter schools serving children in Oakland and Richmond, CA. Prior to his role at Amethod Public Schools, he was the Director of Resident Development for The Broad Residency in Urban Education. In this role, he focused on leadership development, role progression, supervisor relationships and all aspects of the resident experience that related directly to their work in our partner organizations. Previously, Mr. Cordero was a member and graduate of The Broad Residency's Class of 2007-2009 during which time he served as director of school support services at Partnership to Uplift Communities (PUC) Schools in Los Angeles. Prior to his career in education, he spent twelve years in the private sector serving as director of sales and marketing for DKN Hotels Inc., as national sales director for Kaplan Inc. and as regional sales director for Automatic Data Processing (ADP). Cordero holds a bachelor's degree in psychology from the University of Southern California and an M.B.A. from the Graziadio School of Business at Pepperdine University.

***Evelia Villa- Chief Academic Officer-***

Evelia Villa is the chief academic officer for Amethod Public Schools. Prior to her role as the Chief Academic Officer, Evelia over saw the Oakland Charter High School campus, which under her leadership, became the highest performing high school in Alameda County, and fourth highest in the state of California with a 956 API. Ms. Villa also served as the founding principal of Richmond Charter Academy serving a 100% minority student population in the West Contra Costa Unified School District. In her first year as principal, Ms. Villa led RCA to become the highest performing public middle school in the history of WCCUSD with an API of 812. Silicon Valley Latino Magazine recently selected Evelia as one of the *Top 40 under 40 Latino/a Leaders to Watch* in the bay area. Prior to joining Amethod Public Schools Ms. Villa served as a Vice Principal for Parkway Elementary School in Sacramento, CA and as a counselor and Teacher on Special Assignment within the Sacramento City Unified School District. Ms. Villa also has worked as a New Teacher Mentor for the BTSA Program with Oakland Unified School District and various bay area charter schools. Ms. Villa received her undergraduate Degree from Chico State University and her graduate degree in Education from Sacramento State University.

***Anjam Khan-Director of Instructional Quality***

Anjam Khan has been in education for the past fourteen years serving k-12 charter schools in a variety of different roles, ranging from a classroom teacher, to a vice principal and principal. Before his current role as Director of Instructional Quality at Amethod Public Schools, Mr. Khan served as principal for two different programs within the Gateway Community Charters organization in Sacramento, where he worked for over 9 years. In all his leadership roles, Mr. Khan was responsible for building quality programs that would give students a chance to succeed in school and in life, beating the economic disadvantages that his students were dealt with. Consistently, the schools Mr. Khan led were either the highest performing or highest improving schools within the Local Educational Agency's forty plus district and charter schools. Mr. Khan holds a Bachelor's Degree in Liberal Studies from California State University, Chico as well as a California multiple-subject clear teaching credential and a California Administrative Services Clear Credential.

***Edtec- Back Office Accounting/ Business Operations***

Business operations, ~~will be~~ including interim actual reporting and, other financial reports ~~will be~~ 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 ~~will be outsourced to ADP Business Solutions who currently serve other Amethod Public Schools sites.~~ 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~~President and members. The Board may execute any powers delegated by law to it and shall discharge any duty imposed by law upon it and may delegate to an employee of the school or Amethod Public Schools any of those duties. The Board however, retains ultimate responsibility over the performance of those powers or duties so delegated. Such delegation will: be in writing; specify the entity designated; describe in specific terms the authority of the Board of Directors being delegated, any conditions on the delegated authority or its exercise and the beginning and ending dates of the delegation; and require an affirmative vote of a majority of Board members.

*See Appendix XX 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 **B**oard 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 ~~formal~~ 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. ~~A sample copy of the AMPS Family Handbook is located in the Appendix section under the Management tab.~~

#### **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). ~~The AMPS UCP policy could be found under the Governance Tab in the Appendix section.~~

[Information and resources for both the IRS and UCP are readily available in both English and Spanish at www.amethodschools.org.](http://www.amethodschools.org)

## ELEMENT V: EMPLOYEE QUALIFICATIONS

**Governing Law- CA Education Code 47605 (b) (5) (E)** ~~t~~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 ~~will~~ 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 ~~test~~ 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 highly-well qualified new and experienced credentialed teachers who fully meet the ESEA/No Child Left Behind criteria as highly qualified teachers 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 ~~Central~~ 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

~~In general, the school will 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 test/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.~~

### ~~***AMPS Up and Coming Leader Program (UCLP)***~~

~~Great schools are led by great individuals. Amethod Public Schools is a charter school system that promotes high academic achievement for every child by attracting, preparing, cultivating, and supporting outstanding teachers and staff for our school sites. Though AMPS currently solely has locations in the East Bay Area of California, our successful tenure in the cities served will be used as the foundation for future smart growth of replication campuses throughout.~~

~~The AMPS Up and Coming Leader Program (UCLP) will aim to be differentiated so that participants have opportunities to hone the leadership competencies and management skills necessary to be successful in their specific leader or program roles. Programs will be thoughtfully sequenced and ranked as participants aim to subsequent leadership responsibilities. AMPS will offer appropriate programming matches for participants as they continue on their leadership journeys. It's no secret that the AMPS philosophy is unique, and demanding it requires individuals to believe in and commit to a rigorous academic program, a commitment to be distinct from common education practice, and accountability of all individuals involved in the daily schedule of the AMPS school program.~~

~~Through a combination of assigned tasks, and a service period, or leader post, we expect to provide the necessary tools to lead a thriving Amethod School Campus. The goal of the program is to place successful participants in an Amethod Public School location and/or program and provide them with ongoing support, and guidance. An overview of the UCLP program tab be found under the Talent Management Tab in the Appendix section of this petition.~~

### ***Leader Selection***

The Site Director is the main person running the school, ~~once open~~, 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, ~~who have already asked to be considered for the leader role through the UCLP process.~~

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*

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

- ~~(1) A bachelor's degree; graduate degree preferred~~
- ~~(2) A CCTC-sanctioned teaching or administration credential;~~
- ~~(3) Commit to the AMPS UCLP Coursework and assignments~~
- ~~(4) A minimum of three years teaching experience~~
- ~~(5) Exceptional performance as measured by the AMPS Instructional Domains~~

*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.

~~As a commitment to the UCLP, Amethod Public School Directors will be required to attend workshops / programs during their initial year(s);~~

1. ~~Charter School Development Center (CSDC) – Leader Boot Camp, Chief Financial Officer Trainings;~~

2. ~~California Charter Schools Association (CCSA) – Annual Conference and regional workshops, assessment updates, governance, fiscal management, and tech based learning modules.~~
3. ~~Fiscal Crisis Management Assistance Team (FCMAT) – Charter School Fiscal and Management Workshops.~~
4. ~~Other Trainings: Internal trainings for leaders are conducted on an ongoing basis. Some of the Amethod School modules include workshops on charter law, instructional practice, Teacher evaluation, team building, organizational management, data driven module, and school culture.~~

### **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 ~~will 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.

~~JHHS core teachers at all levels shall meet or exceed all "highly qualified requirements" under the No Child Left Behind Act ("NCLB").~~

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.

### ***BTSA – Beginning Teacher Support & Assessment Program***

~~The Beginning Teacher Support and Assessment (BTSA) induction program is a necessary step in fulfilling the requirements for the California Clear Multiple Subjects, Single Subject, and Education Specialist credentials. It is also an opportunity to develop professionally and receive coaching. Most BTSA programs take two years to complete and cost upwards of \$3,000 - \$5,000 per year (\$6,000 - \$10,000 total). AMPS has partnered with University of California at Los Angeles (UCLA) which provides a pathway to completing your BTSA requirement in one year and using an online format. Because we believe strongly in investing the skills and professional growth of our team members, we also offer a tuition reimbursement program to offset the costs to teachers.~~

### ***Administration Assistant***

~~The Administrative Assistant will be responsible for daily operations at the campus. The Office Manager will report to the Site Director.~~

-

~~A partial list of qualifications includes the following.~~

#### *Required knowledge, skills, and abilities*

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

#### *Required educational level*

- ~~A.A. degree or equivalent work experience~~

#### *Required experience*

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

#### *Responsibilities include:*

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

-  
•  
*See Appendix XX 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. include ~~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)**

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

**—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 staff employees, and volunteers who have frequent or prolonged contact with students shall follow requirements for periodic TB tests, 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 law 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 will have implement a health, safety and risk management policies similar to that of other Amethod Public School sites. JHHS shall implements a~~ comprehensive set of health, safety and risk management policies that ~~will~~ address, at a minimum, the following:

- Policies and procedures for responses to disasters and emergencies including fire and earthquakes;
- Policies relating to blood-borne pathogens;
- A policy requiring that instructional and administrative staff to receive training in emergency response, including first aid, first responder training or its equivalent;

- Compliance with all health and safety laws and regulations that apply to non-charter public schools, including those regarding auxiliary services (food services, transportation, custodial services, hazardous materials, etc.) and those required by CAL OSHA, the California Health and Safety Code, and EPA;
- Policies relating to the administration of prescription drugs and other medicines;
- A policy establishing 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 Sexual 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 such factors as 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 sexual discrimination or harassment at the School (including employee to employee, employee to student, and student to employee misconduct).

### ***Immunizations***

All students enrolled and staff 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 XX 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.

~~JHHS will also pursue a facility from the District under Proposition 39 and/or under a separately negotiated long-term lease arrangement. It shall utilize California Building Standards Code-compliant facilities in accordance with Education Code Section 47610.~~

### **Food Service**

The school ~~will research the offer~~sing of a food service program and ~~contract~~s for food services (with a ~~not~~her 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~~will be trained in basic techniques such as CPR and nursing for minor issues. If there is any serious injury and/or illness, the appropriate local paramedic or hospital will immediately be contacted. ~~Even before the school's opening, the local health care facility will be contacted to create policies regarding such instances.~~ The procedures that the school ~~will~~follows to ensure the health and safety of pupils and staff ~~will be~~is similar to what other Amethod Public School sites implement. These procedures ~~shall~~ include the requirement that each employee of the school furnish the school with a criminal record summary as described in §44237, Ed. Code §47605 9b) (5) (F)

### **Vision/Hearing/Scoliosis**

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

***Emergency Handbook (Policies)*** – ~~A copy of the AMPS Emergency Handbook can be found under the Safety Tab in the Appendix of this petition.~~

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

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

### **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.*

~~CA~~ **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 strive to reach-achieve families a student population from within the less affluent areas of San Pablo and Richmond, and other ~~the~~ local communities within the y, and the greater-WCCUSD adistrict boundariesrea that recognizes and values the schools mission and vision. 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).

~~As previously noted, students will be considered for admission without regard to ethnicity, national origin, gender, disability, sexual orientation, race, gender identity or achievement level. No test 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 variedous communities to provide families with the opportunity to apply-participate toin 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 ~~will~~ 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 me 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.

*The application process is comprised of the following:*

- *Completion of a student interest form, which includes basic student and family-identification information for the purposes of entry into public random drawing*

- ~~Upon selection for admission pursuant to public random drawing, the registration process will include the following:~~

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, Richmond areas. ~~Furthermore, where appropriate, communications will be provided in multiple languages~~

- 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 ~~will be provided in Spanish, Vietnamese, Cantonese, Lao, Mien and Mandarin languages are provided in various languages~~ as needed. ~~General information sheets, and other key documents, including the school vision and mission statement will be provided in the multiple languages as well. JHHS will also host at minimum, two (2) community events to promote the opening of the school and to disperse applications and school informational.~~



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: ~~STUDENT ADMISSION REQUIREMENTS~~ POLICIES AND PROCEDURES**

**Governing Law** - Admission ~~requirements, if applicable 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.

~~JHHS will serve up to 500 students at full capacity, but will implement a slow growth model with a targeted growth of 190 in first year. The Charter School shall admit all pupils who wish to attend the Charter School.~~ No test or assessment shall be administered to students prior to acceptance and enrollment into the Charter School. The Charter School will comply with all laws establishing minimum and maximum age for public school attendance in charter schools. Admission, except in the case of a public random drawing, shall not be determined by the place of residence of the pupil or his or her parent or legal guardian within the state. 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 ~~will greatly~~ 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 automatically transfers the online student applications to a random lottery which has been organized to follow the Charter School priorities (as listed above) to a numbered priority list and Wait List. Although the Charter School Business Manager 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 Business Manager 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 the JHHS, conduct their lotteries. The lottery will be conducted by a third party partner, EnrollWcc/SchoolMint, and names will be selected randomly through this a 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, School Messenger message system, SchoolMint phone, text, and email messages, and through the AMPS websites. SchoolMint is programmed with the admission preferences identified above/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 two/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 a completed Registration Form- usually within two weeks- registration materials. Every effort will be made to contact the parents and ensure that the forms are submitted in a timely fashion. The Charter School's Office Manager will also help any parents who need assistance in accepting the offer of admission completing the lottery and/or completing the registration forms, and The Charter School will keep written records of the lottery forms, procedures, accepted lists, and wait lists for a period of one year.
7. SchoolMint automatically transfers the online student applications to a random lottery which has been organized to follow the Charter School priorities (as listed above) to a numbered priority list and Wait List. Although the Charter School Business Manager 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 Business Manager meetings address lottery procedures in detail starting in September, and full accounts of the process, procedures, and updates are reported to the Regional Superintendent.
8. The Charter School shall require students who wish to attend the Charter School to complete an application form. After admission, students will be required to submit an enrollment packet, which shall include the following:
- 9.
10. Enrollment/Registration to the Charter School requires:
- 11.
12. School data card (family or guardian contact information).
13. Copy of student immunization records.—

14. ~~Signed copy of JHHS student contract and agreement to participate and abide by school guidelines.~~
15. ~~Attendance to Family Orientation Meeting.~~
16. ~~Completed Enrollment/Registration forms and documents.~~

### **Public Random Drawing**

~~Applications will be accepted during a publicly advertised open enrollment period each year for enrollment in the following school year (conducted by Enroll WCC). 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, more applicants apply than there are seats open, the Charter School, with the aid of Enroll WCC and SchoolMint, will hold 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 ~~existing~~ students admitted to or attending of the Charter School.<sup>6</sup>
2. ~~Students who are enrolled in the immediate prior grade level of another Amethod Public Schools charter secondary school.~~
3. ~~Students of Founding Families.~~
4. Children of ~~AMPS Charter School~~ teachers and staff (not to exceed 10% of the Charter School's enrollment)<sup>7</sup>
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, are is consistent with Education Code Section 47605(d)(2) and applicable federal law and non-regulatory guidance; however, should the preferences require modification in order to meet requirements of the Public Charter Schools Grant Program (PCSGP), such modifications may be made at the Charter School's discretion without any need to materially revise the charter as long as such modifications are consistent with the law and written notice is provided by the Charter School to the District.~~

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

Public random drawing rules, deadlines, dates and times will be communicated ~~in the application form and~~ on the Charter School's website. ~~Public notice for the date and time of the public random drawing will also be posted once the application deadline has passed. The Charter School will also~~

<sup>6</sup> ~~During the PCSGP grant period, siblings of existing students may be exempted from the lottery.~~

<sup>7</sup> ~~During the PCSGP grant period, children of teachers and staff may be exempted from the lottery.~~

~~inform parents of all applicants and all interested parties of the rules to be followed during the public random drawing process via mail or email at least two weeks prior to the lottery date.~~

The Charter School will conduct the lottery in the spring for enrollment in fall of that year.

### ***Lottery Procedures***

- ~~Each applicant's name will be assigned a number.~~
- ~~Each number will be put on a card.~~
- ~~Each card will be equal in size and shape.~~
- ~~The card will then be put into a container or lottery device that will randomly mix all cards.~~
- ~~A random drawing will occur, and the individuals chosen are accepted to the school.~~
- ~~Once the student list has been set, a waiting list will be developed for those students still wishing to enroll should space become available.~~

### ***Waitlist ranking***

The student waitlist will be assigned in the order drawn selected as reported by Enroll WCC and SchoolMint. ~~Two separate observers will collect lottery cards and enter into an electronic database the results. The database will be double checked to the physical cards to ensure accuracy. The database will be made public as soon as practically possible, both online at Amethod Public Schools website and posted in public locations at the school site. Letters and follow up phone calls to messages will be sent to families on the waiting list will also be made once all successful applicants have either accepted enrollment or declined.~~

~~All lottery cards and databases will be kept on file by the school or at Amethod Public Schools headquarters.~~

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 calls 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.

~~JHHS anticipates the lottery will be held at the school or a large community center, church, auditorium, or any public venue capable of seating all applicants comfortably. The lottery will take place on a weekday evening or weekend morning to ensure all interested parties will be able to attend. Once admitted, registration forms for students who are admitted will also gather the following: proof of immunization; home language survey; completion of emergency medical information form; proof of maximum age requirements, e.g. birth certificate; and release of records from previous school.~~

## **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 Directors 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:** ~~Education Code 47605 (b) (5) (j)~~; ~~†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)(j)**

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) ~~Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code Section 243.4.~~
- o) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.

- p) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- q) Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, “hazing” means a method of initiation or 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.
- r) 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.
- s) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual’s academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- t) Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- u) Intentionally harassed, threatened or intimidated 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) ~~rights~~ by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- v) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.
  - 1) “Bullying” means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which

would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:

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

(b) For purposes of this clause, “cyber sexual bullying” does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.

- 3) Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.
- w) A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1)(a)-(b).
- x) Possessed, sold, or otherwise furnished any knife unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Site Director or designee’s concurrence.

2. Non-Discretionary Suspension Offenses: Students must be suspended and recommended for expulsion for any of the following acts when it is determined the pupil:

- a) Possessed, sold, or otherwise furnished any firearm, explosive, or other dangerous object unless, in the case of possession of any object of this type, the 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, ~~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.~~
- 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) ~~Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code Section 243.4.~~
- o) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
- p) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- q) Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, “hazing” means a method of initiation or 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.

- r) 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.
- s) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual’s academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- t) Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- u) Intentionally harassed, threatened or intimidated 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)–rights by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- v) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.
  - 1) “Bullying” means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:
    - i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a

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

- 3) Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.
- w) A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision ~~(13)~~(a)-(b).
- x) Possessed, sold, or otherwise furnished any knife unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Site Director or designee's concurrence.
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 ~~ould~~ 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 **personentity** 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 **personentity** 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 personentity 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 Ppupils 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 ~~or functional analysis~~, 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 ~~or a functional analysis 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), ~~or~~ until the expiration of the forty-five (45) day time period provided for in an interim alternative educational setting, ~~whichever occurs first~~, 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 ~~Paychex~~ 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 - ~~Description of~~ The rights of any employee of the school district upon leaving the employment of the school district to work in a charter school, and of any rights of return to the school district after employment at a charter school.-**

**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: PUBLIC SCHOOL EMPLOYER**

~~**Governing Law** - A declaration whether or not the charter school shall be deemed the exclusive public school employer of the employees of the charter school for the purposes of the Educational Employment Relations Act (Chapter 10.7, commencing with Section 3540) of Division 4 of Title 4 of Title 1 of the Government Code -  
-Education Code 47605 (b) (5) (O).~~

---

~~Amethod Public Schools shall be deemed the exclusive public school employer of the employees of the Charter School for the purposes of the Education Employment Relations Act (EERA). AMPS shall comply with the EERA.~~

## **ELEMENT XVI: PROCEDURES FOR SCHOOL CLOSURE**

**Governing Law:** ~~A description of t~~*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) (PO)**

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 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. ~~Assumptions used to create the analysis are based on historical financial data from its sister charter school in Oakland and elementary school in Richmond and West Contra Costa Unified School District (WCCUSD).~~

**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.

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

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

<u>LCFF Implementation</u>	<u>FY 19-20</u>	<u>FY 20-21</u>	<u>FY 21-22</u>	<u>FY 22-23</u>	<u>FY 23-24</u>	<u>FY 24-25</u>
<u>JHHS General Purpose Entitlement per ADA</u>	<u>\$12,140</u>	<u>\$12,457</u>	<u>\$12,806</u>	<u>\$13,210</u>	<u>\$13,630</u>	<u>\$13,630</u>

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).

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

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.

**See Appendix xx** for 5 Year Cash-flow Statement

**See Appendix xx** 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 Q: Multiyear Budget Summary and Appendix R: 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.
1. By July 1, an annual update required pursuant to Education Code Section 47606.5.

- 1. 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.
- 1. 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 at report from the full prior-year. The report submitted to the district shall include an annual statement of all the charter schools receipts and expenditures for the preceding fiscal year.

The school is projected to open with grades 9-10, with seven 9<sup>th</sup> grade classes and one 10<sup>th</sup> class. The school will then grow for first four years, maintaining 100 students in each grade. Starting 2020-21, the school will add one additional classroom per grade, as it grows to full 9-12 capacity of 500 students in 2020-21. JHHS expects to have students transferring from Oakland Charter HS (another high school in Amethod schools) as some of these students are from Richmond, and students moving onto high school from Richmond Charter Academy MS (another Amethod schools).

Grade	2020	2021	2022	2023	2024	2025
Ninth		100	100	100	100	125
Tenth	30	100	100	100	100	125
Eleventh		90	100	100	100	125
Twelfth			90	100	100	125
<b>Total</b>	<b>190</b>	<b>290</b>	<b>390</b>	<b>400</b>	<b>400</b>	<b>500</b>

The attendance rate is assumed to be at 95% in all years, which is consistent with the attendance patterns at Richmond Charter Academy MS.

The district's 2013-14 unduplicated count used for the LCFF calculation is 74.57%. 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.

**Revenues**

**LOCAL CONTROL FUNDING FORMULA**

The School is using the Local Control Funding Formula to drive the general purpose entitlements. Per Senate Bill 97, the base rate for the Year 1 Transition Calculation is determined by the LCFF base rate of West Contra Costa Unified School District. Below is an excerpt from page 81 of Senate Bill 97 that provides clarification on how newly operational charter schools will be funded under the LCFF.

(f) (1) For purposes of this section, commencing with the 2013–14 fiscal year and until all school districts and charter schools equal or exceed their local control funding formula target computed pursuant to Section 42238.02, as determined by the calculation of a zero-difference pursuant to paragraph (1) of subdivision (b), a newly operational charter school shall be determined to have a prior year per average daily attendance funding amount equal to the lesser of:

(A) The prior year funding amount per unit of average daily attendance for the school district in which the charter school is physically located. The Superintendent shall calculate the funding amount per unit of average daily attendance for this purpose by dividing the total local control funding formula entitlement, calculated pursuant to subdivisions (a) and (b), received by that school district in the prior year by prior year funded average daily attendance of that school district. For purposes of this subparagraph, a charter school that is physically located in more than one school district shall use the calculated local control funding entitlement per unit of average daily attendance of the school district with the highest prior year funding amount per unit of average daily attendance.

(B) The charter school's local control funding formula rate computed pursuant to subdivisions (c) to (i), inclusive, of Section 42238.02.

With JHHS opening in 2015-16, the estimate for the LCFF funding rate that year is \$8,357, assuming that the LCFF gap funding rate will be 20.68% in 2015-16. JHHS will move from the base rate to their target rate in 2020-21 with the target rate being based off of the projected school-specific demographics. The estimated unduplicated count mentioned above is assumed to be 70%. This would give JHHS an initial target LCFF rate of \$10,584, with an adjusted target rate of \$10,816 in 2016-17.

Since the Fiscal Crisis & Management Assistance Team (FCMAT) has not published estimates for LCFF implementation or COLA beyond 2016-17, JHHS is holding the LCFF target rate at the 16-17 level (no further COLA adjustments or adjustments for demographics) and assuming the LCFF will be implemented equally for the final four years, until the target funding rate is achieved in 2020-21.

The table below shows the implementation schedule of the LCFF from 2015-16 through 2020-21 and the general purpose rates that are generated over that period.

*LCFF Schedule*

<b>LCFF Implementation</b>	<b>FY 16</b>	<b>FY 17</b>	<b>FY 18</b>	<b>FY 19</b>	<b>FY 20</b>	<b>FY 21</b>
<b>-Implementation % Towards Goal-</b>	20.7%	25.5%	25%	33%	50%	100%
<b>Total Effective Implementation %</b>	40.1%	52.1%	68.8%	79.1%	89.5%	100.0%
<b>-JHHS General Purpose-</b>	\$8,357	\$8,984	\$9,442	\$9,895	\$10,35	\$10,81

<b>Entitlement per ADA</b>					6	6
----------------------------	--	--	--	--	---	---

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 RCA in the 2013-14 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 for the first year and 21.96% of total general purpose funding thereafter, with State Aid making up the remainder.

**OTHER GOVERNMENT SOURCES**

JHHS is not planning to offer a Free and Reduced lunch meal program, so no Child Nutrition reimbursements are included, but AMPS will research the program.

Given its projected free or reduced lunch population, the school is planning to apply for Title funding after completing its LEA Plan in late summer 2015. The school assumes the sequestration is still in place and has adjusted its estimates downward for the funding rates accordingly.

JHHS intends to apply for a Prop 39 facility. In the event that the Charter School cannot secure a facility through Prop 39, it will rent a private facility that will qualify it for SB740 Facility Grant funds. To be conservative, JHHS has budgeted for the more expensive of these facility options — renting a private facility with SB740 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 \$750 per ADA or 75% of the lease costs.

The school has budgeted for state lottery revenue. These funds do not begin to arrive until year 2 (year 1 funds are accrued). The 2015-16 expected rate is \$154/ADA based on School Services of California (SSC) projections. Out years remain flat and are also based on the SSC Dartboard.

For Special Education, JHHS is budgeting to be a “school of the district” for Special Education purpose, so no Special Education revenues are included.

The school has not included any grants or fundraising although the school intends to apply for the Public Charter School Grant Program (PCSGP), grant. A method was successful in its last applications to PCSGP for Oakland Charter High School, Richmond Charter Academy, Benito Juarez Elementary, and Downtown Charter Academy.

**Expenses**

Expenses have been conservatively estimated by the executive staff at Amethod based on the operating costs at Richmond Charter Academy MS and Benito Juarez Elementary. Expense assumptions have been increased 3.0% per year for inflation, in addition to being increased for enrollment and staffing growth. Below is a summary of the major expense categories and their underlying assumptions.

**STAFFING AND BENEFITS**



The staffing structure is modeled off of Amethod’s successful staffing structure at its other schools. The structure assumes substantial management, instructional leadership, and operations support from the home office (budgeted in the 5000 series).

	Avg. Salary per FTE (2015-16)	2015-16 FTE	2016-17 FTE	2017-18 FTE	2018-19 FTE	2019-20 FTE
<i>Teacher</i>	\$47,278	8	12	16	16	16
<i>PE teacher</i>	\$47,278	1.5	2	3	3	3
<i>Foreign Language</i>	\$47,278	1.5	3	3	3	4
<i>Tutors</i>	\$42,000	1.0	3.0	4.0	4.0	4.0
<i>College Advisor</i>	\$46,125	1.0	1.0	1.0	1.0	1.0
<i>Site Director</i>	\$76,000	1.0	1.0	1.0	1.0	1.0
<i>Site Admin</i>	\$39,780	1.0	2.0	3.0	3.0	3.0
<i>Dean of Students</i>	\$76,000		1.0	1.0	1.0	1.0
<i>Stipend</i>		\$5,000	\$5,000	\$5,000	\$5,000	\$5,000

The salaries assumed in the budget map directly to the average salaries paid by Amethod at RCA and Juarez Elementary, increased by 3%.

In addition, substitutes have been budgeted assuming a 5% teacher absence rate and \$140/day rate of pay.

The school intends to outsource its business services; however to be conservative, the budget includes one additional classified admin FTE in first two years to support the growth in enrollment.

The school will offer a cafeteria health plan with a fixed contribution amount per employee per year (\$4,000), which will grow by 14% per year, in line with health cost increases. Like the teachers at its sister school, the certificated staff will not participate in STRS; instead all staff will be part of the social security system and a 401 K.

**BOOKS AND SUPPLIES**

JHHS is budgeting costs of \$450 per new student to purchase textbooks and core curricular activities. Each year, JHHS will spend \$150 per student on materials and supplies, approximately \$70 per student on education software (first two years), \$15 per student on art, music, and PE supplies, and \$30 per student on non-instructional student materials and supplies. The school will spend \$300 per new student on classroom furniture plus \$500 per classroom for projectors, and \$200 each to buy one Chromebook or tablet for every two students. In year 2 and going forward, a new Chromebook or tablet will be purchased for each new student. Amethod schools has a surplus of staff computers that will be utilized by school staff.

Unless otherwise noted, expenses are increased 3% per year for inflation. As mentioned previously, the school will apply for the PCSGP grant and, if received, the majority of these expenses will be billed to the grant in years 1 and 2.

**SERVICES AND OPERATING EXPENSES**

To the extent possible, all Services and Operating expenses were estimated based on the actual costs of other Amethod schools. Accounting services, insurance, student information systems,

~~assessment systems, and business services estimates come directly from actual quotes for services for RCA and Juarez Elementary.~~

~~Without a definitive facility location, rent projections assume a rate of \$10,000 per month per RCA's lease as a proxy. The school is budgeting separately for utilities and maintenance using standard market rates assumptions at \$417 per month, and janitorial services are estimated at \$325 per month.~~

~~JHHS will spend approximately \$500 per teacher each year to attend professional development conferences and other related travel. The liability insurance premium is assumed to be \$62 per student, in line with quotes for similar-sized schools using the CharterSafe JPA. The school will lease a copier at \$400 per month. Fingerprinting/Live Scan is budgeted at \$75 per new FTE. Legal expenses have been budgeted at \$6,000 per year. The school will spend \$20 per student on marketing and student recruitment. The school has budgeted \$25 per student for health services. JHHS plans to spend \$6 per student on Student Assessment. The school will then spend \$5 per student on Student Information Systems per existing PowerSchool contract. The school plans to spend \$3,500 on student sports. The school has budgeted \$350 per month for internet, phone and fax. The school will also spend \$25 per student on postage and delivery.~~

~~Professional development is an important 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 \$1,500 per teacher to pay for planning periods, consultants, substitutes, and materials related to professional development.~~

~~Without a Prop 39 facility, District Oversight fees are budgeted at 1.0% of Local Control Funding.~~

~~The special education encroachment was estimated to be \$777 per ADA, which is based on \$732 per ADA estimate based on 13-14 FY encroachment grown by 3% over two years.~~

~~In the start-up year beginning in March and ending in June, the school will have a consulting contract with the chosen school director to support their work in starting the school before the July payroll begins.~~

#### ~~CMO FEE~~

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

#### ~~CAPITAL OUTLAY~~

~~JHHS has budgeted \$200,000 in year 3-5 for making necessary capital improvements to buildings or the site. Because the location of the school isn't known at this time, there are no specific plans for these funds, but JHHS believes that it is important to budget for necessary improvements or installations that are needed.~~

#### ~~CASH FLOW~~

~~Once the charter is approved, the school will apply for a \$250K CDE Revolving Loan. JHHS is conservatively assuming that funds will not arrive until July of 2015. The CDE loan payback would occur over a four year period. Payments of this principal consist of \$62,500 per year for the four years beginning the year after the loan is disbursed, in equal portions in September through February. The school has budgeted the interest expense for this loan at a PMIA Interest Rate of~~

~~0.35%. If JHHS does not receive the Revolving Loan or the previously mentioned PSCGP, the school will seek a short term start up loan from Amethod Schools. In the case that JHHS should decide to get a bank loan, JHHS will consult with WCCUSD first.~~

~~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 the 2014-15 deferral schedule approved with the June 2014 State budget, and it continues throughout the five-year projection. This is a conservative assumption given the state’s goals to eliminate deferrals. The Special Advance Apportionment for growing schools has been included following historical disbursement patterns with funds arriving in October and January.~~

~~To allow for county processing time, all payments are expected in the month following the disbursement month. For example, the July state aid payment of 5% is included in August in the cash flow forecast.~~

~~Initially, Amethod Schools will loan JHHS \$150K to pay for startup activities until the state funding begins and again in year 3 for \$200K to manage cash flow. JHHS will be able to pay back the loan at the end of year 3.~~

~~CONTINGENCIES AND RESERVES~~

~~Given its size, the school is maintaining a 5% budget reserve in addition to a \$15,000 contingency in the event of closure starting 2016-17.~~

**Budget and Financial Reporting**

***Governing Law:** The petitioner or petitioners also 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.*

**—Education Code Section 47605(g)**

Attached in Appendix under the Financial tab, please find the following documents:

- A projected first year budget including startup costs and cash flow
- Budget assumptions
- Financial projections for the first three years of operation

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 at report from the full prior-year. The report submitted to the district shall include an annual statement of all the charter schools receipts and expenditures for the preceding fiscal year.~~

#### **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. ~~It is anticipated that the Charter School will provide or procure most of its own administrative services including, but not limited to, financial management, personnel, and instructional program development either through its own staff or through an appropriately qualified third-party contractor. Budget allocation and vendor selection will be the responsibility of the Governance Board. The Governance Board may delegate authority to the Chief Executive Officer to select vendors below a contract amount to be determined, but will retain overall responsibility for contract approvals. The Governance Board will work with the selected back office provider for payroll services and to ensure compliance with state financial accounting procedures.~~

In conjunction with EdTec, the organization’s back office accounting services providers, the Chief Executive Officer ~~and~~, Chief of Operations, ~~and Operations Associate of Finance~~ 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 will be located within the District boundaries. The petitioners are currently searching for a suitable location and have identified a few possible locations for the charter school that include a former church and a shopping center. One such property researched by the facility committee is a former church located 12411 San Pablo Ave, Richmond, CA. Initially, the facility needs, at least nine classrooms, yard space, parking, multi-purpose space, and office and storage space.~~

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.

~~The school has a very active Facility Committee and has secured the services of LCB Associates to assist in the search for a suitable facility for the school. JHHS also intends to file a Prop. 39 request to WCCUSD to explore the option of receiving available district space in the area.~~

## **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 term, from July 1, 2015-2020 through June 30, 2025<sup>0</sup>, 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. ~~Timely approval of the charter petition is needed for the charter to begin procedures and operations.~~

# APPENDIX



# Attachment

# C

## Charter Renewal Review

School Information	
School Name	John Henry High School
Chartered (date)	August 2015
Grade Levels Served	9 <sup>th</sup> through 12 <sup>th</sup>

### Standards for Reviewing a Charter Renewal Petition

In order to be considered for renewal, a charter school must demonstrate the following:

A. Alternative measures that show increases in pupil academic achievement for all groups of pupils schoolwide and among numerically significant subgroups;

or,

B. 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 where the charter school is located, **taking into account the composition of the pupil population that is served at the charter school.**

**Once one of those criteria are met, the Board of Education should review a petition for renewal through the following lens:**

1. Does the charter school present an unsound educational program for students?
2. Is the charter school demonstrably unlikely to successfully implement the program set forth in the renewal petition?
  - Regulations specifically state that when reviewing a charter renewal petition, chartering authorities “shall consider the past performance of the school’s academics, finances, and operation in evaluating the likelihood of future success, along with future plans for improvement, if any.”
3. Does the renewal petition fail to contain the necessary statutory affirmations? These include that the school will not discriminate or charge tuition.
4. Does the petition for renewal contain reasonably comprehensive descriptions of all 15 required elements (i.e. educational program; governance structure; closure procedures; etc.)?
  - The Education Code also requires a petition for renewal to include “a reasonably comprehensive description of any new requirement of charter schools enacted into law after the charter was originally granted or last renewed.”

These four factors are balanced against the charter school’s “increases in academic achievement for **all groups** of pupils served by the charter school”. The review of increases in academic achievement, or lack thereof, is “the most important factor,” (therefore, given the greatest weight of any individual factor) in determining whether to renew a charter.

### **Staff Report and Findings**

Staff recommends denial of the renewal petition. This report presents evidence to support this recommendation based on problems within the petition, the school, and the organization. Acknowledging the academic achievement in ELA, and the precipitous drop in Math for ALL students, staff points out that for ELs and Special Education, no data are available-- itself an issue discussed within this report. The effect of persistently low enrollment makes a full evaluation of academic achievement impossible, a problem that staff endeavored to solve, as discussed in the following section.

#### **Findings include:**

- 1. The petition presents an unsound educational program; and**
- 2. The Charter school is demonstrably unlikely to implement the program set forth in the petition.**

The following Findings of Fact and specific facts in support thereof have been grouped for convenience under the aforementioned grounds for denial of the Petition. **Certain Findings of Fact support more than one ground for denial of this petition for renewal.**

#### **Background on the Composition of the Student Population**

To weigh the academic performance of the students at JHHS, and to take into account the composition of the pupil population served the District must review data for all students. The school, however, does not enroll sufficient numbers of Special Education, Initial Fluent English Learners (ELs), ELs in the U.S fewer than 12 months, ELs in the U.S. for 12 months or more, designated English Learners, English Only, or any ethnicities served by the District save one-- Hispanic and Latinx. There has been a persistent problem in recruiting a student body representative of the District—a concern called out in the staff report and possible Findings of Fact for the initial charter review in 2014.

The California Department of Education flagged the JHHS 2019 on the upcoming Dashboard for testing fewer than 95% of their English Language Learners. Failure to test a reasonable sampling of ELs is problematic as it renders inadequacies in an EL program difficult to see, quantify and correct. Further, due to insufficient enrollment and a failure to test at least 95% of their EL population, data for student achievement is not available on Dataquest so that a complete review of academic achievement could be made. Seeking to provide a full review, the District requested research files from Mr. Stephan, Chief of Staff for the Amethod Public Schools on December 5, 2019. As of December 13, 2019, the data were not supplied by the charter management organization. To be clear, the academic achievement of all students is unproven, and further, is

outweighed by systemic, serious and persistent problems throughout the organization. These are described in detail in the following sections.

### **Ethnicities Served**

Over four years the percentages of ethnicities served at the charter school have been static with a population largely consisting of Hispanic and Latino students. The organization has offered multiple reassurances that outreach will improve ([Charter Petition](#), p. 95, among others), yet the organization’s practices and policies encourage homogeneity. These practices include lottery preferences for “students from the immediate prior grade of another Amethod school” ([p. 97](#)) all but ensure that changes in the student ethnic composition are rare. By way of comparison, LPS, another charter school authorized by this District, determined that the homogeneity of their student population did not allow meaningful engagement with the students the charter had targeted, and so changed enrollment lottery preferences to reach students who struggled in academics. This illustrates that change is possible if serious intent exists.

While it has been pointed out that some District schools are not integrated, a review of District high school data below provides clarity concerning that assertion.

Table 1

#### *Ethnicities Served at JHHS and all District High Schools*

Name	Total	African Amer.	Amer.Ind or Alaskan	Asian	Filipino	Hisp. or Latinx	Pacific Isl.	White	2 or More Races
DHS	1,368	22.10%	0.30%	12.60%	6.80%	45.50%	1.10%	9.00%	2.60%
ECHS	1,506	18.90%	0.30%	18.30%	2.20%	26.70%	1.00%	29.80 %	2.80%
HHS	867	25.10%	0.20%	21.60%	23.00%	22.30%	0.60%	4.40%	2.90%
KHS	851	25.30%	0.10%	5.20%	1.10%	64.50%	1.30%	2.00%	0.60%
PVHS	1,120	15.30%	0.20%	11.40%	8.60%	48.70%	0.60%	13.10 %	2.10%
MCHS	288	13.20%	0.00%	17.00%	8.00%	52.10%	0.70%	7.60%	1.40%
JHHS	320	2.80%	0.00%	1.30%	0.30%	95.30%	0.00%	0.30%	0.00%
RHS	1,567	6.90%	0.10%	4.40%	1.80%	85.10%	0.40%	1.00%	0.30%

*All Data pulled from DataQuest, California Department of Education*

JHHS is the only high school in the District with the disproportionate Hispanic and Latinx percentages, while simultaneously serving far fewer English Learners. Richmond High School serves the closest percentage of Hispanic and Latinx students yet has over twice the percentages of Beginning and Early Moderate speakers (see table 4 below).

JHHS had fewer than 2% of African American, American Indian/ Alaskan Native, Asian, Filipino, Pacific Islanders, Whites, or students with two or more races. It had, by two to nine times, fewer African American, or Asian students than District schools.

**Ethnicities over time.** Data show that virtually no change has manifested in the ethnic data since the school opened, despite repeated reassurances during public meetings and within the charter document that this would be corrected. Variation from 2015 through 2019 was less than a single percentage point.

Table 2

*Ethnicity Over Time at JHHS*

Academic Year	African Amer.	Amer. Ind./ Alaskan	Asian	Filipino	Hispanic or Latinx	Pacific Islander	White	2 or More Races
2018-19	2.80%	0.00%	1.30%	0.30%	95.30%	0.00%	0.30%	0.00%
2017-18	2.30%	0.00%	1.20%	0.00%	94.90%	0.00%	1.20%	0.40%
2016-17	2.50%	0.00%	1.50%	0.00%	94.60%	0.00%	1.50%	0.00%
2015-16	2.40%	0.00%	0.80%	0.00%	94.40%	0.00%	2.40%	0.00%

**Subgroups or Special Populations Served, 2018-19**

Next, this report reviews Special Populations served at John Henry High School and all District high schools to better understand the influences on performance, and information about the students at the school.

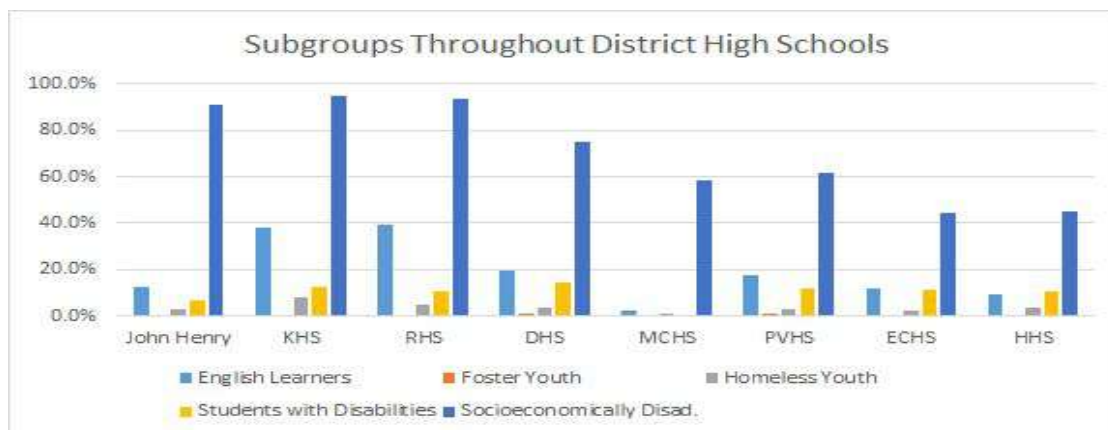
Table 3

*Subgroups at JHHS and All District High Schools*

Subgroups	JHHS	DHS	ECHS	HHS	MCHS	PVHS	KHS	RHS
English Learners	12.5%	19.7%	12.1%	9.0%	2.4%	17.8%	37.8%	39.6%
Foster Youth	0.0%	0.7%	0.2%	0.1%	0.0%	1.2%	0.6%	0.2%
Homeless Youth	2.8%	3.8%	2.1%	3.6%	1.0%	3.0%	7.8%	4.9%
Students with Disabilities	6.9%	14.3%	11.4%	10.7%	0.3%	11.7%	12.8%	10.3%
Socioeconomically Disad.	91.3%	75.0%	44.4%	45.0%	58.3%	61.8%	94.8%	93.5%

Chart 1

*Subgroups Throughout District High Schools and JHHS*



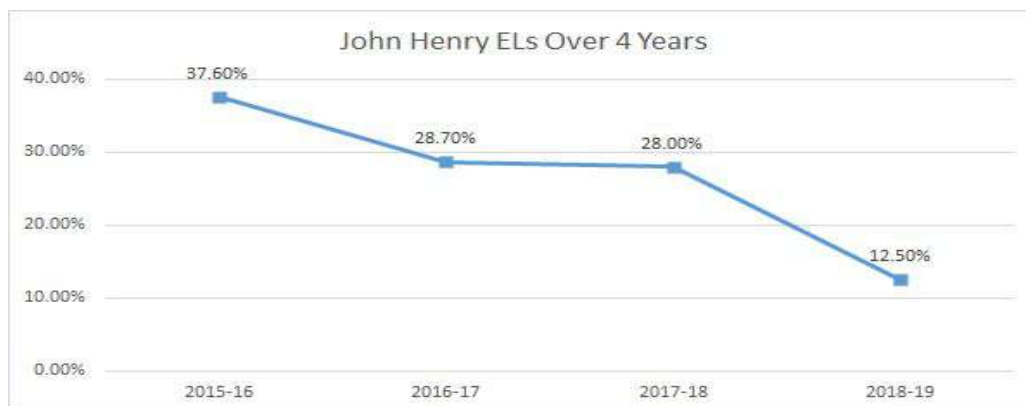
- The school served fewer ELs than Kennedy, Richmond, DeAnza, and Pinole Valley. The school was within .4% of El Cerrito High, and slightly higher than Hercules.
- Fewer Special Education students than any school with the exception of Middle College High.
- A smaller percentage of Students living in poverty than either Kennedy, or Richmond High.

**English Language Population Served**

Between 2015-16 and 2018-19, the English Learner population served by JHHS dropped sharply, from 37.60% in 2015-16 to 12.40% in 2018-19, which was a clear response to inadequate English Language Learner support offered by the school (discussed later in this report), as well as evidence of the organization’s failure to recruit English Learners. This fall in enrollment makes an actual weighing of the academic achievement of all students impossible, further aggravated as the English Learner and special education data were not provided by the organization. The decline in EL students is demonstrated in chart 2, provided next.

Chart 2

**English Language Learners at John Henry High Over Four Years**



Higher percentages of early ELs equates to a more significant challenge for a school or District, imposing a larger impact on services, budgets, and potentially test scores. Higher percentages of levels 3 and 4 represent students who have progressed further along the spectrum of language acquisition. As the following chart shows, John Henry High has higher percentages of more advanced language learners, and the District has higher percentages of those new to the language (Levels 1 and 2).

Table 4

*English Language Learner Levels for JHHS and All District High Schools*

ELL Level	JHHS	DHS	ECHS	HHS	PVHS	KHS	RHS
Lvl 4: Well Developed	38.1%	27.2%	25.8%	37.6%	22.4%	9.3%	19.7%
Lvl 3: Moderately Developed	38.1%	27.2%	29.6%	22.6%	30.6%	15.9%	25.3%
Lvl 2: Somewhat Developed	9.5%	17.7%	14.0%	20.4%	25.3%	15.0%	17.1%
Lvl 1: Beginning Stage	14.3%	27.9%	30.6%	19.4%	21.8%	59.8%	37.9%
<b>Total 1&amp;2</b>	<b>23.8%</b>	<b>45.6%</b>	<b>44.6%</b>	<b>39.8%</b>	<b>47.1%</b>	<b>74.8%</b>	<b>55.0%</b>

Levels 1 and 2 are combined in the bolded figures below the chart. Differences are startling, ranging from nearly twice the percentages to over three times the difference. This lack of students from the first two categories makes meaningful SBAC score comparisons impossible.

District staff are concerned as current enrollment does not come close to mirroring the makeup of this community. The small percentages of students who are early ELs, African American, and the apparent inability to correct this imbalance although it has been called out by staff since the initial petition was delivered in 2014. The issue of diversity is also important for a number of reasons described in research on racial and socioeconomic diversity in schools ([tcf.org](http://tcf.org)). A student’s experience with diverse others confers cognitive and social benefits for all. For example, students in integrated schools have higher average test scores on the National Assessment of Educational Progress (NAEP), they are more likely to enroll in college, and are less likely to drop out. Finally, integrated schools are more likely to reduce the achievement gap. Studies show that integrated schools offer civic and social-emotional benefits such as a decrease in stereotypes, prejudice, increases in self-confidence, enhanced leadership skills and reduction in anxiety throughout a student's life, all manifested in benefits within their subsequent professional life.

**Finding 1: The Charter Petition Presents an Unsound Education Program**

**Inadequacies in the English Language Learner Program**

The JHHS ELD program relies upon “immersion”, “high expectations”, “Specially Designed Academic Instruction in English” (SDAIE) and “RTI” (pp. 54 and 55, [charter petition](#)). These strategies do not constitute a program. The petition says “The newly adopted English Language Development Standards will be mapped to the Amethod’s instructional program” (p.56) yet no

evidence was offered by way of example in the petition. The implementation of a systematic ELD program should have been defined and initiated when the standards were adopted in 2012-- more than seven years ago-- yet no evidence of such a program is provided in the petition.

The approach described in the petition is likely to be even more damaging to students, as approximately 75% of the staff are new to JHHS, and approximately 50% of those staff are new to the profession. New educators require extensive professional development, and a clearly articulated program for English Language Development.

The petition suggests that support for ELs will occur in a small group setting (p. 57), but it is unclear in reviewing the most recent bell schedule how a single teacher can provide adequate instruction for the 40 EL students across four grade levels, and four skill levels over the four territories of listening, speaking, reading and writing language.

Further, due to staffing changes, the ELD and “ELA support” have been offered by no fewer than five different instructors since the start of the 2018-19 school year (see the staffing/ bell schedules for [Garcia, Evans, Kusactay, Rodriguez, McCurtis](#)). This raises serious concerns that the needs of the ELD population cannot be meaningfully addressed confirmed by the declining EL population data provided earlier in this report. As demonstrated previously in this report, each of these factors contribute evidence to explain the drop in ELs at the school.

### **Inadequacies in the Special Education Program**

The petition says that “The goal of the Charter School is to employ at least one full time teacher who possesses a Special Education Credential (p. 51)” -- a statement that lacks awareness that employment of such an individual is not optional, but rather required. The petition describes the use of mainstreaming, which allows students to learn in the regular education classroom, but fails to show how specific and individual disabilities will be addressed and supported when they cannot be accommodated in the regular classroom.

In the bell schedule/ staff and credentialing list submitted by [JHHS dated 1/11/2019](#), an individual was listed as an Education Specialist, and given additional duties to provide ELA support. She remained part of the staff through 3/27/19, but is not on the most current staffing list. At present, there are no names or blocks of time for the provision of Special Education. There is, however, a coordinator listed on the CMO website that appears to handle all Special Education oversight for all six schools, raising questions about the feasibility of appropriate services and oversight.

In 2018, the District issued a formal [Notice of Violation](#) stemming from a [Whistleblower complaint](#) by the former site leader at JHHS. Among other problems, the district found the school had failed to provide special education services to 22 students ranging from deficits of between 240 minutes to 924 minutes. The Notice of Violation also discussed the organization’s failure to demonstrate that properly credentialed instructors provided special education to students at the Charter School. One remedy for this violation was to employ a credentialed Educational Specialist to provide specialized academic instruction at the school.

On December 6, 2019, the District’s Special Education Director received [notification](#) from the Disability Rights Education and Defense Fund (DREDF), asking for assistance in resolving



several issues with another charter school operated by Amethod Public Schools (AMPS). DREDF is an advocacy and policy center for people with disabilities. The letter from DREDF stated that the Amethod school leaders counseled parents to leave the AMPS charter school and enroll in the District schools so that the child's needs could be met. She relayed that ten other Spanish-speaking families from Amethod schools relayed that they were told by site leadership the District could better accommodate their child's needs. The District's Transfer Office confirmed that two parents had come to the District in the last two weeks to enroll, relaying that they had been "counseled out" of the Amethod charter network due to special education needs.

This statement of concern was forwarded to the Amethod organizational leadership. On December 10, 2019, SELPA Director Nick Berger visited JHHS to speak to the Special Education teacher. He was referred to Ms. Princess Tucker and told that she provides special education services but is not there every day. Mr. Berger called her, and was informed that she was a coordinator, and does not provide services. She relayed that the model employed is "push in", and discussed aides providing this service and well as a special education teacher, Mr. Casensis. He is said to provide services 5 days per week. She also referred to an out-of-state person who oversees them all. Staff called to speak to Mr. Casensis. He informed staff that he was directed not to speak to the District, and instead send any inquiries to Ms. Flores, Site Director.

## **Finding 2: The Charter School is Demonstrably Unlikely to Successfully Implement the Program Outlined in the Charter Petition**

### **Governance and Management**

This section will focus on two governance and organizational leadership issues: 1. Staff turnover at all levels of the organization; 2. Lack of accountability, transparency and charter board oversight. In a Staff Report, dated September 26, 2018, specifically in regard to the oversight of John Henry High School, AMPS was put on notice of ongoing concerns regarding these two issues. This staff report was issued at the conclusion of revocation proceedings (ultimately resolved short of revocation) initiated by the District against the charter school. In the time subsequent to that staff report, the Charter School has failed to adequately address these concerns.

**1. Staff and board turnover.** Throughout the last five years it is estimated that 76 staff members from all levels of the six-school organization left or were forced out. Examples of those who are no longer with the organization include Mr. Cordero, COO; Ms. Vance, Mr. Adams, and Ms. Jones each Directors of Special Education; Ms. Long, Oakland Regional Director; and Ms. McCoy and Ms. Frudakis, each Director of Talent (Human Resources). Thirteen teaching staff and two front office staff, two site Directors and two Deans either left or were fired from JHHS between 2016 and 2018, while between April 20 through November 2019, twelve teachers have left the school. This level of turnover at the organization raises concerns. In some cases, former employees were asked to sign non-disclosure agreements in exchange for payments, providing still more evidence for the next concern: transparency.

**2. Lack of accountability, charter board oversight, and transparency.** The JHHS petition proposes a change in board versus staff responsibility that erodes the central function of a governance board: accountability and oversight. The [petition](#) says: “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” (Petition, p.107).

Removing oversight and organizational control from a governance board contradicts best practices recommended by the California School Boards Association, and the National Association of Charter School Authorizers, as it allows an environment where very few individuals guide a complex organization responsible for the appropriate oversight of millions of taxpayer dollars. Further, during an Amethod [board meeting](#) of December 3, 2019, the board voted to reduce the number of board members from a minimum of 5 to a minimum of 3.

Finally, this meeting took place without proper Brown Act notification—no notice was posted at school sites-- as agreed upon in the Memorandum Of Understanding ([MOU](#)).

Section 18. Compliance with Law Applicable to Public Agencies. The charter school agrees to comply with applicable federal or state laws (which may be amended from time to time), including, but not limited to the following:

- The Ralph M. Brown Act (“Brown Act”) (Cal. Gov. Code 54950 et seq...

At present the Amethod organization [website](#) lists three board members, yet the renewal petition lists 6, including Mina Wilson who appears to have left the organization. Notice of board changes are required to be shared with the district per the MOU (pp 11 and 12):

12. Reporting to the District.

(c) Notification to District Regarding Governing Body Composition. The school shall annually (on or before July 1) send to the District a list of its directors and officers. The District shall be provided with immediate notice of any change in the composition of these directors or officers.

On October 18, 2019 the District sent a [Letter of Inquiry](#) to gather information on staffing at all Amethod schools, a [change in the leadership structure](#) of BJE and RCA (also a violation of the MOU, p. 19), continued failure to provide Special Education services at an Amethod school, and questions on the compliance with SB 250-- the law governing free and reduced price lunch for students. Although the District did receive correspondence from the organization, no explanation for these important questions was offered (The response may be reviewed [here](#)).

### **2019 Dashboard Data on ELA, Math, and College and Career Readiness**

The Dashboard data confirm several key points concerning the directive that academic increases at the school, and of the student subgroups at the school must be considered as the factor with the greatest weight in considering charter renewal. Dashboard data also support the assertions that the English Language Development program is inadequate. Increases or decreases listed below

are for this versus the prior year. Descriptors such as “Decreased significantly” in the tables below are provided by the CDE, and are attached to specific changes in data.

ENGLISH LANGUAGE ARTS, 2019							
Student Group	Color	Status Level	Change Level	CURRENT STATUS - Average distance from Standard	CHANGE - Difference between current status and prior status	Current year number of valid students	Current year number of valid students with disabilities
All Students	Yellow	Medium	Maintained	26.2	-0.5	69	0
English Learners	Orange	Low	Declined	-25.3	-3.3	36	0
Socioeconomically Disadvantaged	Yellow	Medium	Maintained	25.2	0.9	64	0
Students with Disabilities	None	N/A	N/A	N/A	N/A	10	0
African American	None	N/A	N/A	N/A	N/A	2	0
Asian	None	N/A	N/A	N/A	N/A	1	0
Hispanic	Green	Medium	Increased	28.8	3.6	66	0

MATH, 2019							
Student Group	Color	Status Level	Change Level	CURRENT STATUS - Average distance from Standard	CHANGE - Difference between current status and prior status	Current year number of valid students	Current year number of valid students with disabilities
All Students	Orange	Low	Decreased Significantly	-77.3	-44.2	66	N/A
English Learners	Red	Very Low	Decreased Significantly	-123.7	-48.3	33	N/A
Socioeconomically Disadvantaged	Orange	Low	Decreased Significantly	-80.3	-43.9	61	N/A
Students with Disabilities	None	N/A	N/A	N/A	N/A	9	N/A
African American	None	N/A	N/A	N/A	N/A	2	N/A
Asian	None	N/A	N/A	N/A	N/A	1	N/A
Hispanic	Orange	Low	Decreased Significantly	-73.2	-37.5	63	N/A

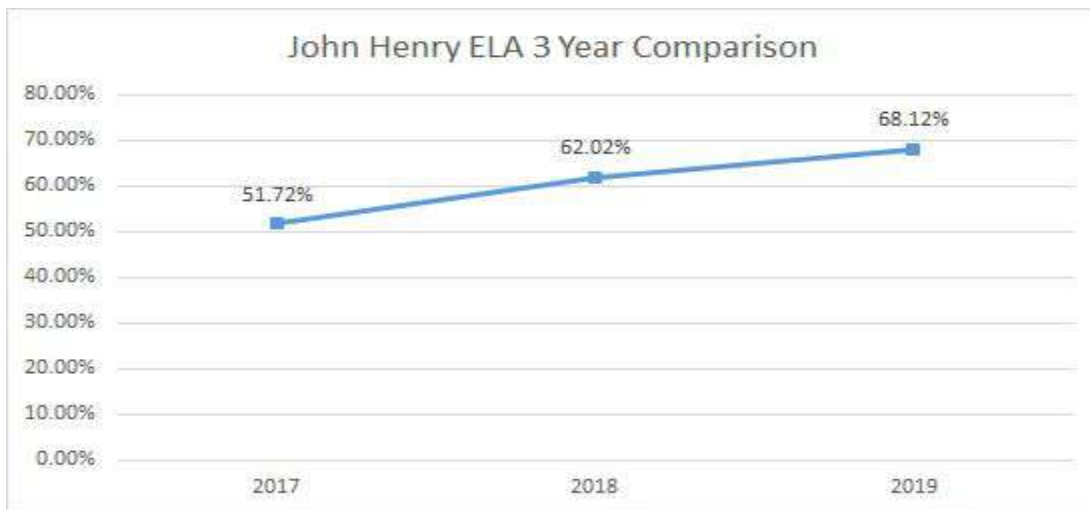
The data show increases for Hispanic and Latinx, but no data for multiple subgroups. Data for ELs shows a decline of 25.3% points. In math, EL students fared even worse, plus the school did not test 95% of students in math for ELs, Low income, or special education students.

All students showed significant declines, but ELs suffered the most. Also note that the data confirm assertions concerning the lack of diversity. Finally, despite claims concerning the College Preparedness, a look at the College and Career data for JHHS.

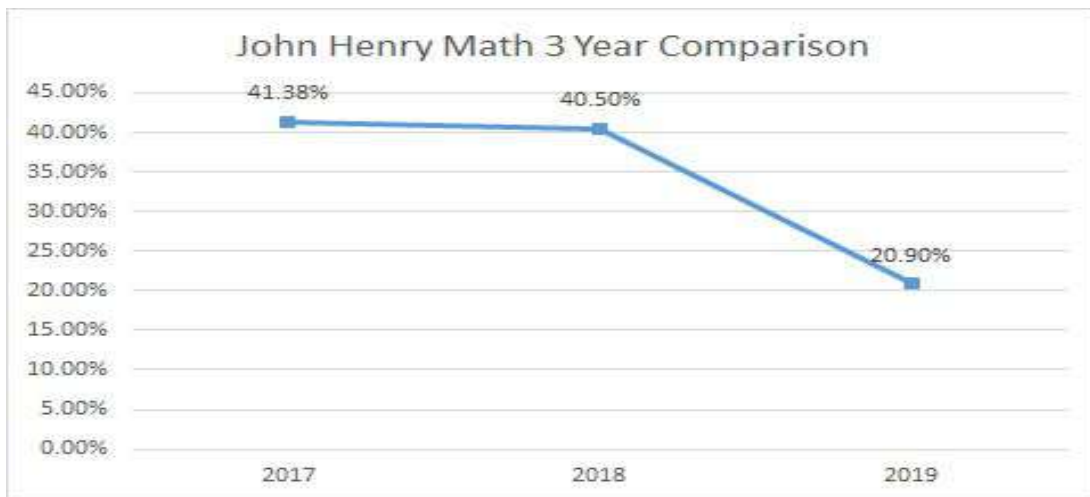
COLLEGE AND CAREER READY			
Student Group	Percent Prepared	Change	Number of Students
All Students	35.40%	declined 16.4%	82
English Learners	12.80%	-5.40%	39
Socioeconomically Disadvantaged	32.90%	-18.80%	76
Students with Disabilities	N/A	N/A	3
African American	N/A	N/A	1
Asian	N/A	N/A	1
Hispanic	35.40%	-16.30%	79

In College and Career Readiness, 35.40% of all students are prepared, yet even this is a decline from prior years. Once again, EL data are significantly lower than all students by a factor of approximately three times, with a difference of 22.6% between All and ELs. This too was a decline from the prior year by 5.40%. Again, there are no data for multiple other subgroups (African American, Asian, Students with Disabilities), making accurate comparisons to District schools impossible.

Reviewing data in a three-year window—all permitted due to slow growth enrollment, data are provided here.



The school showed strong results in ELA, increasing by more than 16%.



Math results, however, show a precipitous decline from 41.38 to 20.90%. Multiple changes in the math teacher position, coupled with inexperienced teaching staff may account for this drop, illustrating the impact of dramatically high staff turnover, and governance concerns stated previously.

As mentioned previously, SBAC results for all ethnicities other than Latinx and Hispanic, multiple options for English Language learner scores and Special Education results are not posted in state databases to protect the privacy of very small numbers of students in these categories.

These findings of fact do not rely on lack of increases in data for all students, yet staff points out that **decreases or a lack of data** are evident and provided for important subgroups, specifically English Learners and Special Education students.

District staff finds that the increases in academic achievement for the Charter School, as a whole, and for its limited number of student subgroups are outweighed by the aforementioned:

1. The lack of growth for English Learners,

2. The lack of transparency and accountability,
3. The failure to staff provide a legally adequate special education program,
4. Declines in academic achievement in ELA for All Students, and ELs.
5. Significant declines in academic achievement in Math for All Students, ELs, Socioeconomically Disadvantaged, and Hispanic and Latinx students.
6. Declines in College and Career Readiness for All Students, ELs, Socioeconomically Disadvantaged, and Hispanic and Latinx students.
7. The significant teacher turnover; and,
8. The finding that the Charter School is demonstrably unlikely to successfully implement its program;
9. The findings that the Charter School presents an unsound educational program.

The findings and issues raised in this report are egregious. The cumulative effect of these concerns outweigh any academic increases and, overall, result in the recommendation of non-renewal of the petition.

In order to deny the Petition on the grounds set forward above, Education Code section 47605, subd.(b), requires the Board to make “written factual findings, specific to the particular petition, setting forth specific facts to support one or more” grounds for denying the Petition. Should the Board decide to deny the Petition, District Staff recommends that the Board adopt these Findings as its own.

# Attachment

# D

# STAFF REPORT FOR JHHS

Renewal Petition, Submitted in 2019 for 2020 through 2025



## BACKGROUND

In **2014** Amethod Public Schools (AMPS) submitted a petition to open a charter high school to serve 95 ninth and 30 tenth grade students.

**If renewed the petition must, by law, be for a five-year term.**

A comprehensive and thorough analysis of the JHHS petition and the AMPS organization are documented in the full staff report. The staff report is our formal and final recommendation in this renewal process.

Over the last four years a number of serious concerns have arisen at JHHS, these are summarized in this presentation.

# Background Continued

- I. **November 6, 2017 through February 28, 2018** the following issues, among others, emerged:
  - Improperly credentialed teachers in classrooms
  - Inadequate Special Education provision
    - **District issued a Letter of Concern on December 1, 2017, and then a Notice of Violation on February 28, 2018**
- I. **March 30 through May 8, 2018** new and recurrent issues were found:
  - Failure to provide an English Language Development program.
  - Continued high staff turnover and employment of teachers with short term credentials.
    - **District drafted a “Tolling and Monitoring Agreement” on May 2, 2018**
    - **On May 8, 2018 the District issued a letter to AMPS concerning a number of newer concerns.**
- I. **April through March 2018** information about new problems emerged including:
  - CMO leadership insisting staff NOT contact Child Protective Services in response to student claims of abuse.
  - Inadequate CMO leadership concerning a falsified email that put two female students at risk.
    - **On September 26, 2018, WCCUSD Board voted to hold a revocation hearing.**

## PRELIMINARY STANDARDS

A. Alternative measures that show increases in pupil academic achievement for all groups of pupils schoolwide and among numerically significant subgroups;

or

B. 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 where the charter school is located, taking into account the composition of the pupil population that is served at the charter school.

## STANDARDS FOR RENEWAL

Among other criteria, the petition must:

1. Present an **sound educational program** for students.
2. Show that the school is **demonstrably likely to successfully implement the program** set forth in the renewal petition.

Considering renewals, regulations specifically state that chartering authorities “shall consider the past performance of the school’s **academics, finances, governance and operation** in evaluating the likelihood of future success, along with future plans for improvement, if any.”

# FINDINGS

1a. THE PETITION PRESENTS AN UNSOUND EDUCATIONAL PROGRAM FOR ENGLISH LANGUAGE LEARNERS.

1b. THE PETITION PRESENTS AN UNSOUND EDUCATIONAL PROGRAM FOR SPECIAL EDUCATION STUDENTS.

II. THE ORGANIZATION IS DEMONSTRABLY UNLIKELY TO SUCCESSFULLY IMPLEMENT THE PROGRAM.

## FINDING 1a. ENGLISH LEARNER PROGRAMMATIC DEFICIENCIES

- I. The EL program is inadequately described in the petition.
- II. Extremely high staff turnover have led to **five** different teaching staff members this year trying to provide support for English Language Development.
- III. Continuously falling enrollment of EL student enrollment raises concerns.
- IV. Data on the EL population SBAC performance is not available on the CDE Dataquest site, as the population was too low, and in math, all students were not tested. Staff requested performance data be provided by the school and organization, and an email was provided.

## FINDING 1b. SPECIAL EDUCATION PROGRAMMATIC FAILURES

- I. Long term and consistent failure to provide an adequate Special Education program.
- I. The Disability Rights Education and Defense Fund (DREDF), notified the District that BJE and possibly other Amethod Richmond Schools have counseled at least ten families out.
- I. Performance data was not available on the CDE Dataquest site, as the population is too low, so staff requested data directly from the AMPS organization. It was not provided.
- I. The CDE flagged the organization for failing to test the appropriate, representative percentage of students.

## FINDING II. THE CHARTER SCHOOL IS DEMONSTRABLY UNLIKELY TO IMPLEMENT THE PROGRAM

- I. The school is managed by the Amethod Organization. In the last 5 years, the central office has lost 15 individuals: 3 Special Education Directors, 2 Directors of Talent, the COO, CAO, Directors of Finance, Systems, and assorted others.
- II. Over five years, the organization has lost 27 site leaders including Deans and Directors. Of these **4** were from JHHS, **5** from RCA, and **5** from BJE. JHHS lost 13 teachers and two front office staff between 2016-18. Between April 20 and November 2019, twelve teachers left or were fired.
- III. JHHS petition says it will lower appointed board membership to as few as three individuals, and will shift responsibility for policy setting, monitoring the budget, hiring and legal compliance with law into the hands of CMO leadership. The purpose of a governance board is to ensure oversight.



# CONCLUSION

FINDING I. The charter petition presents an unsound education Program.

- Inadequate ELD Program
- Inadequate Special Education Provision

FINDING II. The charter school is demonstrably unlikely to implement the program.

- The Amethod organization has very high turnover throughout, from central office to school sites.
- The organization leadership lacks accountability, board oversight, and transparency.

Staff recommends a denial of the petition

# Appendices and Data Support

Data acquired from Dataquest, California Department of Education


## ETHNICITIES SERVED

Name	Total	African American	Amer.Ind or Alaskan	Asian	Filipino	Hisp. or Latinx	Pacific Isl.	White	2 + Races
DHS	1,368	22.10%	0.30%	12.60%	6.80%	45.50%	1.10%	9.00%	2.60%
ECHS	1,506	18.90%	0.30%	18.30%	2.20%	26.70%	1.00%	29.80%	2.80%
HHS	867	25.10%	0.20%	21.60%	23.00%	22.30%	0.60%	4.40%	2.90%
KHS	851	25.30%	0.10%	5.20%	1.10%	64.50%	1.30%	2.00%	0.60%
PVHS	1,120	15.30%	0.20%	11.40%	8.60%	48.70%	0.60%	13.10%	2.10%
MCHS	288	13.20%	0.00%	17.00%	8.00%	52.10%	0.70%	7.60%	1.40%
JHHS	320	2.80%	0.00%	1.30%	0.30%	95.30%	0.00%	0.30%	0.00%
RHS	1,567	6.90%	0.10%	4.40%	1.80%	85.10%	0.40%	1.00%	0.30%

## SPECIAL POPULATIONS

<b>SUBGROUPS</b>	<b>JHHS</b>	<b>DHS</b>	<b>ECHS</b>	<b>HHS</b>	<b>MCHS</b>	<b>PVHS</b>	<b>KHS</b>	<b>RHS</b>
<b>English Learners</b>	12.5%	19.7%	12.1%	9.0%	2.4%	17.8%	37.8%	39.6%
<b>Foster Youth</b>	0.0%	0.7%	0.2%	0.1%	0.0%	1.2%	0.6%	0.2%
<b>Homeless Youth</b>	2.8%	3.8%	2.1%	3.6%	1.0%	3.0%	7.8%	4.9%
<b>Students with Disabilities</b>	6.9%	14.3%	11.4%	10.7%	0.3%	11.7%	12.8%	10.3%
<b>Socioeconomically Disadvantaged</b>	91.3%	75.0%	44.4%	45.0%	58.3%	61.8%	94.8%	93.5%

## ENGLISH LANGUAGE LEARNER LEVELS



English Learner Levels	JHHS	DHS	ECHS	HHS	PVHS	KHS	RHS
Level 4: Well Developed	38.1%	27.2%	25.8%	37.6%	22.4%	9.3%	19.7%
Level 3: Moderately Developed	38.1%	27.2%	29.6%	22.6%	30.6%	15.9%	25.3%
Level 2: Somewhat Developed	9.5%	17.7%	14.0%	20.4%	25.3%	15.0%	17.1%
Level 1: Beginning Stage	14.3%	27.9%	30.6%	19.4%	21.8%	59.8%	37.9%

**Total 1&2**

**23.8%**

**45.6%**

**44.6%**

**39.8%**

**47.1%**

**74.8%**

**55.0%**

## MATH 2019, Dashboard

Student Group	Color	Status Level	Change Level	CURRENT STATUS - Average distance from Standard	CHANGE - Difference between current status and prior status	Current year number of valid students	Current year number of valid students with disabilities
All Students	Orange	Low	Decreased Significantly	-77.3	-44.2	66	N/A
English Learners	Red	Very Low	Decreased Significantly	-123.7	-48.3	33	N/A
Socioeconomically Disadvantaged	Orange	Low	Decreased Significantly	-80.3	-43.9	61	N/A
Students with Disabilities	None	N/A	N/A	N/A	N/A	9	N/A
African American	None	N/A	N/A	N/A	N/A	2	N/A
Asian	None	N/A	N/A	N/A	N/A	1	N/A
Hispanic	Orange	Low	Decreased Significantly	-73.2	-37.5	63	N/A

## ENGLISH LANGUAGE ARTS 2019, Dashboard

Student Group	Color	Status Level	Change Level	CURRENT STATUS - Average distance from Standard	CHANGE - Difference between current status and prior status	Current year number of valid students	Current year number of valid students with disabilities
All Students	Yellow	Medium	Maintained	26.2	-0.5	69	0
English Learners	Orange	Low	Declined	-25.3	-3.3	36	0
Socioeconomically Disadvantaged	Yellow	Medium	Maintained	25.2	0.9	64	0
Students with Disabilities	None	N/A	N/A	N/A	N/A	10	0
African American	None	N/A	N/A	N/A	N/A	2	0
Asian	None	N/A	N/A	N/A	N/A	1	0
Hispanic	Green	Medium	Increased	28.8	3.6	66	0

# College and Career Data, Dashboard

CCI Level	All Students	Hispanic	English Learners	Socio-economic Disadvantaged
Percentage Prepared	35.4%	35.4%	<b>12.8%</b>	32.9%
Percentage Approaching Prepared	35.4%	35.4%	41%	36.8%
Percentage Not Prepared	29.3%	29.1%	46.2%	30.3%

Note: No data are available for any subgroup or ethnicity not shown as percentage served is too low (homeless, foster, SPED).



## WHY IS DIVERSITY IMPORTANT?

**STUDIES SHOW THAT  
STUDENTS WHO LEARN IN  
DIVERSE ENVIRONMENTS  
GAIN IN THE FOLLOWING  
WAYS...**

### **DIVERSITY MAKES US SMARTER**

In integrated schools have higher average test scores on the National Assessment of Educational Progress (NAEP).

In diverse learning environments the achievement gap grows smaller.

### **DIVERSITY MAKES US MORE SUCCESSFUL IN COLLEGE**

Students who experience diversity are more likely to enroll in college, and are less likely to drop out.

### **DIVERSITY BUILDS BETTER CITIZENS**

In diverse, integrated schools students suffer from fewer stereotypes, and prejudices.

They receive increases in self-confidence, enhanced leadership skills and enjoy a reduction in anxiety throughout life.

# Attachment

# E



Dear Trustees,

John Henry High School (JHHS) and Amethod Public Schools (AMPS) responds to the West Contra Costa Unified Schools District's (WCCUSD) staff Charter Renewal Review (Review) posted on WCCUSD agenda for the December 18<sup>th</sup>, 2019 Board of Trustees (Board) meeting. The Review recommends denial of John Henry High School's charter renewal petition. Below are some of the findings as laid out in the Review (in bold typeface) and JHHS' responses (in plain text). We also look forward to further addressing any and all concerns during the meeting on December 18<sup>th</sup>, 2019.

**Finding 1: The Charter Petition Presents an Unsound Educational Program**

**Inadequacies in the English Language Learner Program:**

This past year, 43 out of 46 (93.4%) JHHS English Language Learners completed the ELPAC. According to the CA state Dashboard, 56.3% of our ELLs are making progress towards English Language Proficiency. This progress percentage would have put us at a progress level rating of "High," but because we did not test 95% of our EL students, we were automatically given a progress level of "Low." Again, we tested 93.4% of our ELLs, missing the requirement due to a long term absence.

In comparison to the state and the district, JHHS has 56.3% of our ELLs progressing towards English Language Proficiency, whereas the State of California has 48.3% and the district has 44.5%.

JHHS' rating stands as such because of a missed a testing threshold by a measure of 1.6%, but this district is rated as "Low" due to its actual progress percentage numbers being less than 45%.

Kennedy High School, the school that 50.6% of our students would otherwise attend, has a progress percentage of 33.9%. Richmond High School, the school that 35.2% of JHHS students would otherwise attend, has shown progress at a 35.4% rate.

The Review specifically targets our ELL program for "inadequacies," going as far as to say that our "strategies do not constitute a program." We feel that it is vital for the Board and the broader community to understand that JHHS has the highest ELL progress towards proficiency percentage among all high schools in the district, including charters, at 56.3%. How inadequate or non-existent can our ELL program be, when the CA dashboard data clearly shows that we are the most successful high school in the district on this measure?

Our ELL program was reviewed by a WASC committee when they conducted a thorough, three day, onsite accreditation visit in 2019. They were impressed with our results and took notice of our high progress percentage. Based on their visit, JHHS was granted a six year WASC accreditation (2019-2025). How, then, did the staff recommendation committee conclude that our program as inadequate six months later, without interviewing a single student or teacher, or



observing a single EL classroom? In fact, WCCUSD did not conduct a site visit in preparation for this renewal. Here are some key points to take away:

- 22% of our students are English Language Learners
- We offer two ELD classes and we also have a full-immersion program
- 66% of our students are RFEP (Reclassified Fluent English Proficient)
- Teachers are being trained with best practices and appropriate accommodations to help serve our ELs based on individual need

*ELD 1 Program:* We use the Everyday English Plus (EEP) curriculum. EEP offers a multisensory approach to teaching English. This curriculum ensures students in level 1 receive daily instruction in reading and writing and daily practice in speaking and listening in a classroom setting. We are in the process of adopting a new curriculum called English 3D, which is more aligned to new ELD standards.

*ELD 2 Program:* We use the Language Live curriculum which integrates grade level instruction with foundational skills including: writing, vocabulary, fluency, grammar, comprehension, and spoken English. The curriculum provides instruction in ELA and English Language Development (ELD) simultaneously to accelerate ELL students' achievement in high school.

Our mainstream English classrooms use Springboard as the core curriculum. This program includes multiple ways for the teacher to differentiate and accommodate our ELLs at any level. Springboard uses research-based instructional strategies and practices so that ELLs at all levels develop their linguistic skills as they develop knowledge and further their academic skills.

To complement our main curriculum, we also use Achieve3000 school-wide in an effort to promote literacy growth at each students' individual pace and needs. Our ELLs receive extra scaffolding and support through this program to further their second language acquisition. This literacy program provides English immersion with 12 levels of differentiation, English with Spanish language support, and dual-language options.

Furthermore, we have paraprofessionals that help support our ELLs in the mainstream classroom and designated tutoring time after school to further assist our students in both their second language acquisition and accessing and mastering the content in their core academic classes. Additionally, we have two Deans of Instruction that oversee teacher lesson plans and support teachers with various strategies, accommodations, and modifications depending on the level and need of each ELL. We constantly assess student work in order to monitor student progress and ensure rigorous instruction, hence our high Student Progress towards Proficiency Percentage.

### **Precipitous Decline in Math for All Students:**

Last summer, we created a task force to do a root cause analysis of the uncharacteristically low percentage of JHHS 11<sup>th</sup> graders at or exceeding the standard on the SBAC. We found that the conceptual understanding of Math was weak compared to procedural/operational understanding,

i.e. the ability to communicate reasoning was low (reading, writing, and speaking in the math content area) and students were not highly engaged in their lessons and curriculum. This trend impacted schools across the nation as the shift in common core testing negatively impacted test scores. It is also important to note, that though JHHS did see lower than expected scores last year, its students still far outpaced the students at the schools they would be required to attend should JHHS' renewal be denied. Richmond High's students met or exceeded the standard at an extremely low and concerning rate of 16%, and Kennedy High's Math scores met or exceeded the standard at a disastrous and dangerous 2% rate. JHHS students met or exceeded the standard at a 21% rate.

We are addressing the need and made a strategic decision to shift curriculum. JHHS is now using College Preparatory Math (CPM). CPM is a small group, task-based curriculum with a heavy emphasis on the conceptual - "Why does this operation work," rather than focusing on the procedural steps exclusively. CPM is also a curriculum that requires much more reading and writing than traditional math curricula, further supporting all of our students in acquiring and utilizing mathematical language, including our growing ELL population. We've found the small group, task-based lessons of CPM to be much more engaging for our students than those of previous years.

We have also hired two (2) Instructional Deans responsible for conducting frequent observations of all teachers and sharing methods for improvement during subsequent debriefs. JHHS' deans also provide weekly lesson plan feedback, and professional development, including bi-weekly data dives, designed to help our teachers better understand the highest leverage ways to improve student achievement.

Finally, it should be noted that the SBAC does not measure growth, as the same cohort of students is not tested from one year to the next. So, to insinuate that there has been a "decline" is somewhat inaccurate, rather, last year's students did not perform as well as the class prior.

### **Inadequacies in the Special Education Program:**

The Review contains serious inaccuracies regarding the delivery of Special Education services at JHHS. First and foremost, the findings suggest that JHHS does not have a full time Education Specialist. This is untrue. Mr. Peter Kasnestis is JHHS' full time Education Specialist. He is employed by our outside partner, Futures Education. Futures provides him with regular professional development and has given him a 1:1 coach to ensure he is delivering services to the best of his abilities and in a fully compliant manner. In typical fashion, it seems WCCUSD's Charter Oversight Coordinator continues in her "gotchas" approach rather than seeking to fully investigate and understand the Special Education services at JHHS.

Moreover, some AMPS employees may be confused as to how questions about SPED should be answered. Mr. Kasnestis is a Futures employee and receives support from that organization as well as from AMPS. Indeed, he also works with Princess Tucker, our in-house SPED



Coordinator, to ensure AMPS' students are receiving the services they need. Based on this structure, though simple in nature, you can see how questioning administrative assistants and Mr. Kasnestis himself could lead to confused responses. For additional information regarding our SPED services, see our SPED Coordinator's response to the Disability Rights Education and Defense Fund (DREDF) attached to the email containing this response.

## **Finding 2: Staff and Board Turnover:**

Staff turnover is a reality in all businesses and individuals leave organizations for myriad reasons. It is inappropriate to comment on any individual employee's departure or go into detail surrounding the departure. Indeed, it is concerning that the Office of Charter Schools at WCCUSD has gone mining for this information. This is a tactic to which we have unfortunately become all too accustomed. While our HR department can confirm hire dates and exit dates of employees when asked, we are not aware of any such requests, save for one, when, on December 4, 2019, Ms. Delgado called our Regional Compliance Coordinator – Oakland Region (not at all affiliated with HR and assigned to our Oakland schools) on her mobile device and asked whether or not Ms. Tucker is currently employed. She is. It should also be noted that two years ago, AMPS attempted to open two schools in Sacramento with the support of a Federal Expansion Grant. In planning for that expansion, extra staff were brought on board. That attempt was unsuccessful.

AMPS is governed by a fully volunteer board of directors. As such, we have had periods of time during which our turnover was very low and periods of time that saw higher rates of turnover. Our board did recently amend the bylaws to reduce the number of board members needed to three (3). This was not done because we would like to operate with such a small board; this was because we needed to meet quorum in order to conduct business. Our numbers were reduced, as sadly, one of our board members passed away and another is dealing with a very ill parent. Our goal is to have no fewer than five (5) members. At our December 16<sup>th</sup> Board meeting, we added an additional Board member, and we are actively seeking additional qualified candidates willing to serve. Lastly, we are proud to note that we have historically had very engaged and qualified board members, including a former Richmond City Council Member, a former administrator for the San Pablo Economic Development Corporation, and a member of the El Cerrito NAACP.

Our board functions based on their responsibilities as fiduciaries and based on the recommendations made to them by staff. Our board considers the information presented to them and the overall impact a recommendation would have on the organization before making a determination. Just as with the WCCUSD Board, our board is there to govern, not manage. AMPS is, of course, happy to report any changes in the board composition, as some unavoidable changes occurred since the time of JHHS' submission. It is also important to note that AMPS does indeed attempt to be transparent in its governance. We have begun streaming all of our meetings on our website, are prepared to comply with new laws requiring telephonic



participation from our six sites, and are not at all deaf to calls for physical meetings to be held in Richmond.

Thank you for taking the time to have a closer look at JHHS and AMPS. We look forward to working together in partnership, as JHHS is indeed a WCCUSD school.

Best,

David Stephan – Chief of Staff, Amethod Public Schools

# Attachment

# F





## WEST CONTRA COSTA UNIFIED SCHOOL DISTRICT

Office of the Associate Superintendent/Chief Academic Officer  
Educational Services

1108 Bissell Avenue Richmond, CA 94801  
P: (510) 231-1130 F: (510) 620-2183

Matthew Duffy  
Superintendent

Dr. Gracie Guerrero  
Associate Superintendent/  
Chief Academic Officer

January 10, 2020

To whom it may concern:

Pursuant to Education Code section 47604.32, this letter serves as notification to the California Department of Education that on Wednesday December 18, 2019, the West Contra Costa Unified School District's Board of Education voted 4-1 to deny John Henry High School's petition for charter renewal. (CDE Code 07 61796 0132233.) Minutes from the meeting are not yet available, but District staff will forward these once they are approved.

The current charter for John Henry High School, operated by the Amethod Public Schools Charter Management Organization, is set to expire on June 30, 2020.

It is our understanding that Amethod Public Schools Charter Management Organization continues to maintain the Charter School's pupil and personnel records at the following address:

John Henry High School  
1402 Marina Way South  
Richmond, California, 94804-11

Should questions arise, please contact Dr. Linda Delgado, Charter Oversight Director at WCCUSD.

With Regards,

A handwritten signature in black ink, appearing to be "LD", followed by a long horizontal line.

Dr. Linda L. Delgado,  
Charter Oversight Director  
Email: [Ldelgado@wccusd.net](mailto:Ldelgado@wccusd.net): Phone: 510) 307-7866

# Attachment

# G

**West Contra Costa Unified School District  
Board of Education Regular Meeting Minutes  
LOVONYA DEJEAN MIDDLE SCHOOL  
3400 MACDONALD AVENUE  
RICHMOND, CA 94805**

December 18, 2019 6:30 PM

**A. CLOSED SESSION**

Minutes:

President Panas called the meeting to order at 5:05 PM. The Board recessed into Closed Session.

**1. CALL TO ORDER**

**2. DISCLOSURE OF ITEMS TO BE DISCUSSED IN CLOSED SESSION - (Government Code 54957.7)**

**3. RECESS TO CLOSED SESSION AS SCHEDULED**

- 1. CONFERENCE WITH REAL PROPERTY NEGOTIATOR (Section 54956.8)**
- 2. CONFERENCE WITH LEGAL COUNSEL-EXISTING LITIGATION [Government Code Section 54956.9(d)(1)]**
- 3. CONFERENCE WITH LEGAL COUNSEL-ANTICIPATED LITIGATION/SIGNIFICANT EXPOSURE TO LITIGATION [Government Code Section 54956.9(d)(2) or (d)(3)]**
- 4. CONFERENCE WITH LEGAL COUNSEL-ANTICIPATED LITIGATION/INITIATION OF LITIGATION [Government Code Section 54956.9(d)(4)]**
- 5. LIABILITY CLAIMS (Government Code Section 54956.95)**
- 6. CONFERENCE WITH LABOR NEGOTIATORS**
- 7. PUBLIC EMPLOYEE APPOINTMENT**
- 8. PUBLIC EMPLOYEE PERFORMANCE EVALUATION (Government Code Section 54957)**
- 9. STUDENT DISCIPLINE (Education Code Section 35146)**
- 10. PUBLIC EMPLOYEE DISCIPLINE/DISMISSAL/RELEASE/COMPLAINT (Government Code Section 54957)**
- 11. REPORT OF CLOSED SESSION ACTIONS**

**B. OPENING PROCEDURES (6:30 PM)**

Minutes:

President Panas called the Public Session to order at 6:35 PM with the Pledge of Allegiance.

**1. Pledge of Allegiance**

## 2. Welcome and Meeting Procedures

Minutes:

President Panas offered welcome and instructions to the public regarding the meeting.

## 3. Roll Call

Minutes:

Staff Present: Nick Berger, SELPA Director; Denise Cifelli, Senior Administrative Secretary; Linda Delgado, Executive Director Charter School Oversight; Matthew Duffy, Superintendent; Luis Freese, Associate Superintendent Maintenance & Operations; Gracie Guerrero, Associate Superintendent Chief Academic Officer; Joshua Herrera, Maintenance Supervisor; Roxanna Molina, Translator; Carolina Popocatl, Translator; Marcus Walton, Director of Communications; Marci Williams, Interim Assistant Superintendent Human Resources; Tony Wold, Associate Superintendent Business Services

## 4. Annual Organization Meeting

**Motion Passed:** Election of President: Ms. Cuevas nominated Ms. Hernández-Jarvis to the position of President of the Board. Mr. Panas seconded. Student Representative Luke Shalz (advisory vote only), Ms. Cuevas, Ms. Hernández-Jarvis, Ms. Lara, and Mr. Panas voted yes, with no absences and Mr. Phillips abstaining. Motion carried 4-0-1-0. Passed with a motion by Valerie Cuevas and a second by Tom Panas.

Yes Valerie Cuevas  
Yes Stephanie Hernández-Jarvis  
Yes Consuelo Lara  
Yes Tom Panas  
Abstain Mister Phillips

**Motion Passed:** Election of Clerk: Ms. Cuevas nominated Ms. Lara to serve as Clerk of the Board. Ms. Hernández-Jarvis seconded. Student Representative Luke Shalz (advisory vote only), Ms. Cuevas, Ms. Hernández-Jarvis, Ms. Lara, and Mr. Panas voted yes, with no absences and Mr. Phillips abstaining. Motion carried 4-0-1-0. Passed with a motion by Valerie Cuevas and a second by Stephanie Hernández-Jarvis.

Yes Valerie Cuevas  
Yes Stephanie Hernández-Jarvis  
Yes Consuelo Lara  
Yes Tom Panas  
Abstain Mister Phillips

**Motion Passed:** A separate motion was taken to appoint the Superintendent as Secretary to the Board. Mr. Panas moved to appoint the Superintendent as Secretary to the Board. Ms. Cuevas seconded. Student Representative Luke Shalz (advisory vote only), Ms. Cuevas, Ms. Lara, Mr. Panas, Mr. Phillips and President

Hernández-Jarvis voted yes, with no absences and no abstentions. Motion carried 5-0-0-0. Passed with a motion by Tom and a second by Valerie Cuevas.

Yes Valerie Cuevas  
Yes Stephanie Hernández-Jarvis  
Yes Consuelo Lara  
Yes Tom Panas  
Yes Mister Phillips

**Motion Passed:** A separate motion was taken to authorize the President to sign documents, and the Clerk to sign in the absence of President. Ms. Lara moved to affirm the authorization of the President to sign documents, and the Clerk to sign in the absence of President. Mr. Panas seconded. Student Representative Luke Shalz (advisory vote only), Ms. Cuevas, Ms. Lara, Mr. Panas, Mr. Phillips and President Hernández-Jarvis voted yes, with no absences and no abstentions. Motion carried 5-0-0-0. Passed with a motion by Consuelo Lara and a second by Tom Panas.

Yes Valerie Cuevas  
Yes Stephanie Hernández-Jarvis  
Yes Consuelo Lara  
Yes Tom Panas  
Yes Mister Phillips

**Motion Passed:** A separate motion was taken to affirm previously adopted regular meeting dates for 2020. Mr. Panas moved to affirm the meeting dates for 2020. Ms. Cuevas seconded. Student Representative Luke Shalz (advisory vote only), Ms. Cuevas, Ms. Lara, Mr. Panas, Mr. Phillips and President Hernández-Jarvis voted yes, with no absences and no abstentions. Motion carried 5-0-0-0. Passed with a motion by Tom Panas and a second by Valerie Cuevas.

Yes Valerie Cuevas  
Yes Stephanie Hernández-Jarvis  
Yes Consuelo Lara  
Yes Tom Panas  
Yes Mister Phillips

Minutes:

Superintendent Duffy presented Mr. Panas with a plaque to commemorate his term as President.

## 5. Report/Ratification of Closed Session

Minutes:

Superintendent Duffy reported unanimous action taken in Closed Session to approve the following:

- Appoint Theresa Williams as interim principal at Bayview Elementary
- Expel a student for violation of Ed. Code 48915(c)(4), (a.5) and Ed Code 48900(k).

- Approve a stipulated agreement for expulsion based on possession of a controlled substance
- Approve a stipulated agreement for expulsion based on a violation of Ed Code 48915(a), 48900(a)(1)(2), 48900(k) and 4890.4.

## **6. Review of Number of Requests to Address the Board For Comment On Individual Agenda Items**

Minutes:

President Hernández-Jarvis assessed the number of speakers signed up in consideration of adjusting the agenda.

## **7. Agenda Review and Adoption (Public Comment)**

Minutes:

Mr. Phillips pulled Item C.1 for discussion. Mr. Panas pulled Item C.9 and asked that Item F.2 be moved after Item B.8.

**Motion Passed:** Ms. Cuevas moved approval of the agenda as amended. Mr. Panas seconded. Student Representative Luke Shalz (advisory vote only), Ms. Cuevas, Ms. Lara, Mr. Panas, Mr. Phillips and President Hernández-Jarvis voted yes, with no absences and no abstentions. Motion carried 5-0-0-0. Passed with a motion by Valerie Cuevas and a second by Tom Panas.

Yes Valerie Cuevas  
Yes Stephanie Hernández-Jarvis  
Yes Consuelo Lara  
Yes Tom Panas  
Yes Mister Phillips

## **8. WCCUSD Public Comment**

Minutes:

Don Gosney, Jorge Lopez, Mariela Cuellar, Lauren Gibson, Dilan A. Pedraza

The Board moved to Item F.2.

## **C. BUSINESS ITEMS - CONSENT ITEMS (7:00 PM)**

### **1. Contracts**

Minutes:

Mr. Phillips pulled the item and questioned the contract with Sylvan Learning. Superintendent Duffy explained the Low Performing Student Block Grant and that Sylvan tutors were not placed where graduate tutors had been previously located. Mr. Panas requested removal of the Playworks contract.

**Motion Passed:** Mr. Panas moved approval of Consent Item C.1 as amended. Ms. Cuevas seconded. Ms. Cuevas, Ms. Lara, Mr. Panas, and President Hernández-Jarvis voted yes, Mr. Phillips voted no, with no absences and no abstentions. Motion carried 4-1-0-0. Passed with a motion by Tom Panas and a second by Valerie Cuevas.

- Yes Valerie Cuevas
- Yes Stephanie Hernández-Jarvis
- Yes Consuelo Lara
- Yes Tom Panas
- No Mister Phillips

**2. Agreements for Nonpublic School/Agency Services**

**3. Approval of Fund-Raising Activities**

**4. Summary of Payroll and Vendor Warrant Reports**

**5. Resolution No. 47-1920: Certificate of Signatures**

**6. Classified Employee Ratification**

**7. Acceptance of Contracts for Placement of Student and/or Intern Teachers**

**8. New Board Policy 5131.2 Bullying**

**9. Board Bylaw 9322 Agenda/Meeting Materials Revision**

Minutes:

Mr. Panas pulled the item and read the following: "The precis properly notes that the Board is expecting to see, on every item that is brought forward to the Board for consideration, the impact in the budget as part of the board back up to the greatest extent possible. However, text was not added to the updated Board Bylaw to reflect the Board's desire. I would suggest that we add the following text to the draft of revised Board Bylaw 9322 in the "Agenda Preparation" section, just before the paragraph that begins "Any Board action":

"Every item being brought forward to the Board for consideration should include the impact on the budget as part of the Board back up. The format of this disclosure should be the same as the format that the staff currently uses for construction-related items; this includes:

The total amount to be spent by fund, including a clear statement regarding how much of the proposed spending is within the Board-approved budget and how much of the proposed spending is not within the Board-approved budget.

A table of the account number(s) being charged, the amount(s) being spent, and the site(s) being impacted by the spending."

**Motion Passed:** Mr. Panas moved approval of Consent Item C.9 as amended. Ms. Cuevas seconded. Ms. Cuevas, Ms. Lara, Mr. Panas, Mr. Phillips and President Hernández-Jarvis voted yes, with no absences and no abstentions. Motion carried 5-0-0-0. Passed with a motion by Tom Panas and a second by Valerie Cuevas.

- Yes Valerie Cuevas
- Yes Stephanie Hernández-Jarvis
- Yes Consuelo Lara
- Yes Tom Panas
- Yes Mister Phillips

The Board moved to Item G.

**10. Acceptance of Contra Costa County Office of Education Annual Report for Williams Settlement Legislation**

**11. Approval of Professional and Special Services Contracts**

**12. Acceptance of the Work and Approval of the Notice of Completion for the Fairmont Elementary School Critical Needs, Project No. 1000003141**

**13. Acceptance of the Work and Approval of the Notice of Completion for the Pinole Valley High School Campus Replacement Project, Project No. 1000001929**

**Motion Passed:** Mr. Panas moved approval of Consent Items C.2 - C.8, C.10 - C.13. Ms. Cuevas seconded. Ms. Cuevas, Ms. Lara, Mr. Panas, Mr. Phillips and President Hernández-Jarvis voted yes, with no absences and no abstentions. Motion carried 5-0-0-0. Passed with a motion by Tom Panas and a second by Valerie Cuevas.

Yes Valerie Cuevas  
Yes Stephanie Hernández-Jarvis  
Yes Consuelo Lara  
Yes Tom Panas  
Yes Mister Phillips

**D. COMMITTEE COMMUNICATION (7:15 PM)**

**1. Superintendent's Report**

Minutes:

Superintendent Duffy provided a report of activities in the District.

**2. Standing Reports**

Minutes:

Citizens Bond Oversight Committee. Don Gosney reported on the committee's recent elections and his reelection as chairperson for another year, and the loss of their co-chair due to outside obligations. He noted that only eight of the 17 seats on the committee were filled and requested the Board and community's help to increase participation. He stated the annual report would be finalized soon and commented on the revisions to BP 9322. He announced the next meeting scheduled for January 13, 2020.

United Teachers of Richmond. Demetrio Gonzalez congratulated the new board leadership. He commented on the dedication of the teachers and the incredible work to support all students, thanking the Board for its support of teachers. He talked about the signatures being collected for the Schools and Communities First initiative and support of the upcoming bond measure.

**3. In Memory of Members of the School Community**

Minutes:



Superintendent Duffy recognized members of the community who have passed away and asked for a moment of silence.

## E. DISCUSSION ITEMS AND REPORTS

### F. ACTION ITEMS (7:30 PM)

#### 1. Decision Hearing for Aspire Richmond Tech Academy Charter Renewal

Minutes:

This item was pulled prior to the start of the meeting.

**Motion Passed:** Mr. Phillips moved to remove Item F.1 from the agenda. President Hernández-Jarvis seconded. Ms. Cuevas, Ms. Lara, Mr. Panas, Mr. Phillips and President Hernández-Jarvis voted yes, with no absences and no abstentions. Motion carried 5-0-0-0. Passed with a motion by Mister Phillips and a second by Stephanie Hernández-Jarvis.

Yes Valerie Cuevas  
Yes Stephanie Hernández-Jarvis  
Yes Consuelo Lara  
Yes Tom Panas  
Yes Mister Phillips

The Board moved next to Item C.1.

#### 2. Decision Hearing for John Henry High School Charter Renewal

Minutes:

Superintendent Duffy introduced the team who presented findings on the renewal petition. Dr. Linda Delgado provided background and presented findings on the inadequacies of the English Language Learner and Special Education Programs, governance and leadership resulting in staff's recommendation to deny the renewal petition.

Public Comment:

Christian Nickson, Emerson P., Sylvia Castro, Eimy Perez, Miguel Lopez, Francisco Cortes, Herly Saravia, Kimberly Castro, Valeria Zepeda, Angel Martinez, Erik Munoz, Joaquin Robinett, Adan Lopez, Enrique Cortes, Desinee Salazar, Francisco Cortes, Gabriela Camarena, Madelyne Lozada, Nyla Gonzalez, Jhoana Morales, Anissa Inthavong, Dulce Amezcua, Dayanna Perez, Azucena Macias, Eric Munoz, Khloe Peraza, Borie Forest, Gabriela Zaidivar, David Valdez, Joseph Anguiano, Adan Martinez, Diego Perez, Khloe Perez, Beatriz Garcia, Diana Franco, Letsa Cuellar, Martin Castillo, Sarah Fleischman, P. Kaur, Liani Dillon, Ryan Shaw, Philip Chong, Phillip Chong, Patricia Duran, Jorge Lopez, Karina Moreno, Isura Islas, Gustavo Godinez, Dulce Bernal, Ana Cervantes, Latrina Johnson, Veronica Alvarez, Yanira Torrecilla, Araceli Lopez, Araceli Ruiz, Edgar Quiroz, Don Gosney, Dulce Bernal, Eimy Perez, Natalie Garcia, Brett Robbins, Jeff Robinett, Letsa Cuellar, Martin Castillo, Mariela Cuellar, Silvia Castro, Dayanna Perez, Anselmo Ramirez, Desiree Salazar,

Emerson Palencia, Alexia Garcia, Manuel A. Vasquez, Mitzi Cortes, Joanna Pace, Evelia Villa, Gabrielle Micheletti, Mitzi Perez-Caro, Bianca Forrester, Phoun Valladares

**Board Comment:**

Mr. Panas asked for the district's counsel Ed Sklar, to comment on the technical aspect of the findings. Mr. Sklar stated he was comfortable with legality and balance of staff recommendations.

Mr. Phillips asked staff to explain WASC accreditation. Dr. Guerrero responded advising that there were current high schools going through accreditation and briefly explained the process. Mr. Phillips questioned John Henry's dashboard and local indicators stating they met all standards and received maximum WASC accreditation, wanting to know why staff felt the programs would not be implemented. Dr. Guerrero explained how results were posted, information provided within the petition and how staff reached its determinations. Dr. Delgado went through the special population indicators from the presentation.

Ms. Lara wanted to know what areas populated John Henry and how returning students would be assigned. Dr. Guerrero explained the transfer process. Ms. Lara commented on the school's deficiencies she gleaned from the report based on leadership decisions.

President Hernández-Jarvis asked Dr. Delgado to provide year over year SBAC scores. Scores were included in Dr. Delgado's presentation and she reiterated the results from those slides. President Hernández-Jarvis was also interested in hearing reclassification rates. Dr. Delgado said that the rate was zero percent in 2018-19 compared to the district's rates, which varied between eight and thirty-five percent. President Hernández-Jarvis provided reasoning for her decision to not support the renewal.

Student Representative Luke Shalz commented on the positive things JHHS had accomplished, and then noted where he felt they fell short. He went on to provide his thoughts and support for public education.

Mr. Phillips asked Ms. Janelle Ruley, counsel for JHHS, to provide her legal opinion on staff's recommendation that the petition did not meet the minimum requirements of the law. Mr. Phillips asked attorney's Sklar and Ruley to go through each of the nine findings and state whether they were legally required to renew a petition. Mr. Sklar stated yes, Ms. Ruley no, with each explaining their positions.

**Motion Passed:** Ms. Cuevas moved to end discussion on the item. Mr. Panas seconded. Student Representative Luke Shalz (advisory vote only), Ms. Cuevas, Ms. Lara, Mr. Panas, and President Hernández-Jarvis voted yes, Mr. Phillips voted no with no absences and no abstentions. Motion carried 4-1-0-0. Passed with a motion by Valerie Cuevas and a second by Tom Panas.

- Yes Valerie Cuevas
- Yes Stephanie Hernández-Jarvis
- Yes Consuelo Lara
- Yes Tom Panas
- No Mister Phillips

**Motion Passed:** Ms. Lara moved denial of the John Henry High School Charter Renewal. President Hernández-Jarvis seconded. Student Representative Luke Shalz (advisory vote only), Ms. Cuevas, Ms. Lara, Mr. Panas, and President Hernández-Jarvis voted yes, Mr. Phillips voted no with no absences and no abstentions. Motion carried 4-1-0-0. Passed with a motion by Consuelo Lara and a second by Stephanie Hernández-Jarvis.

- Yes Valerie Cuevas
- Yes Stephanie Hernández-Jarvis
- Yes Consuelo Lara
- Yes Tom Panas
- No Mister Phillips

President Hernández-Jarvis called a short break at 9:12 PM. The meeting reconvened at 9:32 PM.

The Board moved to Item C.

Student Representative Luke Shalz left the meeting.

## **G. COMMENTS FROM THE BOARD OF EDUCATION AND FUTURE AGENDA ITEMS**

Minutes:

Ms. Cuevas wished everyone a restful winter recess with family and friends, coming back ready to tackle the work needed in 2020.

Mr. Panas echoed Ms. Cuevas' sentiments wishing everyone a great holiday. He provided a brief update of activities he was involved in over the past week, and expressed appreciation for the Trustee's support during his presidency.

Mr. Phillips also wished everyone a happy holiday season with family and friends.

Ms. Lara said she would be working on the bond campaign, as a private citizen, throughout the break.

President Hernández-Jarvis expressed her gratitude for CSBA and its training, as well as the support of her colleagues. She said she looked forward to the challenges of 2020 with a board retreat. She expressed her gratitude.

## **H. THE NEXT SCHEDULED BOARD OF EDUCATION MEETING**

Lovonya DeJean Middle School – January 15, 2020

**I. ADJOURNMENT**

Minutes:

President Hernández-Jarvis adjourned the meeting at 10:13 PM.

# Attachment

# H



**WEST CONTRA COSTA UNIFIED SCHOOL DISTRICT**  
1108 Bissell Avenue  
Richmond, CA 94801-3135

**Matthew Duffy**  
*Superintendent*

**Telephone: (510) 231-1101**  
**FAX: (510) 236-6784**

October 31, 2018

By U.S. Mail and Email: [Katrina.Johantgen@treasurer.ca.gov](mailto:Katrina.Johantgen@treasurer.ca.gov)

Katrina M. Johantgen, Executive Director  
California School Finance Authority  
300 S Spring Street, Suite 8500  
Los Angeles, CA 90013

Re: Letter of Good Standing - John Henry High School

Dear Ms. Johantgen:

The West Contra Costa Unified School District ("District") is the charter authorizer for John Henry High School Charter School ("Charter School"), a charter high school operated by Amethod Public Schools, Inc. Please note that the Charter School is in good standing with the District and is in compliance with the terms of its charter.

Please let me know if you have any questions.

Sincerely,

A handwritten signature in blue ink, appearing to read "Matthew Duffy".

Matthew Duffy  
Superintendent  
West Contra Costa Unified School District

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

# Attachment

I



**AGREEMENT BETWEEN AMETHOD PUBLIC SCHOOLS AND THE WEST CONTRA COSTA UNIFIED SCHOOL DISTRICT REGARDING JOHN HENRY HIGH SCHOOL**

This Agreement ("Agreement") is made and is effective as of December <sup>12</sup>~~8~~, 2018 ("Effective Date"), by and between the West Contra Costa Unified School District ("District") and Amethod Public Schools, Inc. ("AMPS"), on behalf of John Henry High School ("JHHS" or "Charter School"). Collectively, District and AMPS are the "Parties."

**RECITALS**

- A. **Whereas, the District issued a Notice of Violations ("NOV") to AMPS on February 28, 2018, related to four areas of operation of JHHS: (1) teacher credentialing; (2) special education; (3) lottery and admissions waitlist; and, (4) compliance with the Conditional Use Permit to occupy JHHS's facility; and**
- B. **Whereas, on March 30, 2018, AMPS submitted its formal response to the NOV; on April 9, 2018, the District issued a Letter of Concern to AMPS, requesting clarification regarding AMPS's response; and on April 16, 2018, AMPS responded to the request for clarification.**
- C. **Whereas, on May 2, 2018, the District entered into a "Tolling and Monitoring Agreement" ("Tolling Agreement") in which AMPS and the District agreed to toll the District's timelines associated with the NOV, including the timeline for the District to determine whether or not to bring a Notice of Intent to Revoke JHHS' charter.**
- D. **Whereas, the Tolling Agreement further stated that if the District pursues further action on the pending NOV, including issuing Notice of Intent to Revoke JHHS's Charter, it must do so at the District Board meeting in September of 2018.**
- E. **Whereas, the Tolling Agreement further stated that if the District intends to go to the West Contra Costa Unified School District's Board of Education to supplement the pending NOV with "newer" issues it shall "meet and confer" in good faith with AMPS to review any new issues; to meet and confer in good faith requires that the District and AMPS meet with at least one board member from each party.**
- F. **Whereas, on September 26, 2018, the District held a regularly called Board Meeting at which time the Board was presented with a Staff Report prepared by District staff and legal counsel that recommended that the District not proceed with the NOV.**
- G. **Whereas, the District did not vote to proceed with the NOV at the Board Meeting and no other District Board Meeting was held in September.**
- H. **Whereas, the District did not act on the NOV in the month of September, therefore the District could no longer pursue further action on the NOV, thus extinguishing the NOV and the NOV is no longer pending.**



- I. **Whereas, at the September 26, 2018 District Board meeting, concerns were raised related to AMPS' practice and training related to mandated reporting at JHHS and the Board acted to "move to a revocation hearing."**
- J. **Whereas, on October 3, 2018, the District Board held a hearing to consider whether a severe and imminent threat exists to student pupil health and safety as a result of AMPS' practice and training related to mandated reporting at JHHS.**
- K. **Whereas, on October 3, 2018, the District Board directed counsel to negotiate an agreement with AMPS for AMPS to take action to assuage District concerns regarding student safety. The District Board did not take action on the intent to revoke.**
- L. **Whereas, this Agreement memorializes AMPS' continued commitment to addressing the District Board's concerns related to student safety at JHHS.**

*NOW, THEREFORE, in consideration of the premises and the mutual covenants and agreements herein set forth, Parties do hereby agree as follows:*

**TERMS**



- 1. Recitals. The above recitals are true and correct.
- 2.0 Term. With the exception of Provision 5.0 ("Attorney's Fees"), the term of this Agreement shall be from the Effective Date to June 30, 2025.

**3.0 AMPS Obligations**

3.1 Mandatory Reporter Training. No later than January <sup>26</sup> 15, 2019, AMPS shall hold an in-person mandatory reporting training ("Training"), conducted by an agreed-upon third party, which may include AMPS counsel, for all AMPS employees. The Training shall address all relevant aspects of the Child Abuse and Neglect Reporting Act, with an emphasis on the reporting duties of mandatory reporters. AMPS shall provide the District with proof of the Training, as well as the completed AMPS employee sign-in sheet, within five business days of the completion of the Training.

3.2 Governance Retreat. AMPS shall hold a full day governance retreat, mandatory for all AMPS board members, prior to the conclusion of the 2018-2019 academic school year. AMPS shall ensure that topics taught during this retreat include, but are not limited to effective governance, the Brown Act, and conflicts of interest laws. District may observe all or part of this retreat.

3.3 AMPS Employee Handbook. Within thirty (30) days of the Effective Date of this Agreement, AMPS shall update its Employee Handbook, to add provisions that emphasize that AMPS employees must immediately fulfill their mandatory reporter obligations and shall not conduct their own investigation prior to fulfilling these reporter obligations. AMPS shall provide

the District with a copy of the updated Employee Handbook no later than later than January 1, 2019.

**3.4 Investigation.** AMPS shall complete an investigation within 30 days of the Effective Date of this Agreement, using a three-person committee of the AMPS Board of Directors. The scope of the investigation shall include, but not be limited to the following: (1) The instruction related to mandated reporting provided at the 2017-2018 AMPS Annual Summit, and (2) The incident allegedly referenced by the presenter at the 2017-2018 AMPS Annual Summit, where AMPS employees allegedly decided not to file a Children's Protective Services ("CPS") report after student complained about abuse at home. The reports of the investigation shall be reported to the AMPS Board of Directors. The AMPS Board of Directors shall take whatever action it believes is necessary and report out in compliance with the Brown Act.

**3.5 Employee Training Materials.** Within thirty (30) days of the effective date of this Agreement, AMPS shall provide the District with a copy of all employee training materials regarding AMPS's culture previously distributed or used by AMPS employees for the 2018-2019 school year, including all written materials present at AMPS's Annual Staff Training. Through June 2020, AMPS shall provide any additional employee training materials regarding AMPS's culture, created, distributed or used by AMPS employees, within thirty calendar days of distribution to AMPS employees.

**3.6 Employee Credentialing.** On a quarterly basis ("Reporting Period"), commencing on January 2, 2019, through June 2020, AMPS shall provide the District with the following regarding JHHS:

a. Documentation detailing the hiring of credentialed pursuant to Education Code Section 47605(l) instructors since the last Reporting Period. This documentation shall include each instructor's educational background, name, credential, relevant dates of credential, position, and start date.

b. Documentation detailing the departure (or known impending departure) of any instructor since the last Reporting Period. This documentation shall include each instructor's, name, credential, classes taught, departure date, and AMPS' plan to staff the instructor's current classes.

c. An updated bell schedule for JHHS. This bell schedule will identify each individual class taught, the instructor for each individual class, the credential held, and an indication of whether this credential is appropriate.

**3.7 Internal Complaints.** AMPS shall provide the District with all internal complaints received through the AMPS Internal Resolution Service ("IRS") process regarding JHHS and or the AMPS home office, within five (5) business days of receipt. Within five (5) business days of completion of the IRS process, AMPs shall provide the District with a summary of the final disposition of the matter, as well as any remedial steps taken, if any. The Parties agree that proper names of students, parents and employees shall be redacted, but job titles shall not be redacted.

**3.8 AMPS IRS Policy.** No later than January 1, 2019, AMPS shall amend its IRS policy to: (1) implement specific protocols regarding use of its ombudsman, which shall include but not be limited to a description of the ombudsman's role as an impartial dispute resolution practitioner whose major function is to provide confidential and informal assistance to AMPS community members, including students, employees, parents and other community members, in response to complaints or inquiries made to/against AMPS or its employees, and (2) identify the name and telephone number of the AMPS ombudsman for each AMPS school site.

#### **4.0. WCCUSD Obligations**

**4.1 District Contact:** Pursuant to Education Code section 47604.32, subd (a), the District's Associate Superintendent - Chief Academic Officer, and AMPS' Chief Operating Officer, will serve as the contact people between the District and AMPS charter schools located in Richmond.

**4.2 Complaints Received by the District:** Unless proscribed by the law, if the District receives a complaint from a third party or AMPS' family or employee of any nature, relating to AMPS students, administration or operation, the District shall immediately forward the complaint to the Charter School. Immediately shall mean, the 3rd business day after which the complaint is received, unless circumstances related to student/employee health and safety warrant sooner notice. If the District fails to immediately forward a complaint pursuant to the terms of this provision, the District shall not issue a Notice of Violation based on said complaint until the Charter School is afforded a reasonable time, but no more than thirty (30) days, to review the complaint, conduct their own investigation into the contents of the complaint, and to take action as necessary, except for those instances where there is a severe or imminent threat to student health or safety as defined by Section 11965(e) of Title 5 of the California Code of Regulations .

**4.3 Informal Resolution of Disputes:** If the District receives a complaint, of any nature, relating to AMPS students, administration or operation, should the District have a concern that any complaint raises an issue or issues that may be grounds for revocation or non-renewal of an AMPS charter, the District may request that AMPS report to the District on how such complaints are being addressed and AMPS agrees to provide such information upon the District's request. Prior to issuance of a Notice of Concern or Notice of Violation or Notice of Intent to Revoke, the District shall "meet and confer" in good faith with AMPS to resolve the matter informally; to meet and confer in good faith shall mean that the District and AMPS meet with at least one board member from each party present. For clarification, the District is only obligated to "meet and confer" one (1) time in the entirety of the revocation process. However, the parties may agree to "meet and confer" more than once. The District shall make reasonable attempts to meet and confer with AMPS through an email and telephone communication to the AMPS Chief Operating Officer. The meet and confer shall occur no later than seven (7) days prior to the issuance of a Notice of Concern, Notice of Violation, or Notice of Intent to Revoke, unless the notice of revocation involves an allegation of a severe or imminent threat to student health or safety in which case no meet and confer is required. If the District makes a reasonable attempt to meet and confer, and AMPS, or an AMPS Board member, is unable to attend the

meeting, the District is not precluded from proceeding with the issuance of a Notice of Concern, Notice of Violation or Notice of Intent to Revoke.

5.0 Attorney Fees. In any litigation, arbitration, or other proceeding by which one of the Parties either seeks to enforce its rights under this Agreement or seeks a declaration of any rights or obligations under this Agreement, the prevailing party shall be awarded its reasonable attorney fees, costs and expenses incurred. Prior to initiating any litigation, arbitration, or other proceeding to enforce this Agreement, the Party seeking the enforcement must provide written notice to the alleged breaching party within twenty (20) days that the party discovered or should have reasonably discovered the breach and the alleged breaching party shall have twenty (20) days, from the date of receipt of the notice, to remedy the alleged breach, if said breach is curable. This Section of the Agreement shall expire on June 30, 2021.

6.0 Mutual Non-Disparagement. The purpose and intent of this Agreement is to provide fair and effective oversight of AMP's charter schools that operate within the District and to improve communication between the parties. The Parties aspire to facilitate communication, communicate respectfully and transparently between themselves, not disparage one another publicly and meet and confer pursuant to Section 4.3 of this agreement, so that each Party's respective programs operate together, professionally and cooperatively.

7.0 Severability. If any provision or any part of this Agreement is for any reason held to be invalid or unenforceable or contrary to law, the remainder of this Agreement shall not be affected thereby and shall remain valid and fully enforceable.

8.0 Venue. The Parties agree that any legal action to enforce the terms of this Agreement shall be brought in the appropriate court in Contra Costa County, California.

9.0 Governing Law and Authority. In the event of a conflict between the law and terms of this Agreement, the law shall prevail, and any such conflicting terms shall be severed from this Agreement and nullified. This Agreement is to be governed by and construed in accordance with the laws of the State of California.

10.0 Notices. All notices, requests, documentation submittal and other communications under this Agreement shall be submitted via electronic mail, to the addresses set forth below. Notice shall be deemed given on the second day following the electronic mailing.

*To the District at: [Gracie.guerrero@wccusd.net](mailto:Gracie.guerrero@wccusd.net)*

*To AMPS at: [Pcordero@amethodschools.org](mailto:Pcordero@amethodschools.org)*

Should Ms. Guerrero and/or Mr. Condero leave their positions during the term of this Agreement, the employee who assumes their respective positions shall receive the notices contemplated in this section.


11.0 Entire Agreement. This Agreement contains the entire agreement of the Parties with respect to the matters covered herein, and supersedes any oral or written understandings or

agreements between the Parties with respect to the subject matter of this Agreement. This Agreement may not be modified or amended except by a writing signed by each of the Parties.

12.0 Conflicts. If any provision of this Agreement is inconsistent with the charter, the terms of the Agreement shall prevail.

13.0 Counterparts. This Agreement may be executed in counterparts, each of which shall constitute an original. Facsimile or scanned emailed copies of signature pages transmitted to other Parties to this Agreement shall be deemed equivalent to original signatures on counterparts.

14.0 Ratification. This Agreement shall be enforceable only following execution by both Parties and ratification or approval by the Governing Board of the West Contra Costa Unified School District and the AMPS Board of Directors.

Dated: 1/18/17   
\_\_\_\_\_  
West Contra Costa Unified School District

Dated: 1/8/19   
\_\_\_\_\_  
Amethod Public School's Inc.