AMPS

HONOR HARD WORK

DOWNTOWN CHARTER ACADEMY (DCA)

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

By Amethod Public Schools (AMPS)

Material Revision Submitted on November 21, 2025

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

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

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

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

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

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

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

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

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

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

Respectfully,



Adrienne Barnes
Chief Executive Officer, Amethod Public Schools
Lead Petitioner for Downtown Charter Academy

DCA
Oakland, California

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AFFIRMATIONS/ASSURANCES

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Other Assurances

Charter School:

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

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

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

4. Shall be subject to conflict of interest and other laws pertaining to public officials, including

Government Code section 1090 *et seq*. and the Political Reform Act. (Ed. Code § 47604.1(b)(3) and (4))

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

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

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

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

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

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

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

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

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

    a. The California Code of Regulations

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

99)

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

d. Displaying all required postings at school site and online

e. Following the minimum and maximum age requirements for enrollment

f. Providing the minimum number of instructional minutes

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

INTENT OF CHARTER SCHOOLS ACT

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

The Charter Schools Act states:

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

(a) Improve pupil learning.

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

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

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

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

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

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

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

The Charter Schools Act provides that a petition must contain reasonably comprehensive descriptions of the elements described in California Education Code Sections 47605(b) (5)

(A)-(O). These sections of the law and the required descriptions are provided below.

EXECUTIVE SUMMARY

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

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

Rationale for Material Revision

Downtown Charter Academy submits this material revision to reflect a temporary change in admissions and enrollment policies for the 2026–27 school year. In alignment with Education Code § 47607(a)(4), a material revision is required when a charter school proposes substantive changes to its enrollment preferences.

This revision establishes a one-year enrollment preference for families displaced by the closure of Oakland Charter Academy. Providing this preference ensures continuity of educational access for impacted students, supports equity for families experiencing displacement, and affirms DCA's commitment to serving the broader Oakland community.

By codifying this temporary policy through a material revision, DCA ensures transparency, compliance with applicable law, and responsiveness to community needs while maintaining the integrity of its admissions process for all families.

DCA Meets the Renewal Standard **CHARTER RENEWAL CRITERIA**

Evidence of Meeting Charter Renewal Standards Pursuant to Education Code Section 47607(b)

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

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

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

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

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

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

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

See Also CAASPP Comparison Table in Appendix B

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

Overview of AMPS' Schools

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

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

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

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

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

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

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

INTRODUCTION

Mission Statement

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

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

Vision Statement

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

Amethod Public Schools (AMPS) - Core Values

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

Organization's Core Values:

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

Successful and Innovative Programs

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

Highlights of College Acceptances (OCHS and JHHS)

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

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

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

ELEMENT I: EDUCATIONAL PHILOSOPHY AND PROGRAM

"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." – Ed. Code § 47605(c)(5)(A)(i)

"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, 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." – Ed. Code § 47605(c)(5)(A)(ii)

"If the proposed charter school will serve high school pupils, the manner in which the charter school will inform parents about the transferability of courses to other public high schools and the eligibility of courses to meet college entrance requirements. Courses offered by the charter school that are accredited by the Western Association of Schools and Colleges may be considered transferable and courses approved by the University of California or the California State University as creditable under the "A to G" admissions criteria may be considered to meet college entrance requirements." – Ed. Code § 47605(c)(5)(A)(iii)

Local Control Accountability Plan (LCAP)

Charter School shall annually submit a Local Control and Accountability Plan (LCAP)/annual update to the Office of Charter Schools on or before July 1, in accordance with Education Code section 47604.33. In accordance with Education Code section 47606.5, Charter School shall annually update its goals and annual actions to achieve those goals identified in the charter pursuant to Education Code section 47605(c)(5)(A)(ii), using the Local Control and Accountability Plan template adopted

by the State Board of Education, as it may be changed from time to time, including but not limited to the following:

- A review of the progress towards the goals included in the charter, an assessment of the effectiveness of specific actions toward achieving those goals, and a description of the changes to the specific actions the charter school will make as a result of the review and assessment.

- Listing and description of the expenditures for the fiscal year in implementing the specific actions included in the charter as a result of the reviews and assessments, classified using the California School Accounting Manual.

- To the extent practicable, data shall be reported in a manner consistent with how information is reported on the California School Dashboard.

Charter School shall comply with all other requirements of Education Code section 47606.5, including but not limited to the requirement that Charter School 'shall consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the local control and accountability plan and annual update...' (Ed. Code § 47606.5(d))

Independent Study

Charter School recognizes that a long-term independent study program (greater than 15 days per school year), is a material term of the educational program described in Charter School's petition. Therefore, if offered, Charter School's petition will contain a reasonably comprehensive description of the long-term independent study program, including how the school will comply with the legal requirements in providing such a program.

Home and Hospital Instruction

Charter School is responsible for providing both its general education and special education students with individual home instruction during any period of temporary disability when the student is unable to participate in on-campus instruction. In the case of a parent notifying Charter School of a request for home instruction, Charter School shall determine the appropriateness of home instruction services within five days of the request and shall begin home services within five days of determining eligibility. If a student disenrolls from Charter School in order to enroll with their school district of residence for home instruction, Charter School shall re-admit such students if they request re-enrollment within one calendar year from disenrollment from Charter School.

If a student with an IEP is unable to attend school due to a temporary or ongoing medical or psychological disability, Charter School shall continue to be responsible for the provision of special education and related services during that time. Home instruction for a student with an IEP or Section 504 plan shall only be provided under the following circumstances (5 CCR § 3051.4): the IEP team has recommended home instruction based on a medical report which is from the student's attending physician, surgeon, or psychologist; states the diagnosed condition; certifies that the student's condition prevents attendance in a less restrictive setting; and contains a projected calendar date for the student's return to school.

Home instruction shall be provided only by teachers with valid California teaching credentials who consent to the assignment. There is no provision in statute that specifically addresses instructional content; however, the goal of home instruction should be maintenance of the pupil's former level of performance.

A student with a temporary disability, who is in a hospital or other residential health facility within the boundaries of OUSD, excluding a state hospital, shall receive educational services by OUSD. A pupil with a temporary disability, who is in a hospital or other residential health facility outside the boundaries of OUSD, excluding a state hospital, shall receive educational services by the school district in which the hospital is located. Pursuant to Education Code § 48207, Charter School shall continue to enroll such students while they are receiving Hospital Instruction. Average daily attendance shall be calculated consistent with the law.

Student Enrollment and Grade Levels Served

Charter School will serve a student enrollment at each grade level and at all grade levels combined in each of the years of the term of the Charter as follows:

Projected Student Enrollment for Each Year by Grade Level and Total Enrollment								
Grade Level	Year 1 2019-20	Year 2 2020-21	Year 3 2021-22	Year 4 2022-23	Year 5 2023-24	Year 6 2024-25	Year 7 2025-26	Year 8 2026-27
6	110	110	110	110	110	110	110	112
7	110	110	110	110	110	110	110	156
8	110	110	110	110	110	110	110	157
Total	330	330	330	330	330	330	330	425

Special Education

Downtown Charter Academy is committed to serving all students, including those with disabilities, in full compliance with the Individuals with Disabilities Education Act (IDEA), Section 504 of the Rehabilitation Act, the Americans with Disabilities Act (ADA), and applicable state laws. The school ensures that students with exceptional needs have equitable access to a free and appropriate public education in the least restrictive environment.

DCA operates as its own Local Educational Agency for special education purposes and is a member of the El Dorado County Charter SELPA. As an LEA member, DCA follows SELPA policies and procedures for identifying, assessing, and serving students with disabilities, and uses SELPA forms for all referrals, Individualized Education Programs (IEPs), and record-keeping. The school may also contract with outside providers or non-public agencies as needed to ensure students receive appropriate services.

Students who may qualify for special education are identified through multiple means, including analysis of achievement data, teacher referrals, and the Student Study Team (SST) process. The SST—which includes parents/guardians, teachers, the Site Director, and other staff—reviews concerns and develops interventions. If general education interventions are not sufficient, the SST may recommend a comprehensive evaluation for special education eligibility. Parents may also request assessments at any time, and DCA responds in compliance with mandated timelines.

For students enrolling with existing IEPs, DCA immediately provides comparable services and convenes an IEP team within 30 days to review and adopt or revise the plan. The IEP team, including parents and qualified staff, determines eligibility, placement, and services. Instruction and supports are delivered by appropriately credentialed special education teachers, paraprofessionals, and related service providers such as speech therapists, occupational therapists, and psychologists.

DCA provides a full-inclusion model to the extent appropriate, ensuring students with disabilities learn alongside their non-disabled peers whenever possible. Services are individualized, ranging from classroom accommodations and modifications to small-group or one-on-one instruction, as required by each IEP. Progress toward IEP goals is monitored regularly and reported to parents as frequently as report cards are issued to general education students.

Funding for special education is derived from federal, state, and SELPA revenues allocated to the school, supplemented by DCA's general budget. These funds support internal staff, contracted providers, and specialized resources. DCA invests significantly in special education programming, allocating over $1,000 per student with disabilities for staff, software, and contracted services.

In all matters of discipline and school policy, DCA follows IDEA requirements, ensuring that students with disabilities are afforded due process and appropriate behavioral interventions. Staff receive professional development on compliance with IDEA, Section 504, and SELPA policies to ensure consistent implementation.

Through these structures, Downtown Charter Academy demonstrates its commitment to identifying, supporting, and educating students with disabilities, while upholding its mission to provide rigorous, inclusive, and equitable learning opportunities for all students.

Educational Philosophy

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

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

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

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

Parents sending their children to DCA can expect:

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

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

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

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

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

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

   - ***Absenteeism hurts the student***. Students who are frequently absent fall behind in academics and miss important concepts that enhance their ability to understand and follow directions or, ultimately, plan for the future.

   - ***Absenteeism hurts other students***. Students who are frequently absent require more individual attention and catch up time from the teacher.

   - ***Absenteeism hurts the school and organization.*** State financial support for schools is directly linked to student attendance. When students are absent the school loses funding.

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

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

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

Character Development

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

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

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

WHOM THE SCHOOL IS TRYING TO EDUCATE

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

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

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

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

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

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

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

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

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

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

HOW LEARNING BEST OCCURS

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

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

Instructional Domains

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

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

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

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

Domain 1: Purposeful Planning

- *Lesson Design*
- *Lesson Materials*
- *Objective Driven- Plans and Assessments*
- *Focus on All Learners (Modifications, Differentiation)*

Domain 2: Effective Instruction

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

Domain 3: Data Evaluations & Assessments

- *Classroom Assessments*
- *Checking for Understanding and Responsiveness to Daily Student Learning*
- *Ability to Analyze Assessment Results*
- *Appropriateness of Response to Assessment Results*
- *Growth on Interim Assessments*

Domain 4: Classroom Management

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

Domain 5: Professionalism (Expectations)

- *Timeliness (School Day, Classes, Meetings)*
- *Ability to Meet Deadlines*
- *Professional Dress and Attitude*

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

See Appendix C - AMPS – Instructional Effectiveness Domains & Competencies

Instructional Program Tools

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

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

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

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

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

- ***Individual Learning Plans***

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

See Appendix D – ILP Form

- ***Added Time***

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

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

- ***Summer Program***

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

ANNUAL GOALS

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

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

See Appendix E for DCA LCAP in English

CURRICULUM AND PROGRAM

Amethod Public Schools-Scope and Sequence

K-8 Common Core State Standards

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

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

Actions taken to implement the CCSS with fidelity

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

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

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

Common Core - Necessities for English Language Arts/Literacy

1. Building knowledge through content rich nonfiction.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Middle School Curricular Model

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

AMPS Middle School Literacy Program

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

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

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

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

Reading

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

[2] (The National Reading Panel, 2000)

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

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

Writing

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

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

Speaking and Listening

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

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

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

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

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

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

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

6 General Overall AMPS Principles of Math:

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

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

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

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

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

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

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

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

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

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

Common Core - Necessities for Mathematics

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

AMPS Middle School History/Social Science Program

The discipline of History/Social Studies (HSS) is crucial for the development of a range of skills and schema, with which our students will question and understand the country, cultures, and world they encounter and inhabit. DCA's HSS program is a rigorous, standards-aligned exploration of the past where students learn history primarily through inquiry, argument, and application. History is taught as an investigative and living discipline, with an emphasis on social justice and culturally responsive curriculum to encourage the full development of our students as agents of positive change in their communities. Throughout their study of history, students learn how to read, write, and think like a historian.

The curriculum used for the Social Science program at Downtown Charter Academy is a comprehensive, standards-aligned, core curricular resource that uses an inquiry-based approach to enhance literacy and critical thinking skills. Courses in this digital social studies textbook include U.S. History, World History, Civics and Government, and World Geography and Cultures. The Tech-book brings historical events, concepts, and phenomena to life for today's students with engaging multimedia resources including interactive text, maps, and timelines, plus videos, photos, audio, and hundreds of primary sources. The streamlined, responsive design provides students with an easy-to-follow, consistent experience, accessible from any device, in any instructional setting. Teachers also have access to exclusive videos, multimedia activities, digital text, more than 3,000 primary sources, model lessons, and assessments. With Social Studies Tech-book, students learn the content and skills needed to question the past, understand the present, and shape the future.

Reading and Writing in History

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

Historical Thinking

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

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

Inquiry/investigation

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

Social Studies Standards/Guidelines from the HSS Framework:

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

Patterns that will be explored are:

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

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

To avoid this, as well as the classically Eurocentric model of medieval study, teachers focus on questions that get at the larger geographic, historical, economic, and civic patterns of the world. To answer these questions, students study content-rich examples and case studies, rather than superficially survey all places, names, and events. Students approach history not only as a body of content (such as events, people, ideas, or historical accounts) to be encountered or mastered, but also as an investigative discipline. Students may analyze concrete objects, such as a porcelain vase or the image of a saint, exchanged or made at sites of exchange. As students investigate the exchanges that took place and the interactions of merchants, bureaucrats, soldiers, and artisans at the site, they learn to consider not only what was happening in one culture but also how cultures influenced each other. They analyze evidence from written and visual primary sources, supplemented by secondary sources, to form historical interpretations. Both in writing and speaking, they cite evidence from textual sources to support their arguments. Students also gain fluency in world geography through maps.
Changes and patterns to follow in 7th grade:

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

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

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

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

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

Assessment

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

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

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

AMPS Middle School Science Program

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

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

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

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

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

Physical Education
PE Content Standards

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

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

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

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

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

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

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

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

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

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

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

Heath Education

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

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

Sample Middle School Daily Schedule

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

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

Direct Instruction

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

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

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

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

AMPS Middle School State Aligned Curriculum

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

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

PLAN FOR STUDENTS WHO ARE ACADEMICALLY LOW-ACHIEVING

Student Study Team, SST

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

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

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

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

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

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

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

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

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

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

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

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

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

First Phase

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

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

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

Second Phase

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

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

Third Phase

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

Intervention Overview (Learning Lab)

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

Program	Description

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

PLAN FOR ACADEMICALLY HIGH-ACHIEVING STUDENTS

Center for talented youth program - CTY

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

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

Pre-advanced placement math

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

After school program for all

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

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

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

Tutoring program

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

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

PLAN FOR SERVING STUDENTS WITH DISABILITIES

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

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

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

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

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

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

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

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

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

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

Interim and Initial Placements of New Charter School Students

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

See Appendix G - AMPS 504 Plan Overview

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

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

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

PLAN FOR ENGLISH LEARNERS

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

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

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

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

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

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

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

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

Language Live Curriculum for English Learners

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

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

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

Certifications

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

PROFESSIONAL DEVELOPMENT

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

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

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

Professional Growth Plan

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

Weekly plans are kept by teachers. The plans are submitted to Site Directors for review and reflection. Through this reflective process, teachers can plan their anticipated plans of action for the subsequent week. Such discourse will also assist in the guide of teacher and grade level meetings.

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

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

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

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

See Appendix H for Initial Goal Setting and PGP Overview

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

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

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

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

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

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

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

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

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

Effective Weekly Lesson Plans:

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

See Appendix I for Lesson Plan Template

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

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

AMPS Partnerships

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

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

Amethod Shared Networks (Google Drive/ IlluminateEd/Dropbox)

Amethod School staff, faculty, and administrators use a shared network for secure sharing of research, training summaries, and resources such as lesson plans with one another. The adoption of this feature enables multiple people in different locations to collaborate simultaneously on the same documents, spreadsheets, presentations, and drawings with other staff in real-time. Google Drive also enables staff in different locations to collaborate and sharing of materials, lessons, resources, and trainings between staff from the Richmond and Oakland campuses.

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

Continuous Instructional Observations and Coaching

At AMPS, we believe in deliberate practice: teachers become excellent at their craft through experience and practice. Deliberate practice—a focus on the concrete and specific teaching skills necessary to maximize impact in the classroom.

Teachers participate in 3 observation-feedback practice cycles a month. They receive expert feedback, apply that feedback, and do it again to build their skills. These observations and feedback are offered by the Site Leader and Dean of Instruction using the AMPS Instructional Effectiveness Domains and Competencies. Teachers discuss what it means to have a growth mindset and appreciate the opportunity to continuous feedback, and dedication.

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

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

ELEMENT II: MEASURABLE PUPIL OUTCOMES

"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 schoolwide and for all pupil subgroups served by the charter school, as that term is defined in subdivision (a) of Section 52052. The pupil outcomes shall align with the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served by the charter school." – Ed. Code § 47605(c)(5)(B

"The method by which pupil progress in meeting those pupil outcomes is to be 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." – Ed. Code § 47605(c)(5)(C

Increases in Student Academic Achievement, Overall and by Subgrou

In accordance with Education Code section 47605(c)(5)(B), Charter School's pupil outcomes will be set related to increases in pupil academic achievement both schoolwide and for all numerically significant subgroups of pupils served by the charter school, as that term is defined in paragraph (4) of subdivision (c) of section 47607. The pupil outcomes shall align with state priorities, as described in subdivision (d) of section 52060, that apply for the grade levels served, or the nature of the program operated, by the charter school. Charter School's LCAP goals will serve as the goals for this section unless Charter School's LCAP goals do not include increases in student academic achievement by subgroup, in which case such goals should be included below

Charter School hereby grants authority to the State of California to provide a copy of aggregated (by school, numerically significant subgroups, etc.) test results directly to the District. Test results for the prior year, if not provided directly to the District by the State in a timely manner, will be provided by the Charter School to the District, upon request, no later than September 1 of each year

A copy of the Charter School's 2025-28 Local Control and Accountability Plan is attached to this agreement as Exhibit 1 and helps inform the Charter Renewal's description of its measurable pupil outcomes.

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

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

The school's outcomes are aligned with the school's mission, curriculum, vision, and

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

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

Expected Outcomes

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

Academic Achievers who…..:

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

Effective Communicators who…:

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

Critical Thinkers who….:

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

Life-long Learners who…:

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

Socially Responsible Citizens who….:

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

MEASURABLE PUPIL OUTCOMES

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

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

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

The following table details the Measurable Pupil Outcomes for DCA.

SUBJECT	MEASURABLE OUTCOME	METHODS OF ASSESSMENT

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

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

Non-Academic Outcome Goals

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

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

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

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

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

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

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

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

Positive Behavioral Interventions and Supports

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

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

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

DCA Core Values - BRIC

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

<u>Social Emotional Learning (SEL) Curriculum</u>

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

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

Module 3 - Building relationships and resolving conflicts

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

Community time

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

BRIC system for individual and group incentives

Karats

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

BRICs - Individual Awards

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

Solid Gold (SG) - Class Reward

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

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

Continuous Student Achievement Improvement Template

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

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

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

ELEMENT III: OUTCOME MEASUREMENT

Application of Education Code section 47607.3

Under Education Code section 47607.3, if Charter School meets certain criteria outlined in section 47607.3(a), the following shall apply:

- Depending on circumstances specified in section 47607.3, either the county superintendent of schools or the chartering authority shall provide technical assistance to the charter school using an evaluation rubric adopted by the State Board.
- The entity providing technical assistance may request assistance from the California Collaborative for Educational Excellence, which may, after consulting with the Superintendent and with the approval of the State Board, provide advice and assistance to the charter school.
- The chartering authority shall consider for revocation any charter school to which the California Collaborative for Educational Excellence has provided advice and assistance, and has made findings that: 1) the charter school has failed, or is unable, to implement the recommendations of the California Collaborative for Educational Excellence; or 2) that the inadequate performance of the charter school, based upon the evaluation rubric, is so persistent or so acute so as to require revocation of the charter.

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

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

Student Assessments

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

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

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

Online Summative Assessments

Smarter Balanced Summative Assessments

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

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

Paper-pencil Tests

Standards-based Tests in Spanish (STS) Optional

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

California Alternate Assessments (CAAs)

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

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

CAASPP Reporting Subgroups

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

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

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

The English Language Proficiency Assessments for California (ELPAC)

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

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

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

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

Student Participation

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

Content and Format

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

- Listening

- Speaking
- Reading
- Writing

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

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

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

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

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

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

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

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

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

1. **Assess English Language Proficiency**

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

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

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

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

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

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

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

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

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

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

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

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

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

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

See Appendix J - Leveled ELD Strategies for English Learners

About NWEA

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

The RIT Scale

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

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

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

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

Analysis Cycles (Data Dives)

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

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

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

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

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

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

See Appendix K for Analysis Cycle -Data Dive Overview

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

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

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

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

See Appendix L for AMPS Assessment Calendar and Overview

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

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

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

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

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

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

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

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

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

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

Progress Reports

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

ELEMENT IV: GOVERNANCE STRUCTURE

"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." – Ed. Code § 47605(c)(5)(D)

Operation by or as a Nonprofit Public Benefit Corporation

As an independent charter school, Charter School, operated as or by its nonprofit public benefit corporation, is a separate legal entity and shall be solely responsible for the debts and obligations of Charter School. Charter School shall comply with the provisions of Education Code section 47604(b)(1) and shall not operate as, or be operated by, a for-profit corporation, a for-profit educational management organization, or a for-profit charter management organization. A for-profit educational management organization and a for-profit charter management organization are entities that manage or operate a charter school.

Charter School shall ensure that, at all times throughout the term of the Charter, the bylaws of its governing board and/or nonprofit corporation are and remain consistent with the provisions of this Charter. In the event that the governing board and/or nonprofit corporation operating Charter School amend the bylaws to change the number of governing board members, Charter School shall provide a copy of the amended bylaws to the OUSD Office of Charter Schools ("OCS") within 30 days of adoption.

Charter School will respond to Public Records Act requests in a timely manner and in compliance with the California Public Records Act (Government Code section 6250 *et seq*.)

Indemnification of Distric

Charter School through this Charter agrees to defend, and indemnify and hold harmless the District, its officers, directors, employees, attorneys, agents, representatives, volunteers, successors and assigns (collectively hereinafter "District" and "District Personnel") from and against any and all actions, suits, claims, demands, losses, costs, penalties, obligations, errors, omissions, or liabilities that may be asserted or claimed by any person, firm or entity arising out of, or in connection with, Charter School's performance under this Agreement or the Charter, the condition or use of its facilities, or any acts, errors, negligence, omissions or intentional acts by Charter School, its Governing Board, administrators, employees, agents, representatives, volunteers, successors and assigns

Governing Board Operation

Charter School shall follow Education Code section 47604.1, and comply with the Ralph M. Brown Act (Government Code section 54950 *et seq*.); the California Public Records Act (Government Code section 6250 *et seq*.); Government Code section 1090 *et seq*.; and the Political Reform Act (Government Code section 81000 *et seq*.) Charter School shall also comply with the provisions of Education Code section 47604.1(c) with respect to the location of its meetings, and broadcasting its meetings on a two-way teleconference where required.

Charter School shall publicly post all governing board meeting agendas in accordance with the Brown Act. Charter School shall keep accurate records of all governing board meetings, whether they were canceled, rescheduled, or held, and make board meeting documents, including board meeting minutes, available to the public either upon request or by posting on the charter school's website.

Charter School acknowledges the District's statutory right to appoint, at the District sole discretion, a single representative of the District's choosing to the Charter School governing board pursuant to Education Code section 47604(c).

Required Notifications to the District

Charter School shall notify OCS in writing of any citations or notices of workplace hazards; investigations by outside regulatory or investigative agencies, lawsuits, changes in corporate or legal status (e.g. loss of IRS 501(c)(3) status), or other formal complaints or notices, regarding any aspect of Charter School's operations, within one week of receipt of such notices by Charter School. Charter School shall notify OCS in writing of any internal investigations within one week of commencing investigation. Charter School shall notify OCS within 24 hours of any dire emergency or serious threat to the health and safety of students or staff. This 24-hour notification applies to any allegations of serious misconduct related to student safety or child abuse by any student or adult that occurred on campus.

Charter School Records

Upon receiving a records request from a receiving school/school district, Charter School shall transfer a copy of the student's complete cumulative record within ten (10) school days in accordance with Education Code section 49068. Charter School shall comply with the requirements of California Code of Regulations, title 5, section 3024, regarding the transfer of student special education records. In the event Charter School closes, Charter School shall comply with the student records transfer provisions in Element 15. Charter School shall comply with the requirements of Education Code section 49060 *et seq*., regarding rights to access student records, and Education Code section 49069.3 and 49069.5 regarding transfer of records for youth in foster care.

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

a reasonably timely manner upon request.

Charter School in accordance with Education Code section 47604.3, shall promptly respond to all reasonable inquiries from the District, including but not limited to, inquiries regarding financial records, Letters of Inquiry, and Notices of Concern, and shall consult with the District as needed regarding any such inquiries. Charter School acknowledges that it is subject to audit by District. If the District seeks an audit of Charter School, the District shall assume all costs of such audit. This obligation for the District to pay for an audit only applies if the audit requested is specifically requested by the District and is not otherwise required to be completed by Charter School by law or charter provisions.

Charter School Ombudsperson

Charter School shall ensure that, at all times throughout the term of the Charter, a neutral party, "Ombudsperson", is identified to serve as an independent resource, assisting families and community members in investigating and addressing complaints, conflicts, and other school-related issues. This individual's name and contact information should be clearly articulated in the Charter School's student and family handbook or distributed widely.

Legal Status- Nonprofit Public Benefit Corporation

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

See Appendix M - AMPS Bylaws

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

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

Board of Directors

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

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

Amethod Public Schools- Board of Directors
Rodolfo Ornelas, Board Chair 2025-2029

Rodolfo Ornelas is an accomplished educational leader and consultant dedicated to fostering equity and instructional excellence in K-12 education. He has been instrumental in reshaping learning environments to ensure all students receive high-quality educational opportunities.

He specializes in coaching school leaders, fostering collaborative teams that prioritize culturally responsive teaching, and improving teacher collaboration and student outcomes through professional learning communities. His work spans Multi-Tiered Systems of Support (MTSS), discipline policies, and equity-based instructional practices, where he has successfully led professional development for educators and advised district leaders on policy alignment. Additionally, he has supported schools through accreditation processes such as WASC and LCAP development, contributing to systemic improvements in educational equity and student success.

Rodolfo has served as a high school teacher, assistant principal, and principal prior to joining Oakland Unified School District's Network 3 Team supporting Principals and site leadership.

Rodolfo holds a BA from the University of California, Davis and a MS in Educational Studies from Johns Hopkins School of Education. He also holds a California Administrative Services Credential and Clear Teaching Credential.

Jorge Lerma, Board Member 2025-2029

Jorge Lerma served on the Oakland Unified School District Board of Education from 2023 to 2025, elected by the voters of District 5 in Oakland, California. His primary assignments were budget and finance, serving as one of three financial advisors involved in policy and decision-making regarding all OUSD financial determinations and Charter Schools. He participated in designing the presently existing strategic plan for promoting diversity in hiring at OUSD.

Born and raised in Oakland, Mr. Lerma, bilingual and bicultural (Chicano), graduated from Oakland High School and the Peralta College system. He received his Elementary School Credential from UC Berkeley and a Master's in Administration and Supervision from CSU East Bay.

Mr. Lerma has served as an Early Childhood, Elementary, and High School teacher, as well as an administrator and principal in Oakland. He is a strong advocate for equity and quality education from preschool through college. He now focuses on advancing evidence-based reading and literacy programs for struggling students. He believes all educational models—district, charter, private, faith-based, or home study—have a role in serving Oakland's diverse students and families. His priority is that every option offered be high-quality and rooted in equity.

Lerma, a lifelong educator, recently authored and served as Co-Chair of Oakland's Children's Initiative (Measure AA), overseeing funding for First Five and Oakland Promise programs.

He co-founded Centro Infantil de LaRaza and La Escuelita School, and for over 25 years, he has co-organized the OUSD Latino Honor Roll program to celebrate student achievement. Currently, he serves as a principal on special assignments, supporting schools facing leadership transitions, financial distress, and academic challenges. He also co-chairs the Latino Educational Network (LEN) and its sister program, "Maestros del Pueblo".

Peter Hanley, Board Member 2025-2029

Peter brings extensive leadership experience in evaluation, strategic planning, budgeting, and project management, especially in education reform and economic development, to any endeavor. He was elected five times to the San Mateo Union High School District board, serving five times as president through 2022. Peter was also President of the San Mateo County School Boards Association and a member of the California School Boards Association's policy making body. For seven years, he was executive director of the American Center for School Choice. He has also worked in management roles for Hewlett-Packard, Syntex Corporation, and The Economist Group of London.

In addition, he has been working in the charter school world since 2001, founding the Oakland Charter School Collaborative at the California Charter Schools Association, the Bay Area Charter School Athletic Conference (BACSAC), and serving as a founding board member and VP of the Community School for Creative Education, an urban Waldorf charter school in Oakland. He first joined Amethod Public Schools in 2013, serving as board chair three times over five years as Amethod opened three schools in Richmond. He rejoined the board in January 2020 as chair again until June 2021.

Peter holds a BA degree in political science from the University of Oregon and an MA in international affairs with a specialty in international economics from The George Washington University. Previously, he has lived and worked in Russia and China. He is currently BACSAC's part-time Finance Manager.

Margie DiGiorgio, Board Member 2025-2029

Margie DiGiorgio is a dedicated educational leader with a career spanning over two decades, and has consistently demonstrated a commitment to academic excellence and innovative program development. Her current role is as Chief Academic Officer & Director of Independent Learning at Griffin Technology Academies in Vallejo, CA.

She has worked in a variety of settings including traditional district schools, both middle and high school, charter schools, site-based learning schools, and independent study schools, which supported students across all grade levels. Her roles of service include classroom teacher and administration.

Margie has served as a classroom instructor in the content area of mathematics. In this capacity, she taught a range of math courses, developed intervention courses, collaborated on curriculum planning, and participated in school-wide activities with other department leaders and administrators.

She holds a preliminary administrative services credential and a Master's in Mathematic Education.

Beyond her direct teaching and administrative roles, Margie has actively engaged in leadership positions, including serving on the boards of Antioch Charter Academy, Clayton Valley Charter High School and G.R.I.O.T. Mentoring.

Davis Leung, Board Member 2025-2029

Davis Leung is an operational and financial professional with broad experience in many aspects of management, including C-level leadership, accounting, auditing, financial management, Human Resources, marketing, and contract and grant management. He has owned his own consulting company for the past 8 years and through that role has also served as COO and President for various

tech firms. Previous to running his own firm, Davis worked for a land development company and served as its Senior Vice President of Administration, while simultaneously serving as the President for its subsidiary. Other roles that Davis has served in include leadership positions at the YMCA and Jewish Family and Children's services as well as an accountant for Deloitte.

From 2016 - 2020, Davis served as a Board member and then as Board Chair at Urban Montessori Charter School. During that time, Davis helped lead the organization through facilities searches and a Head of School search. Throughout his term, he was the finance chair and supported the school with ongoing financial management.

Elizabeth "Liz" Martinez, Board Member 2025-2029

Elizabeth "Liz" Martinez, COO of a well-established Bay Area public charter school, is a first-generation college graduate from UC Berkeley and St. Mary's College. With over 15 years of experience, Liz effectively transforms educational organizations, building strong teams and driving positive change through strategic risk management, process improvement, and policy implementation.

A certified coach, she helps develop individual contributors into talented leaders. Her expertise spans HR, finance, data systems, student services, operations, and compliance.

Originally from South Central L.A., Liz realized her dream of attending UC Berkeley. In her free time, she enjoys live music, watching Disney movies with her family, and hiking with friends. She's also a big fan of pizza, particularly from 2-for-1 Pizza in L.A. and Zachary's in Berkeley.

Liz is deeply committed to providing free and high-quality education to all children, driven by principles of honesty, integrity, and a direct approach to communication.

See Appendix N for Board Resumes

Board Roles and Responsibilities

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

Board Meetings

The entire Amethod Public Schools Board of Directors meets at minimum seven times a year. All Board meetings are open to the public. Meeting notices and agendas will be made available and posted to the public prior to Board meetings (both online posting as well as physical posting for public viewing). For all regular meetings, an agenda will be posted 72 hours in advance on the organization's website, www.amethodschools.org, as well as on the main

entrance of its corporate offices at 2101 Livingston St., Oakland, CA 94606, and at each school site. Meeting minutes and Board actions are recorded and copies are available for public viewing on the organization's website.

Public Operating Principles

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

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

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

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

Conflict of Interest (Summarized)

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

See Appendix O for AMPS Conflict of Interest Policy

Governance Training

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

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

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

Family Participation

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

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

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

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

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

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

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

Complaint Procedures

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

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

UNIFORM COMPLAINT PROCEDURES (UCP) OVERVIEW

The Governing Board recognizes that the school is primarily responsible for complying with applicable state and federal laws and regulations governing educational programs as they

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

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

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

ELEMENT V: EMPLOYEE QUALIFICATIONS

"The qualifications to be met by individuals to be employed by the charter school." – Ed. Code § 47605(c)(5)(E)

Equal Employment Opportunity and Nondiscrimination

Charter School acknowledges and agrees that all persons are entitled to equal employment opportunity. Charter School shall not discriminate against applicants or employees on the basis of race, color, religion, sex, gender, gender expression, gender identity, sexual orientation, pregnancy, national origin, ancestry, citizenship, age, marital status, physical disability, mental disability, medical condition, genetic information, military and veteran status, or any other characteristic protected by California or federal law. Equal employment opportunity shall be extended to all aspects of the employer-employee relationship, including recruitment, selection, hiring, upgrading, training, promotion, transfer, discipline, layoff, recall, and dismissal from employment. Charter School further acknowledges that it shall not retaliate against any employee for engaging in protected activity, exercising a protected right, or initiating or pursuing any claim, proceeding, charge or complaint based upon an allegation of discrimination.

Teacher Credentialing Requirements

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

Reporting Educator Misconduct to the California Commission on Teacher Credentialing

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

egregious misconduct.

Employment of Felons

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

Process for Staff Selection

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

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

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

The key factors of success in recruiting are:

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

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

Primary outreach strategies include:

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

AMPS Career Path

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

See Appendix P for Career Path Application

Leader Selection

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

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

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

Assigned tasks include the following:

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

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

See Appendix Q for Site Director Job Qualifications and Description

Teacher Selection

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

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

Teacher Job Description

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

See Appendix R for Teacher Qualifications and Job Description

See Appendix S for Dean of Instruction Qualifications and Job Description

Assigned tasks will include the following:

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

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

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

A partial list of qualifications includes the following.

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

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

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

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

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

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

ELEMENT VI: HEALTH AND SAFETY OF PUPILS

"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) That each employee of the charter school furnish the charter school with a criminal record summary as described in Section 44237.

(ii) The development of a school safety plan, which shall include the safety topics listed in subparagraphs (A) to (J), inclusive, of paragraph (2) of subdivision (a) of Section 32282.

(iii)That the school safety plan be reviewed and updated by March 1 of every year by the charter school." – Ed. Code § 47605(c)(5)(F)

Site Safety Plan

Charter School shall develop a school safety plan, which shall include the topics set forth in Education Code section 32282(a)(2), and which shall be updated by March 1 every year. Charter School shall include any additional topics added through amendment of Education Code section 32282 or any other legislation.

Pupil Safety

Immunizations, Health Examinations, and Health Screenings

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

Suicide Prevention Policy (Grades 7-12)

Charter School shall adopt, at a regularly scheduled meeting, a policy on pupil suicide prevention in Grades 7 through 12 inclusive, that meets the requirements of Education Code section 215, if it serves any of those grade levels. The policy shall be developed in consultation with school and community stakeholders, school-employed mental health professionals, and suicide prevention experts and shall, at a minimum, address procedures relating to suicide prevention, intervention, and postvention, and shall specifically address the needs of high-risk groups, including, but not limited to, all of the following: Youth bereaved by suicide; Youth with disabilities, mental illness, or substance use disorders; Youth experiencing homelessness or in out-of-home settings, such as foster care; and lesbian, gay, bisexual, transgender, or questioning youth.

Employee Training

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

training under Govt. Code 12950.1.

Charter School shall provide all employees, and other persons working on behalf of Charter School who are mandated reporters, with annual training on child abuse detection and reporting, which shall occur within the first six weeks of each school year, or within the first six weeks of a person's employment if employed after the beginning of the school year, in accordance with the requirements of Education Code section 44691.

Employee Screening Requirements

Criminal Background Clearances and Fingerprinting

Charter School shall comply with all requirements of Education Code sections 44237, 44830.1 and 45125.1. Charter School shall designate and maintain at all times at least one Custodian of Records duly authorized by the California Department of Justice.

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

Tuberculosis Screening

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

Procedures for Background Checks

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

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

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

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

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

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

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

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

Blood borne Pathogens

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

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

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

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

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

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

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

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

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

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

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

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

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

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

- First Aid and CPR certificates for key staff members.

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

See Appendix T for Heath and Safety Handbook

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

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

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

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

ELEMENT VII: RACIAL AND ETHNIC BALANCE

"The means by which the charter school will achieve a balance of racial and ethnic pupils, special education pupils, and English learner pupils, including redesignated fluent English proficient pupils, as defined by the evaluation rubrics in Section 52064.5, that is reflective of the general population residing within the territorial jurisdiction of the school district to which the charter petition is submitted." – Ed. Code § 47605(c)(5)(G)

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

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

The application process is comprised of the following:

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

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

Recruiting and Marketing

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

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

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

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

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

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

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

ELEMENT VIII: STUDENT ADMISSION REQUIREMENTS

"Admission policies and procedures, consistent with subdivision (e) [of Education Code section 47605]." – Ed. Code § 47605(c)(5)(H)

Documentation of Admissions and Enrollment Processes

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

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

As indicated in the affirmations included at the beginning of this petition, Charter School shall comply with all requirements related to admissions preferences found in Education Code section 47605(e)(2)(B).

To ensure equitable access, the Charter School affirms that the implementation of admissions preferences shall not result in limiting enrollment opportunities for any student subgroup. Specifically, the Charter School will not design, apply, or enforce any lottery or admissions preference in a manner that excludes or restricts access for pupils with disabilities, academically low-achieving pupils, English learners, neglected or delinquent pupils, homeless pupils, foster youth, or pupils who are economically disadvantaged, as determined by eligibility for free or reduced-price meals. In addition, no admissions practice will discriminate against pupils based on nationality, race, ethnicity, sexual orientation, gender, or any other protected status.

The Charter School will actively monitor admissions and lottery procedures to ensure compliance with these requirements and will provide transparent documentation of how preferences are applied.

The intent of these policies is to preserve open access for all students while ensuring alignment with both state and federal law, including Education Code section 47605(e)(2)(B)(iii).

Homeless and Foster Youth

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

Non-Discrimination

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

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

As indicated in the affirmations included at the beginning of this petition, pursuant to Education Code section 47605(e)(4)(A), Charter School shall not discourage a pupil from enrolling or seeking to enroll in the charter school for any reason.

Parent Engagement

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

Enrollment Policy

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

The Charter School shall admit all pupils who wish to attend the Charter School. No test or assessment shall be administered to students prior to acceptance and enrollment. 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 their parent/guardian within the state.

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

Recruitment and Outreach

Formal recruitment of incoming students begins each Fall for the following school year. The Charter School will have an open application period extending from November through February. During this time, the Charter School will advertise, attend outreach events, and host open houses to inform families in the community about the opportunities and expectations for prospective students and parents.

In alignment with Amethod's commitment to equitable access, DCA will conduct targeted outreach to elementary schools with high percentages of students with disabilities, with the goal of expanding the proportion of students with disabilities we serve. Outreach efforts will also include Spanish-language materials and translation services, ensuring accessibility for families whose primary language is not English.

Enrollment Process

The Charter School shall require students who wish to attend to complete an application form. After admission, students will be required to:

1. Submit a school data card (family or guardian contact information).

2. Submit a copy of student immunization records.

3. Complete any additional enrollment/registration forms and documents.

Public Random Lottery

Applications will be accepted during the open enrollment period each year. If applications exceed capacity in any grade, the Charter School will hold a public random drawing, with the exception of currently enrolled students, who are guaranteed admission.

In addition to the general lottery preferences, DCA will provide a one-time admissions preference in 2026-27 for students displaced from Oakland Charter Academy as a result of the school's closure. This preference reflects Amethod's commitment to continuity of education and ensures that families directly impacted by the closure are offered the opportunity to enroll at DCA without disruption. After the initial enrollment cycle, this temporary preference will expire, and all future lotteries will follow the standard preference order described above

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

1. Year 1 (2026-27) only: Students displaced from Oakland Charter Academy due to the school's

closure

2. Siblings of existing students at the Charter School

3. Students who are enrolled in the immediate prior grade level of another Amethod Public Schools charter school

4. Children of the Charter School's teachers and staff (not to exceed 10% of total enrollment)

5. Students experiencing homelessness, as defined under the McKinney-Vento Homeless Assistance Act

6. Residents of the District

7. All other students

The Charter School will ensure that lottery procedures remain consistent with Education Code Section 47605(d)(2), applicable federal law, and non-regulatory guidance. Should preferences require modification to meet Federal Expansion Grant requirements, such modifications may be made without materially revising the charter, provided written notice is given to the District.

At the conclusion of the lottery, all students not granted admission due to capacity will be placed on a wait list in the order drawn. The wait list does not carry over to the next school year.

Lottery Procedures

The Charter School will conduct the lottery each spring for fall enrollment, using the SchoolMint platform in partnership with the EnrollOak Common Enrollment Process.

All lotteries shall take place on the same day in a single location. Lotteries will be conducted in ascending order beginning with the lowest applicable grade level. There is no weighted priority assigned to the preference categories; rather, within each grade level, students will be drawn from pools beginning with all applicants who qualify for the first preference category and shall continue with that preference category until all vacancies within that grade level have been filled. If there are more students in a preference category than there are spaces available, a random drawing will be held from within that preference category until all available spaces are filled. If all students from the preference category have been selected and there are remaining spaces available in that grade level, students from the second preference category will be drawn in the lottery, and the drawing shall continue until all spaces are filled and preference categories are exhausted in the order provided above.

Waitlist Management

Waitlist ranking will be assigned by the SchoolMint system. The list will be made available as soon as practicable online and posted publicly at the school site. Families on the waitlist will be contacted in the event of vacancies. Typically, three separate outreach attempts are made over seven days; if no response is received, the next family on the waitlist will be contacted.

ELEMENT IX: ANNUAL AUDIT

"The manner in which annual, independent financial audits 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." – Ed. Code § 47605(c)(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 with recommendations on how to resolve them. The Board will submit a report to the District describing how the exceptions and deficiencies have been or will be resolved to the satisfaction of the District along with an anticipated timeline for the same. Audit appeals or requests for summary review shall be submitted to the Education Audit Appeals Panel ("EAAP") in accordance with applicable law.

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

ELEMENT X: SUSPENSION AND EXPULSION PROCEDURES

"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 the pupil's side of the story.

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

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

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

or an advocate.

(iii) Contain a clear statement that no pupil shall be involuntarily removed by the charter school for any reason unless the parent or guardian of the pupil has been provided written notice of intent to remove the pupil no less than five schooldays before the effective date of the action. The written notice shall be in the native language of the pupil or the pupil's parent or guardian or, if the pupil is a foster child or youth or a homeless child or youth, the pupil's educational rights holder, and shall inform the pupil, the pupil's parent or guardian, or the pupil's educational rights holder 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)." – Ed. Code § 47605(c)(5)(J)

Student Due Process Protections

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

(i) For suspensions of fewer than 10 days, Charter School shall 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 the pupil's side of the story.

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

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

(II) 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) No pupil shall be involuntarily removed by Charter School for any reason unless the parent or guardian of the pupil has been provided written notice of intent to remove the pupil no less than five schooldays before the effective date of the action. The written notice shall be in the native language of the pupil or the pupil's parent or guardian or, if the pupil is a foster child or youth or a homeless child or youth, the pupil's educational rights holder, and shall inform him or her of the right to initiate the procedures specified in clause (ii) before the effective date of the action. If the pupil's parent, guardian, or educational rights holder initiates the procedures specified in clause (ii), the pupil shall remain enrolled and shall not be removed until 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).

As indicated in the affirmations included at the beginning of this petition, pursuant to Education Code section 47605(e)(4)(C), Charter School shall not encourage a pupil currently attending the charter school to disenroll from the charter school or transfer to another school for any reason. (Note: This shall not apply to actions taken by Charter School pursuant to legally permissible expulsion procedures.)

Required Notifications

As indicated in the affirmations included at the beginning of this petition, Charter School shall comply with notification requirements included in Education Code section 47605(e)(3) for any pupil who is expelled or leaves Charter School without graduating or completing the school year for any reason, and, upon request, will provide the District with the student's last known contact information.

Compliance with OCS Student Discipline Guidelines

Charter School shall comply with the District's "Disciplinary and Expulsion Documentation Requirements Policy," posted on the Student Discipline page of the OUSD Office of Charter Schools website, whose terms are incorporated by reference as if set forth expressly in this Charter. The purpose of this policy is to outline the notification requirements to families and to the Office of Charter Schools.

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

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

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

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

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

B. Enumerated Offenses

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

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

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

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

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

    e) Committed or attempted to commit robbery or extortion.

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

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

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

i) Committed an obscene act or engaged in habitual profanity or vulgarity.

j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.

k) Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties.

l) Knowingly received stolen school property or private property.

m) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.

n) Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code Section 243.4.

o) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.

p) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.

q) Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, "hazing" means a method of initiation or preinitiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this section, "hazing" does not include athletic events or school-sanctioned events.

r) Made terroristic threats against school officials and/or school property. For purposes of this section, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars ($1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so

unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family's safety, or for the protection of school property, or the personal property of the person threatened or his or her immediate family.

s) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.

t) Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to pupils in any of grades 4 to 12, inclusive.

u) Intentionally harassed, threatened or intimidated a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading student rights by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.

v) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.

    1) "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:

        i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with exceptional needs) or students in fear of harm to that student's or those students' person or property.
        ii. Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.
        iii. Causing a reasonable student to experience substantial interference with his or her academic performance.

iv. Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.

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

3) Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

w) A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1)(a).

x) Possessed, sold, or otherwise furnished any knife unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Site Director or designee's concurrence.

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

a) Possessed, sold, or otherwise furnished any firearm, explosive, or other dangerous object unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Site Director or designee's concurrence.

3. Discretionary Expellable Offenses: Students may be recommended for expulsion for any of the following acts when it is determined the pupil:

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

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

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

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

e) Committed or attempted to commit robbery or extortion.

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

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

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

i) Committed an obscene act or engaged in habitual profanity or vulgarity.

j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.

k) Knowingly received stolen school property or private property.

l) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.

m) Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code Section 243.4.

n) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.

o) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.

p) Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, "hazing" means a method of initiation or preinitiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this section, "hazing" does not include athletic events or school-sanctioned events.

q) Made terroristic threats against school officials and/or school property. For purposes of this section, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars ($1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family's safety, or for the

protection of school property, or the personal property of the person threatened or his or her immediate family.

r) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.

s) Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to pupils in any of grades 4 to 12, inclusive.

t) Intentionally harassed, threatened or intimidated a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading student rights by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.

u) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.

    1) "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:

        i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with exceptional needs) or students in fear of harm to that student's or those students' person or property.
        ii. Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.
        iii. Causing a reasonable student to experience substantial interference with his or her academic performance.
        iv. Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.

    2) "Electronic Act" means the creation or transmission originated on or off the school site, by means of an electronic device, including, but not limited to, a

telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:

i. A message, text, sound, video, or image.

ii. A post on a social network Internet Web site including, but not limited to:

(a) Posting to or creating a burn page. A "burn page" means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.

(b) Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in subparagraph (1) above. "Credible impersonation" means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.

(c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. "False profile" means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.

iii. An act of cyber sexual bullying.

(a) For purposes of this clause, "cyber sexual bullying" means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a pupil to another pupil or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.

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

3) Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

v) A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (3)(a).

w) Possessed, sold, or otherwise furnished any knife unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Site Director or designee's concurrence.

4) Non-Discretionary Expellable Offenses: Students must be recommended for expulsion for any of the following acts when it is determined pursuant to the procedures below that the pupil:

a) Possessed, sold, or otherwise furnished any firearm, explosive, or other dangerous object unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Site Director or designee's concurrence.

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

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

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

C. Suspension Procedure

Suspensions shall be initiated according to the following procedures:

1. Conference

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

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

At the conference, the pupil shall be informed of the reason for the disciplinary action and the evidence against him or her and shall be given the opportunity to present his or her version and evidence in his or her defense. This conference shall be held within two (2) school days, unless the pupil waives this right or is physically unable to attend for any reason including, but not limited to, incarceration or hospitalization. No penalties may be imposed on a pupil for failure of the pupil's parent or guardian to attend a conference with the Charter School officials. Reinstatement of the suspended pupil shall not be contingent upon attendance by the pupil's parent or guardian at the conference.

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

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

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

D. Authority to Expel
A student may be expelled either by the Charter School Board of Directors following a hearing before it or by the Charter School Board of Directors upon the recommendation of an Administrative Panel, to be assigned by the Board of Directors as needed. The Administrative Panel should consist of at least three members who are certificated and neither a teacher of the pupil or a member of the Charter School Board of Directors. The Administrative Panel may recommend expulsion of any student found to have committed an expellable offense.

E. Expulsion Procedures
Students recommended for expulsion are entitled to a hearing to determine whether the student should be expelled. Unless postponed for good cause, the hearing shall be held within thirty

(30) school days after the Site Director or designee determines that the pupil has committed an expellable offense.

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

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

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

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

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

1) The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of his/her right to (a) receive five days' notice of his/her scheduled testimony, (b) have up to two (2) adult support persons of his/her choosing present in the hearing at the time he/she testifies, which may include a parent, guardian, or legal counsel, and (c) elect to have the hearing closed while testifying.

2) The Charter School must also provide the victim a room separate from the hearing

room for the complaining witness' use prior to and during breaks in testimony.

3) At the discretion of the entity conducting the expulsion hearing, the complaining witness shall be allowed periods of relief from examination and cross-examination during which he or she may leave the hearing room.

4) The entity conducting the expulsion hearing may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.

5) The entity conducting the expulsion hearing may also limit time for taking the testimony of the complaining witness to the hours he/she is normally in school, if there is no good cause to take the testimony during other hours.

6) Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the entity presiding over the hearing from removing a support person whom the presiding person finds is disrupting the hearing. The entity conducting the hearing may permit any one of the support persons for the complaining witness to accompany him or her to the witness stand.

7) If one or both of the support persons is also a witness, the Charter School must present evidence that the witness' presence is both desired by the witness and will be helpful to the Charter School. The entity presiding over the hearing shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the presiding official shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the presiding officer from exercising his or her discretion to remove a person from the hearing whom he or she believes is prompting, swaying, or influencing the witness.

8) The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the courtroom during that testimony.

9) Especially for charges involving sexual assault or battery, if the hearing is to be conducted in public at the request of the pupil being expelled, the complaining witness shall have the right to have his/her testimony heard in a closed session when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are no alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing room by means of closed-circuit television.

10) Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the person conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstance can be made, the witness shall be provided notice and an opportunity to present opposition to the

introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

G. Record of Hearing

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

H. Presentation of Evidence

While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. A recommendation by the Administrative Panel to expel must be supported by substantial evidence that the student committed an expellable offense. Findings of fact shall be based solely on the evidence at the hearing. While hearsay evidence is admissible, no decision to expel shall be based solely on hearsay. Sworn declarations may be admitted as testimony from witnesses of whom the Board or Administrative Panel determines that disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm.

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

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

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

I. Written Notice to Expel

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

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

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

K. No Right to Appeal
The pupil shall have no right of appeal from expulsion from the Charter School as the Charter School Board of Directors' decision to expel shall be final.

L. Expelled Pupils/Alternative Education
Parents/guardians of pupils who are expelled shall be responsible for seeking alternative education programs including, but not limited to, programs within the County or their school district of residence. The Charter School shall work cooperatively with parents/guardians as requested by parents/guardians or by the school district of residence to assist with locating alternative placements during expulsion.

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

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

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

1. Notification of SELPA

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

2. Services During Suspension

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

3. Procedural Safeguards/Manifestation Determination

Within ten (10) school days of a recommendation for expulsion or any decision to change the placement of a child with a disability because of a violation of a code of student conduct, the Charter School, the parent, and relevant members of the IEP/504 Team shall review all relevant information in the student's file, including the child's IEP/504 Plan, any teacher observations, and any relevant information provided by the parents to determine:

a. If the conduct in question was caused by, or had a direct and substantial relationship to, the child's disability; or

b. If the conduct in question was the direct result of the local educational agency's failure to implement the IEP/504 Plan.

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

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

a. Conduct a functional behavioral assessment and implement a behavioral intervention plan for such child, provided that the Charter School had not conducted such assessment prior to such determination before the behavior that resulted in a change in placement;

b. If a behavioral intervention plan has been developed, review the behavioral intervention plan if the child already has such a behavioral intervention plan, and modify it, as necessary, to address the behavior; and

c. Return the child to the placement from which the child was removed, unless the parent and the Charter School agree to a change of placement as part of the modification of the behavioral intervention plan.

If the Charter School, the parent, and relevant members of the IEP/504 Team determine that the behavior was not a manifestation of the student's disability and that the conduct in question was not a direct result of the failure to implement the IEP/504 Plan, then the Charter School may apply the relevant disciplinary procedures to children with

disabilities in the same manner and for the same duration as the procedures would be applied to students without disabilities.

4. Due Process Appeals

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

When an appeal relating to the placement of the student or the manifestation determination has been requested by either the parent or the Charter School, the student shall remain in the interim alternative educational setting pending the decision of the hearing officer in accordance with state and federal law, including 20 USC Section 1415(k), until the expiration of the forty-five (45) day time period provided for in an interim alternative educational setting, unless the parent and the Charter School agree otherwise.

5. Special Circumstances

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

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

a. Carries or possesses a weapon, as defined in 18 USC 930, to or at school, on school premises, or to or at a school function;

b. Knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function; or

c. Has inflicted serious bodily injury, as defined by 20 USC 1415(k)(7)(D), upon a person while at school, on school premises, or at a school function.

6. Interim Alternative Educational Setting

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

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

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

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

a. The parent/guardian has expressed concern in writing, or orally if the parent/guardian does not know how to write or has a disability that prevents a written statement, to the Charter School supervisory or administrative personnel, or to one of the child's teachers, that the student is in need of special education or related services.

b. The parent has requested an evaluation of the child.

c. The child's teacher, or other Charter School personnel, has expressed specific concerns about a pattern of behavior demonstrated by the child, directly to the director of special education or to other Charter School supervisory personnel.

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

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

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

ELEMENT XI: RETIREMENT SYSTEM

Governing Law: *The manner by which staff members of the charter schools will be covered by the State Teachers' Retirement System, the Public Employees' Retirement System, or federal Social Security.*

CA Education Code 47605 (b) (5) (K)

Benefits

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

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

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

The Chief Executive Officer is responsible for ensuring that appropriate arrangements for coverage are made.

ELEMENT XII: STUDENT ATTENDANCE

"The public school attendance alternatives for pupils residing within the school district who choose not to attend charter schools." – Ed. Code § 47605(c)(5)(L)

Pupils who choose not to attend the Charter School may choose to attend other public schools in their district of residence or pursue inter-district transfers in accordance with existing enrollment and transfer policies of the District. Parents or guardians of each pupil enrolled in the Charter School shall be informed that the pupil has no right to admission in a particular school of any local educational agency (LEA) (or program of any LEA) as a consequence of enrollment in the Charter School, except to the extent that such a right is extended by the District.

Students of all Amethod Public School campuses are free to attend the existing local district schools rather than our schools. Students may wish to seek inter-district attendance alternatives in accordance with OUSD policy; however, DCA does not have any jurisdiction of any OUSD school policies or programs. All students have the same right to apply for admission to DCA.

The parent or guardian of each student enrolled in the charter school shall be informed that the student has no right to admission in a particular school of any local educational agency (or program of any local educational agency) as a consequence of enrolling in the charter school, except to the extent that such a right is extended by the local educational agency. Parents must be notified of the acceptability of credit for transferring into or out of the school.

Students who choose not to attend our schools or who leave the school have the option to attend OUSD public schools in accordance with district enrollment and transfer policies. The school will transfer student records to and from appropriate schools as necessary.

ELEMENT XIII: RETURN RIGHTS OF EMPLOYEES

"The rights of an 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." – Ed. Code § 47605(c)(5)(M)

Employees of the District who choose to leave the employment of the District to work at Charter School shall have no automatic rights of return to the District after employment at Charter School unless specifically and explicitly granted by the District through a leave of absence or other agreement or policy of the District as aligned with the collective bargaining agreements of the District. Leave and return rights for District union-represented employees and former employees who accept employment with Charter School, if any, will be administered in accordance with applicable collective bargaining agreements and any applicable judicial rulings.

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

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

ELEMENT XIV: DISPUTE RESOLUTION

"The procedures to be followed by the charter school and the chartering authority to resolve disputes relating to provisions of the charter." – Ed. Code § 47605(c)(5)(N)

Procedures for Complaints against Charter School

Charter School will establish complaint procedures as required by 5 CCR §4600 *et seq*. The complaint procedures shall address both complaints against the Charter School alleging discrimination or violations of law and complaints regarding other areas. Charter School will ensure that its complaint processes are fair and accessible for families. Charter School will not, at any time, refer such complaints to the District for handling.

The complaint procedures will include the clear information with respect to the response timeline of the school, whether the school's response will be in writing, the party identified to respond to complaints, the party identified and charged with making final decisions regarding complaints, and whether the final decision will be issued in writing. The procedures will also identify an impartial and neutral ombudsperson for situations in which the school leader is the subject person of the complaint or the ombudsperson has a perceived bias. If the complainant requests an alternate ombudsperson, Charter School shall have a procedure for reviewing the request and responding to the complainant with the findings of the review, and either (a) identifying an alternate ombudsperson, or (b) providing a rationale for why an alternate ombudsperson is not necessary. The complaint procedures will be clearly articulated in the school's student and family handbook or distributed widely.

Charter School will designate at least one employee to coordinate its efforts to comply with and carry out its responsibilities under Title IX of the Education Amendments of 1972 (Title IX) and Section 504 of the Rehabilitation Act of 1973 (Section 504) including any investigation of any complaint filed with Charter School alleging its noncompliance with these laws or alleging any actions which would be prohibited by these laws. Charter School will notify all its students and employees of the name, office address, and telephone number of the designated employee or employees.

Charter School shall comply with the requirements of Education Code section 221.61 with respect to posting information regarding the filing complaints under Title IX, including but not limited to the following: 1) the name and contact information of the Title IX coordinator; 2) the rights of the pupil and the public and the responsibilities of the Charter School under Title IX; 3) a description of how to file a complaint under Title IX, including an explanation of the statute of limitations, how the complaint will be investigated and how the complainant may further pursue the complaint; and a link to the United States Department of Education Office for Civil rights complaint form.

Charter School will implement specific and continuing steps to notify applicants for admission and employment, students and parents of elementary and secondary school students, employees, sources of referral of applicants for admission and employment, and all unions or professional organizations holding collective bargaining or professional agreements with the recipient, that it does not discriminate on the basis of sex or mental or physical disability in the educational program or activity which it operates, and that it is required by Title IX and Section 504 not to discriminate in such a manner.

Complaints by Students and Employees

Charter School will adopt and publish grievance procedures providing for prompt and equitable resolution of student and employee complaints alleging any action, which would be prohibited by Title IX, or Section 504.

Disputes between the District and the Charter School

The staff and Governing Board members of Charter School agree to attempt to resolve all disputes between the District and Charter School regarding this Charter pursuant to the terms of this section. Both will refrain from public commentary regarding any disputes until the matter has progressed through the dispute resolution process.

Any controversy or claim arising out of or relating to the Charter between the District and Charter School, except any controversy or claim that in any way related to revocation of this Charter, shall be handled first through an informal process in accordance with the procedures set forth below.

(1) Any controversy or claim arising out of or relating to the Charter, except any controversy or claim that in any way related to revocation of the Charter, must be put in writing ("Written Notification") by the party asserting the existence of such dispute. If the substance of a dispute is a matter that could result in the taking of appropriate action, including, but not limited to, revocation of the charter in accordance with Education Code section 47607(f), the matter will be addressed at the District's discretion in accordance with that provision of law and any regulations pertaining thereto. The Written Notification must identify the nature of the dispute and all supporting facts known to the party giving the Written Notification. The Written Notification may be tendered by personal delivery, mail, or electronic mail. The Written Notification, and all subsequent notifications under this procedure, shall be deemed received (a) if personally delivered, or sent by electronic mail,

upon date of delivery to the address of the person to receive such notice if received by the District by 5:00 PM; (b) if by mail, two (2) business days after deposit in the U.S. Mail. All written notices shall be addressed as follows:

To Downtown Charter Academy, c/o Jillianne Whitfield
Downtown Charter Academy
2000 Dennison Street
Oakland, CA 94606

To Director, Office of Charter Schools:
1011 Union Street #947
Oakland, CA 94607

(2) A written response ("Written Response") shall be tendered to the party providing the Written Notification within twenty (20) business days from the date of receipt of the Written Notification. The Written Response shall state the responding party's position on all issues stated in the Written Notification and set forth all facts which the responding party believes supports its position. The Written Response may be tendered by personal delivery, mail, or electronic mail.

The parties agree to schedule a conference to discuss the claim or controversy ("Issue Conference"). The Issue Conference shall take place within fifteen (15) business days from the date the Written Response is received by the other party

(3) If the controversy, claim, or dispute is not resolved by mutual agreement at the Issue Conference, then either party may request that the matter be resolved by mediation. Each party shall bear its own costs and expenses associated with the mediation. The mediator's fees and the administrative fees of the mediation shall be shared equally among the parties. Mediation proceedings shall commence within 60 calendar days from the date of the Issue Conference. The parties shall mutually agree upon the selection of a mediator to resolve the controversy or claim at dispute. If no agreement on a mediator is reached within 30 days after a request to mediate, the parties will use the processes and procedures of the American Arbitration Association ("AAA") to have an arbitrator appointed.

(4) If the mediation is not successful, the parties agree that each party has exhausted its administrative remedies and shall have any such recourse available by law.

The staff and governing board members of Amethod Public Schools agree to attempt to resolve all disputes regarding this Charter pursuant to the terms of this section. Both will refrain from public commentary regarding any disputes until the matter has progressed through the dispute resolution process.

The goal of this dispute resolution process is to:

(1) Resolve disputes within the school in accordance with the school's adopted policies,
(2) To minimize the oversight burden on OUSD,
(3) To ensure a fair and timely resolution to disputes and

Public Comments

The school's staff, Governance Board members, and the authorizing district agree to consider resolving all disputes regarding this charter pursuant to the terms of this section. All parties shall refrain from public commentary regarding any disputes until the matter has progressed through the stated dispute resolution process.

Disputes Arising From Within the School

Disputes arising from within the school, including all disputes within and among students, staff, parents, volunteers, advisors, partner organizations and governing board members of the school shall be resolved by policies and processes developed by the school. These processes will be made public through the school's normal communication processes and will begin with complaints being presented to the Site Director or designee. If not resolved, then the matter will be referred to the Executive Director or designee, and/or subsequently to the Amethod Board President or secretary.

The District will not intervene in internal disputes without the consent of the Amethod Governance Board, and OUSD shall refer any complaints or reports regarding such disputes to the governing board or Chief Executive Officer for resolution. OUSD agrees not to become involved in disputes unless evidence has been presented that some violation of this charter or related laws or agreements exists, or unless the governing board requests that OUSD intervene. In such cases, OUSD will provide written notification of such matters to the Executive Director and Amethod Public Schools Board President.

Disputes between the School and the Charter-Granting Agency

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

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

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

If this joint meeting fails to resolve the dispute, the Superintendent and Chief Executive Officer, or their respective designees, shall meet to jointly identify a neutral third party mediator to engage the parties in a mediation session designed to facilitate resolution of the dispute. The format of the mediation session shall be developed jointly by the Superintendent and Chief Executive Officer, or their respective designees. Mediation shall be held within sixty (60) business days of receipt of the dispute statement. The costs of the mediator shall be split equally between the District and the Charter School. If mediation does not resolve the dispute either party may pursue any other remedy available under the law. All timelines and procedures in this section may be revised upon mutual written agreement of the District and the Charter School.

ELEMENT XV: PROCEDURES FOR SCHOOL CLOSURE

Governing Law: *A description of the procedures to be used if the charter school closes—* ***California Education Code Section 47605(b) (5) (p)***

"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." – Ed. Code § 47605(c)(5)(O)

The Charter School shall follow the procedures for closure outlined in the Oakland Unified School District Office of Charter Schools Charter School Closure Checklist available on the OCS website.

Closure Action

The decision to close Charter School must be documented in a "Closure Action." A Closure Action shall be deemed to have been automatically taken when any of the following occur: the Charter is revoked (subject to the provisions of Education Code section 47607(h)) or non-renewed by the OUSD Board of Education, and the Charter has exhausted any appeals procedures the Charter pursued; the governing board of Charter School votes to close Charter School; the Charter lapses or is surrendered; or the Charter School ceases to serve students for at least half of an academic year.

Closure Procedures

The procedures for charter school closure set forth below are guided by Education Code sections 47604.32, 47605, and 47607 as well as California Code of Regulations, title 5, sections 11962 and 11962.1, and are based on "Charter School Closure - Requirements and Recommendations" posted

on the California Department of Education website. All references to "Charter School" apply to Charter School, including its nonprofit corporation and governing board.

Designation of Responsible Person(s) and Funding of Closure

Prior to or at the time of the taking of a Closure Action by either the governing board of Charter School or the OUSD Board of Education, the governing board of Charter School shall designate a person or persons responsible for conducting and overseeing all closure-related procedures and activities, and allocate sufficient funding for, or otherwise determine how Charter School will fund, these activities.

Notification of Closure Action

Upon the taking of a Closure Action, Charter School shall send written notice of its closure to:

1. The OUSD Office of Charter Schools (OCS). Charter School shall provide OCS with written notice of (1) the person(s) designated to be responsible for conducting and overseeing all closure activities, and (2) the funding for such activities. If the Closure Action is an act of Charter School, Charter School shall provide the OCS with a copy of the governing board resolution or minutes that documents its Closure Action.

2. Parents/guardians of all students, and all majority age and emancipated minor students, currently enrolled in Charter School within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of the written parent notification to OCS.

3. Alameda County Office of Education (ACOE). Charter School shall send written notification of the Closure Action to ACOE by registered mail within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of this notification to OCS.

4. The Special Education Local Plan Area (SELPA) in which Charter School participates. Charter School shall send written notification of the Closure Action to the SELPA in which Charter School participates by registered mail within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of this notification to OCS.

5. The retirement systems in which Charter School's employees participate. Within fourteen (14) calendar days of the Closure Action, Charter School shall notify, as applicable, the State Teachers Retirement System (STRS), Public Employees Retirement System (PERS), the Social Security Administration, and ACOE of the Closure Action, and follow their respective procedures for dissolving contracts and reporting. Charter School shall provide a copy of this notification and correspondence to OCS.

6. The California Department of Education (CDE). Charter School shall send written notification of the Closure Action to the CDE by registered mail within 72 hours of the Closure Action. Charter School shall provide a copy of this notification to OCS.

7. Any school district that may be responsible for providing education services to the former students of Charter School. Charter School shall send written notification of the Closure Action within 72 hours of the Closure Action. This notice must include a list of potentially returning students and their home schools based on student residence. Charter School shall provide a copy of these notifications, if any, to OCS.

8. All Charter School employees and vendors within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of the written employee and vendor notification to OCS.

Notification of all the parties above, with the exception of employees and vendors, must include but is not limited to the following information:

1. The effective date of the closure of Charter School

2. The name(s) and contact information for the person(s) handling inquiries regarding the closure

3. The students' school districts of residence

4. How parents/guardians of all students, and all majority age and emancipated minor students, may obtain copies of student records and transcripts, including specific information on completed courses and credits that meet graduation requirementsIn addition to the four required items above, notification of the CDE shall also include:A description of the circumstances of the closure

5. The location of student and personnel records

In addition to the four required items above, notification of parents/guardians of all students, and all majority age and emancipated minor students, shall also include:

1. Information on how to enroll or transfer the student to an appropriate school

2. A certified packet of student information that includes closure notice, a copy of the student's cumulative record, which will include grade reports, discipline records, immunization records, completed coursework, credits that meet graduation requirements, a transcript, and state testing results

3. Information on student completion of college entrance requirements, for all high school students affected by the closure

Notification of employees and vendors shall include:

1. The effective date of the closure of Charter School

2. The name(s) and contact information for the person(s) handling inquiries regarding the closure

3. The date and manner, which shall be no later than 30 days from the effective date of the closure of Charter School, by which Charter School shall provide employees with written verification of employment

Within 30 calendar days of the effective date of closure, Charter School shall provide all employees with written verification of employment. Charter School shall send copies of all such employee verification letters to OCS.

Records Retention and Transfe

Charter School shall comply with all applicable laws as well as District policies and procedures, as they may change from time to time, regarding the transfer and maintenance of Charter School records, including student records. These requirements include:

1. Charter School shall provide the District with original student cumulative files and behavior records, pursuant to District policy and applicable District handbook(s) regarding cumulative records for secondary and elementary schools, for all students, both active and inactive, of Charter School. Transfer of the complete and organized original student records to the District, in accordance with District procedures applicable at the time of closure, shall occur within seven (7) calendar days of the effective date of closure.

2. Charter School's process for transferring student records to receiving schools shall be in accordance with OUSD procedures for students moving from one school to another.

3. Charter School shall prepare and provide an electronic master list of all students to OCS in accordance with the District procedures applicable at the time of closure. This list shall include the student's identification number, Statewide Student Identifier (SSID), birthdate, grade, full name, address, home school/school district, enrollment date, exit code, exit date, parent/guardian name(s), and phone number(s). If the Charter School closure occurs before the end of the school year, the list also shall indicate the name of the school to which each student is transferring, if known. This electronic master list shall be submitted to OCS in accordance with District procedures.

4. Charter School must update all student records in the California Longitudinal Pupil Achievement Data System (CALPADS) prior to closing.

5. Charter School must provide to OCS the name, title, and contact information of the person designated to maintain all Charter School personnel records after the closure. Personnel records to be transferred to and maintained by the designee must include any and all employee records, including but not limited to, records related to performance and grievance. Charter School must provide to OCS and the designee a spreadsheet of personnel records of all active and inactive employees, that includes dates of employment, role, salary, and any other information necessary for employment verification. Both Charter School and the designee, individually and separately, shall inform OCS immediately upon the transfer of Charter School's employee records to the designee.

6. Charter School shall provide to the responsible person(s) designated by the governing board of Charter School to conduct all closure-related activities a list of students in each grade level and, for each student, a list of classes completed and the student's district of residence.

Financial Close-Out

After receiving notification of closure, the CDE may notify Charter School and the authorizing entity of any liabilities Charter School owes the state, which may include overpayment of Local Control Funding Formula and select apportionments, start up grants, or other liabilities. The CDE may ask the County Office of Education to conduct an audit of the charter school if it has reason to believe that the school received state funding for which it was not eligible.

Charter School shall ensure completion of an independent final "closeout audit" within six months after the closure of Charter School that includes:

1. An accounting of all financial assets. These may include cash and accounts receivable and an inventory of property, equipment, and other items of material value.

2. An accounting of all liabilities. These may include accounts payable or reduction in apportionments due to loans, unpaid staff compensation, audit findings, or other investigations.

3. An assessment of the disposition of any restricted funds received by or due to Charter School.

This audit may serve as Charter School's annual audit, if so permitted by the California Department of Education, California State Controller, and/or the State Superintendent of Public Instruction.

Charter School shall pay for the financial closeout audit of Charter School. This audit will be conducted by a neutral, independent licensed CPA who will employ generally accepted accounting principles. Any liability or debt incurred by Charter School will be the responsibility of Charter School and not OUSD. Charter School understands and acknowledges that Charter School will cover the outstanding debts or liabilities of Charter School. Any unused monies at the time of the audit will be returned to the appropriate funding source. Charter School understands and acknowledges that only unrestricted funds will be used to pay creditors. Any unused AB 602 funds or other special education funding will be returned to the District SELPA or the SELPA in which Charter School participates, and other categorical funds will be returned to the source of funds.

Charter School shall ensure the completion and filing of any annual reports required. These reports include but are not necessarily limited to:

1. Preliminary budget

2. Local control and accountability plan and annual updates

3. Interim financial reports

4. Second interim financial reports

5. Final unaudited reports

These reports must be submitted to the CDE and the authorizing entity in the form required. If Charter School chooses to submit this information before the forms and software are available for the fiscal year, alternative forms can be used if they are approved in advance by the CDE. These reports should be submitted as soon as possible after the Closure Action, but no later than the required deadline for reporting for the fiscal year.

For apportionment of categorical programs, the CDE will count the prior year average daily attendance (ADA) or enrollment data of the closed Charter School with the data of the authorizing entity. This practice will occur in the first year after the closure and will continue until CDE data collection processes reflect ADA or enrollment adjustments for all affected LEAs due to the charter closure.

Disposition of Liabilities and Assets

The closeout audit shall identify the disposition of all liabilities of Charter School. Charter School

closure procedures must also ensure appropriate disposal, in accordance with the Charter School's governing board bylaws, fiscal procedures, and any other applicable laws and regulations, of any net assets remaining after all liabilities of Charter School have been paid or otherwise addressed. Such disposal includes, but is not limited to:

1. Charter School, at its cost and expense, shall return to the District any and all property, furniture, equipment, supplies, and other assets provided to Charter School by or on behalf of the District. The District discloses that the California Education Code sets forth the requirements for the disposition of the District's personal property and Charter School shall bear responsibility and liability for any disposition in violation of statutory requirements.

2. The return of any donated materials and property in accordance with any terms and conditions set when the donations were accepted.

3. The return of any grant and restricted categorical funds to their sources according to the terms of the grant or state and federal law.

4. The submission of final expenditure reports for any entitlement grants and the filing of Final Expenditure Reports and Final Performance Reports, as appropriate.

5. The submission of an inventory of equipment log in coordination with the charter school's independent auditor about the proper procedures for liquidating the assets, consistent with federal regulations. The inventory log shall include:

    a. Name and contact of person(s) handling the liquidation;

    b. Each item in excess of $500 (computers, laptops, printers, and other equipment);

    c. An identification number that corresponds to a tag on that item;

    d. The cost of the item and whom/where/date of the item that was donated/sold.

If Charter School is operated by a nonprofit corporation, and if the corporation does not have any functions other than operation of Charter School, the corporation shall be dissolved according to its bylaws.

Charter School shall retain sufficient staff, as deemed appropriate by the Charter School governing board to complete all necessary tasks and procedures required to close the school and transfer records in accordance with these closure procedures

Charter School's governing board shall adopt a plan for closure of Charter School and, if necessary, the corporation, in accordance with the requirements of the Corporations Code

Charter School shall provide OUSD within fourteen (14) calendar days of the Closure Action with written notice of any outstanding payments due to staff and the time frame and method by which Charter School will make the payments

Prior to final close-out, Charter School shall complete all actions required by applicable law, including but not limited to the following:

1. File all final federal, state, and local employer payroll tax returns and issue final W-2s and

Form 1099s by the statutory deadlines.

2. Make final federal tax payments (employee taxes, etc.)

3. Complete and submit all required federal and state filings and notices to the State of California, the Internal Revenue Service, and the Department of the Treasury, including, but not limited to, final tax returns and forms (e.g. Form 990 and related Schedules).

This Element 15 shall survive the revocation, nonrenewal, expiration, termination, cancellation of this Charter, or any other act or event that would end Charter School's authorization to operate as a charter school or cause Charter School to cease operation. Charter School agrees that, due to the nature of the property and activities that are the subject of this Charter, the District and public shall suffer irreparable harm should Charter School breach any obligation under this Element 15. The District therefore reserves the right to seek equitable relief to enforce any right arising under this Element 15 or any provision of this Element 15 or to prevent or cure any breach of any obligation undertaken, without in any way prejudicing any other legal remedy available to the District. Such legal relief shall include, without limitation, the seeking of a temporary or permanent injunction, restraining order, or order for specific performance, and may be sought in any appropriate court.

The decision to close the school shall be documented by an official action of the Amethod Public Schools Board of Directors. Amethod Public Schools Governance Board, once closure of DCA would be voted as imminent, would notify the OUSD Charter Coordinator, OUSD Board President, and / or other OUSD assigned person of the decision.

Additionally, Amethod Public Schools would notify other interest parties and stakeholders of such a decision.

The entities include:

- California Department of Education
- Parents and family members
- Staff/Faculty
- Alameda County Office of Education
- Community partners
- Identified SELPA of service
- Retirement system providers
- Insurance carriers
- Miscellaneous vendors

Downtown Charter Academy will also develop a list of students in each grade level and the classes they have completed, together with information on the students' districts of residence, which they will provide to the entity responsible for closure-related activities. As allowable by the authorizer, the Charter School shall transfer all appropriate student records to the OUSD and shall otherwise assist students in transferring to their next school. If OUSD will not store student records, the Charter School will discuss an alternative arrangement with OUSD and shall provide a copy for parents/guardians of the student record of their child prior to closure. All transfers of student records shall be made in compliance with the Family Educational Rights and Privacy Act (FERPA), 20 U.S. C. § 1232g.

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

As soon as is reasonably practical, the school shall prepare final financial records. The Charter School shall also have an independent audit completed within six months after closure. The Charter School shall pay for the final audit. The audit shall be prepared by a qualified Certified Public Accountant selected by the Charter School and shall be provided to OUSD promptly upon completion. The final audit will include an accounting of all financial assets, including cash and accounts receivable and an inventory of property, equipment, and other items of material value, an accounting of the liabilities, including accounts payable and any reduction in apportionments as a result of audit findings or other investigations, loans, and unpaid staff compensation, and an assessment of the disposition of any restricted funds received by or due to the Charter School.

The Charter School will complete and file any annual reports required pursuant to Education Code section 47604.33. On closure of the Charter School, all net assets of the Charter School, including but not limited to all leaseholds, tangible and intangible personal property and all ADA apportionments and other revenues generated by students attending the Charter School, remain the sole property of the Charter School and upon dissolution of the corporation, shall be distributed in accordance with the Articles of Incorporation and applicable law upon dissolution. Any assets acquired from a school district or district property will be promptly returned upon Charter School closure to the district. The distribution shall include return of any grant funds and restricted categorical funds to their source in accordance with the terms of the grant or state and federal law, as appropriate, which may include submission of final expenditure reports for entitlement grants and the filing of any required Final Expenditure Reports and Final Performance Reports, as well as the return of any donated materials and property in accordance with any conditions established when the donation of such materials or property was accepted.

On closure, the Charter School shall remain responsible for satisfaction of all liabilities arising from the operation of the Charter School. As the Charter School is organized as a nonprofit public benefit corporation under California law, the Amethod Public Schools Board shall follow the provisions set forth in the California Corporations Code for the dissolution of a nonprofit public benefit corporation, and shall file all necessary filings with the appropriate state and federal agencies. As specified by the attached Budget, the Charter School will utilize

the reserve fund to undertake any expenses associated with the closure procedures identified above.

The school will set aside $15,000 by October 1, of its first year of operation to hold for a final closeout audit. In the event of closure or dissolution of the school, the Governance Board will refer to the Executive Director the management of the process. This process shall include a final audit to determine the disposition of all assets and liabilities of the school.

MISCELLANEOUS CHARTER PROVISIONS

Insurance

Commercial General Liability Insurance: Charter School shall maintain Commercial General Liability Insurance, including automobile coverage, with limits of at least one million dollars ($1,000,000) per occurrence, and two million dollars ($2,000,000) aggregate, sexual misconduct, harassment, bodily injury and property damage. Coverage for sexual misconduct and harassment may either be provided through General Liability Insurance or Professional Liability Insurance. The coverage shall be primary as to OUSD and shall name OUSD as an additional insured with the additional insured endorsement provided to OUSD within 15 days of effective date of the start of a new charter term, if approved. Evidence of insurance shall be attached to this document as Exhibit B. Endorsement of OUSD as an additional insured shall not affect OUSD's rights to any claim, demand, suit or judgment made, brought or recovered against Charter School. The policy shall protect Charter School and OUSD in the same manner as though each were separately issued. Nothing in said policy shall operate to increase the Insurer's liability as set forth in the policy beyond the amount or amounts shown or to which the Insurer would have been liable if only one interest were named as an insured.

Workers' Compensation Insurance: Charter School shall procure and maintain, at all times during the term of the charter, Workers' Compensation Insurance in conformance with the laws of the State of California (including, but not limited to, Labor Code section 3700) and Federal laws when applicable. Employers' Liability Insurance shall not be less than one million dollars ($1,000,000) per accident or disease.

Facilities

Prior to occupancy or use of any school site or facility other than a District facility under Education Code 47614 ("Proposition 39"), or Facility Use Agreement in lieu of Proposition 39, Charter School shall provide OCS with a current Certificate of Occupancy or equivalent document issued by the applicable permitting agency that allows Charter School to use and occupy the site as a charter school. Prior to occupancy or use of any school site or facility, Charter School shall provide documentation to OCS that the facility complies with all applicable building codes, standards and regulations adopted by the city and/or county agencies responsible for building and safety standards for the city in which Charter School is to be located. This requirement shall also apply, upon request by the District, to the construction, reconstruction, alteration of or addition to the facility. Charter School shall resolve in a timely manner any and all corrective actions, orders to comply, or notices issued by the authorized building and safety agency or the District. Charter School cannot exempt itself from applicable building and zoning codes, ordinances, and ADA/Section 504 requirements. Charter School shall maintain on file readily accessible records that document facilities compliance and provide such documentation to OCS upon request.

Pest Management: Charter School shall comply with the Healthy Schools Act, Education Code section 17608, which details pest management requirements for schools.

Asbestos Management: Charter School shall comply with the asbestos requirement as cited in the Asbestos Hazard Emergency Response Act (AHERA), 40 C.F.R. part 763. AHERA requires that any building leased or acquired that is to be used as a school or administrative building shall maintain an asbestos management plan.

Hold Harmless/Indemnification Provision

Charter School, through this Charter agrees to defend, indemnify, and hold harmless OUSD, its officers, directors, agents, representatives, employees, attorneys, volunteers, successors and assigns (collectively hereinafter "District" and "District Personnel") from and against any and all actions, suits, claims, demands, losses, costs, penalties, obligations, errors, omissions, or liabilities including but not limited to attorneys' fees that may be asserted or claimed by any person, firm or entity arising out of, or in connection with, Charter School's performance under this Agreement or the Charter, the condition or use of its facilities, or any acts, errors, negligence, omissions or intentional acts by Charter School, its Governing Board, administrators, employees, agents, representatives, volunteers, successors and assigns. Moreover, Charter School agrees to indemnify, defend, and hold harmless OUSD and the OUSD Board of Education and their members, officers, directors, agents, representatives, employees and volunteers, for any contractual liability resulting from third party contracts with Charter School's vendors, contractors, partners or sponsors.

Fiscal Matters

District Oversight Costs

The District may charge for the actual costs of supervisorial oversight of Charter School not to exceed 1% of the Charter School's revenue, or the District may charge for the actual costs of supervisorial oversight of Charter School not to exceed 3% if Charter School is able to obtain substantially rent free facilities from the District. Notwithstanding the foregoing, the District may charge the maximum supervisorial oversight fee allowed under the law as it may change from time to time. The oversight fee provided herein is separate and distinct from the charges arising under charter school facilities use agreements.

Third Party Contracts

Charter School shall ensure that all third party contracts, whether oral or written, for supplies, equipment, goods and/or services, for the direct or indirect benefit of, or otherwise related to the operation of Charter School, require compliance with and otherwise conform to all applicable local, state, and federal policies, regulations, laws, and guidelines, including, but not limited to, licensing and permit requirements as well as requirements related to protection of health and safety. Charter School shall notify all parties with whom it enters into a contract that the District is a separately legal entity and is not responsible for performing any of the Charter School's obligations under the contract, including payment for services.

Special Education Revenue Adjustment/Payment for Services

In the event that Charter School owes funds to the District for the provision of agreed upon or fee for service or special education services or as a result of the State's adjustment to allocation of special education revenues from Charter School, Charter School authorizes the District to deduct any and all of the in lieu property taxes that Charter School otherwise would be eligible to receive under section 47635 of the Education Code to cover such owed amounts. Charter School further understands and agrees that the District shall make appropriate deductions from the in lieu property tax amounts otherwise owed to Charter School. Should this revenue stream be insufficient in any fiscal year to cover any such costs, Charter School agrees that it will reimburse the District for the additional costs within forty-five (45) business days of being notified of the amounts owed.

The Charter School's financial statements, proposed budgets, projections, expenditures, and cashflow shall include the Charter School's anticipated expenditures for special education services, including any projected funding received for special education services, the average cost per pupil of

providing special education services, and the extent to which the Charter School projects that it will have to incur special education expenditures from its unrestricted general fund revenues. If the Charter School does not belong to a SELPA as an LEA, it must also provide its projected equitable contribution to Districtwide special education costs.

Audit and Inspection of Records

The District hereby reserves the right, pursuant to its oversight responsibility, and Education Code section 47604.3, to audit Charter School's books, records, data, processes and procedures through the Office of Charter Schools, or in coordination with FCMAT, or in coordination with a mutually agreed upon third party. The audit may include, but is not limited to, the following areas:Compliance with terms and conditions prescribed in the Charter,

- Internal controls, both financial and operational in nature,
- The accuracy, recording and/or reporting of school financial information,
- Charter School's debt structure,
- Governance policies, procedures and history,
- The recording and reporting of attendance data,
- Charter School's enrollment process, suspension and expulsion procedures, and parent involvement practices,
- Compliance with safety plans and procedures, and
- Compliance with applicable grant requirements.

Charter School shall cooperate fully with such audits and shall make available any and all records necessary for the performance of the audit upon 30 business days' notice to Charter School. In extreme circumstances when 30 business days' notice may defeat the purpose of the audit, the District may conduct the audit upon 24 hours' notice.

In addition, if an allegation of waste, fraud, or abuse of power related to Charter School operations is received by the District, Charter School shall be expected to cooperate with any investigation undertaken by the Office of Charter Schools.

Data and Information Reporting

Charter School shall provide the following data elements to OCS, according to a data reporting calendar that will be published by OCS prior to September 1 of each school year:

- Fall Census Day enrollment spreadsheet
- Reports required by Education Code section 47604.33:
    - Preliminary budget
    - Local control and accountability plan and update
    - First interim financial report

- Second interim financial report
- Final unaudited report

- Other audit-related, attendance, and/or enrollment information and reports:
  - Annual independent audit report (Ed. Code § 47605(m))
  - Independent Auditor Selection Form (Ed. Code § 41020(f)(1))
  - 20 day attendance report (Ed. Code § 47652(a))
  - Monthly attendance reports
  - Principal Apportionment Data (P1, P2, and P-Annual)
  - Monthly student exit reports (Ed. Code § 47605(e)(3))
- Information/documentation related to Charter School's facilities, SELPA, student/family handbook, and governing board (including membership, bylaws, and specified policies)
- Any other reports and data as requested.

Additionally, Charter School shall notify OCS in writing and update in Epicenter or online reporting platform within five business days of all changes to leadership at the Charter School, the Charter Management Organization, and the governing board.

The school is a wholly separate and independent entity from OUSD.
The School will receive funding in accordance with Education Code § 47630 et. seq. and applicable federal law. The school may receive its funding directly from the state or through any other available mechanism. Any funds due to DCA that flow through OUSD will be promptly forwarded to the school in accordance with law.

OUSD will be reimbursed its actual costs up to 1% of the revenue of the school (defined in accordance with Education Code § 47613(a) through (f)) supervision and oversight costs. "Revenue" is defined by Education Code § 47613(f) as the general purpose entitlement and

categorical block grant, as defined in subdivisions (a) and (b) of Education Code § 47632. OUSD will provide and/or perform the supervisory oversight tasks and duties specified by Education Code § 47604.32 and/or necessitated by this Charter.

These supervisory oversight services also include, but are not necessarily limited to, the following:

- Good faith efforts to develop any needed additional agreements to clarify or implement the Charter.
- Regular review, analysis, and dialogue regarding the annual performance report of the school.
- Monitoring of compliance with the terms of this Charter and related agreements.
- Good faith efforts to implement the dispute resolution and related processes described in this charter petition.
- Timely and good faith review of requests to renew or amend this Charter as permitted under law.

Fiscal Support

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

The Charter School shall provide reports to the district and the county superintendent of schools in accordance with education code section 47604.33 as follows and shall provide additional fiscal reports as required by the district or county superintendent of schools:

1. By July 1, a preliminary budget for the current fiscal year. For the Charter School in its first year of operation, financial statements submitted with the charter petition pursuant to education code 47605.
2. By December 15, an interim financial report for the current fiscal year reflecting changes through October 31. Additionally, on December 15, a copy of the Charter School's annual, independent financial audit report for the preceding fiscal year shall be delivered to the district, state controller, state Department of Education, and county superintendent of schools.
3. By March 15, a second interim financial report for the current fiscal year reflecting changes through January 31.
4. By September 15, a non-audited at report from the full prior-year. The report submitted to the district shall include an annual statement of all the Charter Schools receipts and expenditures for the preceding fiscal year.

The school will maintain appropriate records pursuant to legislation and organizational policies. In accordance with the timelines required by Education Code § 47604.33, a copy of the proposed fiscal year budget for DCA, financial reports, and unaudited actuals will be forwarded to OUSD. The school will be operated in accordance with generally accepted accounting principles ("GAAP"). A business operations manual has been developed/adopted and will be utilized for the schools day-to-day business functions.

DCA Budget Narrative

The attached budget and cash flow projection are based on conservative estimates and take into account actual historical costs to operate the Downtown Charter Academy (DCA) program as described in the charter.

Enrollment and Demographics

DCA is currently at 318 students and intends to operate at 448 students in the 2026-27 school year.

Projected Student Enrollment for Each Year by Grade Level and Total Enrollment								
Grade Level	Year 1 2019-20	Year 2 2020-21	Year 3 2021-22	Year 4 2022-23	Year 5 2023-24	Year 6 2024-25	Year 7 2025-26	Year 8 2026-27
6	110	110	110	110	110	110	110	112
7	110	110	110	110	110	110	110	156
8	110	110	110	110	110	110	110	157
Total	330	330	330	330	330	330	330	425

In line with historical averages, DCA has assumed a stable unduplicated count, as well as conservative numbers of Free and Reduced Price Meal students and English language learners:

- Free and Reduced Priced Meals: 75%
- English Learners: 17%
- Unduplicated Count: 77.38%

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

The attendance rate is assumed to be 95%, which is conservative compared to the 97% in prior years at Downtown Charter Academy.

Revenues

LOCAL CONTROL FUNDING FORMULA

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

We are forecasting our state apportionment using the FCMAT LCFF calculator. Based on the August 2025 LCFF Calculator, we estimate a 26-27 LCFF allocation of $ $14,255 per ADA.

DCA is also using an estimated unduplicated count of 77.38% for school projections, based on our three year average, and a district UPP of 81.41%, which is what is used to calculate the supplemental and concentration grant.

OTHER REVENUE SOURCES

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

Federal Title Grants:

DCA qualifies as a Title I school and thus receives the Title I grant, as well as the Title II grant for teacher professional development and Title IV grant. All Federal Title Grants are projected conservatively with no increase over the 2025-26 budgeted amounts.

National School Lunch Program/Universal Free Meals

DCA will serve a school lunch, in compliance with the National School Lunch Program. Downtown Charter Academy will receive state and federal reimbursements for the cost of meals served to all students that participate. Meals are free to all students, and served at the school include the required nutritional components, and are served in a county inspected kitchen.

State Facilities Grant

DCA currently receives and will continue to receive SB 740 Facility Grant funds. These grant funds have been included in the budget since the demographics of DCA meet the requirements for applying for a facilities grant under SB 740. That revenue is included in the budget at the lesser of $1,469 per ADA or 75% of the lease costs, and includes an assumption that SB740 will be oversubscribed, reducing the grant to 92.5% of the total allocation.

The school has budgeted for state lottery revenue. The 2026-27 rate is $273/ADA based on School Services of California (SSC) projections/current guidance for 2025-26, conservatively assuming no COLA increase.

Special Education

For Special Education, DCA is part of the El Dorado County Charter SELPA and does receive the Federal rate of $145 per prior year CBEDS enrollment and state rate of $917.53 per current year P2 ADA, less the Service Fee of 3%.

These monies help fund our education specialists, para-professionals, wellness counselors, speech therapists, psychologists, program specialists and outside support contractors.

State and Local Afterschool Grants

DCA does and will continue to receive various after-school grants such as ASES for $203,483 and Measure G1 funding of $104,649. We anticipate these grants will continue, and conservatively did not project any COLA or ADA increases.

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

Expenses

Expenses have been conservatively estimated by the executive staff at Amethod based on the operating costs at the current Amethod schools in Oakland. Expense assumptions have been increased approximately 2.7% per year for inflation, or more when deemed necessary due to the increase in enrollment. Below is a summary of the major expense categories and the assumptions.

STAFFING AND BENEFITS

The staffing structure is modeled off of DCA's successful staffing structure over the current charter term. The structure assumes substantial management, instructional leadership, and operations support from the home office.

Position	2019/20	2020/21	2021/22	2022/23	2023/24	2024/25	2025/26	2026/27
1100 - Teacher	16	16	16	16	16	16	16	20
1148 - Education Specialist	1	1	1	1	1	1	1	2
1300 - Site Leadership (Site Directors)	1	1	1	1	1	1	1	1
1300 - Site Leadership (Deans)	2	2	2	2	2	2	2	3
1311 - SPED Support								
2100 - Classified Tutors and Instructional Aides	3	3	3	3	3	3	3	
2103 - SPED Tutor	1	1	1	1	1	1	1	2
2400 - Classified Clerical (site admin assistants and other staff)	4	4	4	4	4	4	4	4
2905 - After school staff	4	4	4	4	4	4	4	5

	32	32	32	32	32	32	32	41

The salaries assumed in the budget map directly to the average salaries paid by AMPS, increased by 3%.

The school will offer a cafeteria health plan including health, dental, vision, life and flex spending accounts. Benefits are estimated conservatively, assuming all employees participate. Like the teachers at its sister schools, the certificated staff will not participate in STRS. Instead all staff will be part of the social security system and a 401 K with an employer match of 3%.

Books and Supplies
The school is budgeting an increase of $50,000 to purchase replacement/additional textbooks and update core curriculum as needed. In addition, the school is budgeting $89 per student for instructional materials and consumables. The school has a budgeted $31 per student for art and supplemental supplies, which is higher than historical patterns.

DCA has built out its technology infrastructure and now has a one to one Chromebook to student ratio. We have budgeted to purchase replacement computers and equipment over time at 20% of our fleet per year, and increased one-time spend in 2026-27 to ensure our new students have equipment.

Services and Operating
Operating costs are based on the historical spending patterns at DCA.
The school has included a 1% district oversight fee consistent with the statute. The school is budgeting separately for utilities and maintenance using standard market rates assumptions.

Professional development is an important part of the DCA experience. Much of the professional development during the year will be run internally at minimal cost, but the school is budgeting approximately $1,000 per staff member for professional development.

DCA's lease is inclusive of all space needed for our students, and rent increases 3% annually. We expect to maintain the current level of facilities, utilities, and other expenses, including a 2.7% COLA increase.

Special Education Expenses
In addition to our internal staff of education specialists, wellness counselors, speech therapists, psychologists and other support staff, DCA also has budgeted based on historical needs $223

per student for other contractors necessary to support our students. With internal staff, supplies,software, consultants and contractors, DCA invests over $1,000 per student in the special education program to serve our students in need.

Capital Outlay
The school has no planned capital outlay, outside of the updates needed to refresh and prepare our site.

CMO Fee
DCA will pay fees to Amethod Schools to help cover home office functions such as Human Resources and Talent, Finance, Instruction, Student Services, and Operations. The CMO fees are currently estimated at 10% of total revenues.

Cash Flow
DCA has demonstrated strong operating incomes and cash flow over the last several years and is forecasting an operating surplus of $111k. We anticipate maintaining continued positive cash flow and operating incomes. Cash is expected to continue over $3M, or over 4.5 months of expenses. We have included a 2 year cash flow statement in the Appendix.

See Appendix U for 2 Year Cashflow Statement

See Appendix V for 2 Year Budget Forecast

Contingencies and Reserves: DCA has a fund balance of ~$4.5M, or six months of reserves for economic uncertainties. We anticipate this fund balance and substantial reserve to continue, as needed for state funding deferrals or continued program investments.

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

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

1. COMMERCIAL GENERAL LIABILITY insurance, which shall include contractual, products and completed operations, corporal punishment and sexual misconduct and harassment coverage, and bodily injury and property damage liability insurance with combined single limits of not less than $1,000,000.00 per occurrence.

2. COMMERCIAL GENERAL LIABILITY insurance that shall include coverage for owned and non-owned autos, with bodily injury liability limits not less than $1,000,000.00 per person, per occurrence and property damage liability limits of not less than $500,000.00, per occurrence.

3. WORKERS' COMPENSATION INSURANCE, as required by the California Labor Code, with not less than statutory limits.

Administrative Services

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

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

In accordance with Education Code 47613, the chartering authority may charge for the actual costs of oversight of the Charter School not to exceed one percent of the revenue of the Charter School. For purposes of this charter, "revenue of the Charter School" means the general purpose entitlement and categorical block grant, as defined in subdivisions (a) and (b) of Section 47632. It is anticipated that the Charter School will provide or procure most of its own administrative services including, but not limited to, financial management, personnel, and instructional program development either through its own staff or through an appropriately qualified third-party contractor. Budget allocation and vendor selection will be the responsibility of the Governance Board. The Governance Board may delegate authority to the Chief Executive Officer to select vendors below a contract amount to be determined, but will retain overall responsibility for contract approvals. The Governance Board will work with the selected back office provider for payroll services and to ensure compliance with state financial accounting procedures.

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

Facilities

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

The Charter School will be located within the District boundaries. The Charter School is currently located at 2000 Dennison Street, Oakland CA 94606 and has a lease in place, with extensions to be executed through the current and future charter term. This facility was approved by the OUSD school board on February 8, 2017.

Transportation

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

CIVIL LIABILITY IMPACT

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

Pursuant to Education Code Section 47604(c), an entity that grants a charter to a charter school operated by or as a non-profit public benefit corporation shall not be liable for the debts or obligations of the charter school or for claims arising from the performance of acts, errors or omissions by the charter school if the authority has complied with all oversight responsibilities required by law. The Charter School shall work diligently to assist the District in meeting any and all oversight obligations under the law, including monthly meetings, reporting, or other District- requested protocol to ensure the District shall not be liable for the operation of the Charter School.

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

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

As stated above, insurance amounts will be determined by recommendation of the District and the Charter School's insurance company for schools of similar size, location, and student

population. The District shall be named an additional insured on the general liability insurance of the Charter School.

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

CONCLUSION

By renewing this charter petition, Oakland Unified School District will be fulfilling the intent of the Charter Schools Act to improve pupil learning; increase learning opportunities for all pupils with special emphasis on expanded learning opportunities for all pupils who are identified as academically low performing; create new professional opportunities for teachers; and provide parents and pupils with expanded choices in education and following the directive of law to encourage the creation of viable school models for residents and families of Oakland Unified School District.

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Appendix A

Statement of Assurances

As the authorized representative of the applicant group, I, Jorge Lopez, hereby certify under the penalties of perjury that the information submitted in this petition for the renewal of the charter for Downtown Charter Academy, to be located at 2000 Dennison St., Oakland CA, 94606, is true to the best of my knowledge and belief; and further, I certify that, if granted renewal, the school:

1. Will not charge tuition, fees, or other mandatory payments for attendance at the charter school or for participation in programs that are required for students.

2. Will enroll any eligible student who submits a timely and complete application, unless the school receives a greater number of applications than there are spaces for students, in which case a lottery will take place in accordance with California charter laws and regulations.

3. Will be non-sectarian in its curriculum, programs, admissions, policies, governance, employment practices, and all other operations.

4. Will be open to all students, on a space available basis, and shall not discriminate on the basis of the characteristics included in Education Code section 220, including but not limited to race, color, national origin, creed, sex, ethnicity, sexual orientation, mental or physical disability, age, ancestry, athletic performance, special need, proficiency in the English language or a foreign language, or academic achievement.

5. Will not exclude admission based on the student's or parent's/guardian's place of residence, except that a conversion school shall give admission preference to students who reside within the former attendance area of the public school.

6. Will meet all statewide standards and conduct the pupil assessments required pursuant to Education Code Sections 60605 and 60851 and any other statewide standards authorized in statute or pupil assessments applicable to pupils in noncharter public schools.

7. Will comply with all applicable portions of the 2001 reauthorization of the Elementary and Secondary Act (also known as "No Child Left Behind"). (20 U.S.C. § 6319.)

8. Will consult, on a regular basis, with parents, guardians and teachers regarding its educational programs, as required by Education Code section 47605(c)(2).

9. Will offer at least the minimum amount of instructional time at each grade level as required by law, and comply with Title 5, California Code of Regulations, section 11960(b) with respect to the legally required minimum school days.

10. Will comply with the conditions of apportionment set forth in Education Code section 47612(b) that average daily attendance not be generated by a pupil who is not a California resident, and that "a pupil over 19 years of age shall be continuously enrolled in public school and make satisfactory progress towards award of a high school diploma," to remain eligible for

generating charter school apportionments.

11. Will provide to the Office of Charter Schools information regarding the proposed operation and potential effects of the school, including, but not limited to, the facilities to be used by the school, including where the school intends to locate, the manner in which administrative services will be provided, and potential civil liability effects, if any, upon the school and authorizing board.

12. Will adhere to all applicable provisions of federal law relating to students with disabilities, including the Individuals with Disabilities Education Act; section 504 of the Rehabilitation Act of 1974; and Title II of the Americans with Disabilities Act of 1990.

13. Will comply with the requirement set forth in Education Code section 47605(d)(3) that "[i]f 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 a transcript of grades or report card, and health information."

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

15. Will comply with the Family Educational Rights and Privacy Act (20 U.S.C. § 1232g; 34 CFR Part 99).

16. Will comply with all other applicable federal and state laws and regulations, including the California Code of Regulations.

17. Will submit an annual report and annual independent audits to the OUSD Office of Charter Schools by all required deadlines.

18. Will maintain written contemporaneous records that document all pupil attendance and make these records available for audit and inspection, as required by Education Code section 47612.5(a)(2).

19. Will submit required enrollment data each March to the OUSD Office of Charter Schools by the required deadline.

20. Will comply with "[a]ll laws establishing minimum age for public school attendance," as required by Education Code section 47610(c).

21. Will operate in compliance with generally accepted government accounting principles.

22. Will maintain separate accountings of all funds received and disbursed by the school.

23. Will participate in the California State Teachers' Retirement System, and/or the California Public Employees' Retirement System, and/or other retirement systems, as applicable.

24. Will obtain, keep current, and make available for inspection all necessary permits, licenses, and certifications related to fire, health and safety within the building(s) and on school property.

25. Will obtain, keep current, and make available for inspection all necessary teacher certifications, permits or other documents as required under EC Section 47605(l).

26. Will at all times maintain all necessary and appropriate insurance coverage.

27. Will submit to the OUSD Office of Charter Schools the names, mailing addresses, and employment and educational histories of proposed new members of the Board of Trustees prior to their service.

28. Will, in the event the Board of Trustees intends to procure substantially all educational services for the charter school through a contract with another person or entity, provide for approval of such contract by the Board of Education in advance of the beginning of the contract period.

29. Will require the Charter School Board to comply with the provisions of the Ralph M. Brown Act (California Government section Code 54950 et seq.)

30. Will comply with the provisions of the California Public Records Act (California Government Code section 6250 et seq.).

31. Will provide financial statements that include a proposed first-year operational budget with start-up costs and anticipated revenues and expenditures necessary to operate the school, including special education; and cash-flow and financial projections for the first three years of operation.

32. Will provide to the Office of Charter Schools a school code of conduct, Board of Trustee bylaws, an enrollment policy, and an approved certificate of building occupancy for each facility in use by the school, according to the schedule set by the Office of Charter Schools but in any event prior to the opening of the school.

33. Will be located within the geographical boundaries of the District in locating its site, or otherwise comply with the requirements in Education Code section 47605 and 47605.1.

34. Will agree to defend, indemnify and hold harmless the District against any and all liability and claims arising out of the Charter School's acts, errors and omissions.

Signature: Date: 9.25.2018
Print Name: Jorge Lopez

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Appendix B

2017 COMPARATIVE SMARTER BALANCED ASSESSMENT TEST RESULTS												
STANDARD MET AND EXEEDED												
SUBGROUP	**BRET HARTE MIDDLE SCHOOL**		**URBAN PROMISE ACADEMY**		**ROOSEVELT MIDDLE SCHOOL**		**DOWNTOWN CHARTER ACADEMY**		**OUSD**		**CALIFORNIA**	
	ELA	**MATH**	**ELA**	**MATH**	**ELA**	**MATH**	**ELA**	**MATH**	**ELA**	**MATH**	**ELA**	**MATH**
6th Grade	24.66%	13.16%	21.05%	33.61%	20.88%	18.67%	75.87%	84.48%	28.79%	20.45%	47.03%	36.48%
7th Grade	25.56%	14.70%	30.58%	20.00%	21.34%	22.35%	73.86%	81.82%	31.38%	21.27%	48.14%	36.91%
8th Grade	26.51%	25.00%	21.66%	7.38%	30.06%	20.81%	70.67%	88.00%	32.26%	20.51%	48.61%	36.30%
All	25.55%	17.53%	24.51%	11.38%	24.12%	20.63%	73.30%	84.61%	30.81%	20.74%	47.93%	36.56%
English Learners	15.00%	11.37%	19.69%	8.45%	20.00%	15.15%	20.00%	50.00%	3.19%	6.09%	12.09%	12.32%
ASIAN	37.88%	30.88%	57.15%	64.68%	34.29%	35.18%	74.54%	89.32%	47.50%	47.89%	75.54%	72.79%
HISPANICS	19.51%	16.67%	22.58%	12.07%	23.03%	13.86%	59.38%	59.38%	23.62%	15.91%	37.28%	25.20%
Economically Disadv	19.10%	11.62%	23.73%	10.57%	23.26%	20.29%	69.56%	83.70%	23.24%	17.54%	35.52%	24.57%

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Appendix C

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AMPS – Instructional Effectiveness Domains & Competencies

The following domains describe effective teaching practices within an AMPS classroom.

Domain 1: Purposeful Planning

Competencies	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
1.1 Lesson Design	• Lessons are clearly aligned with the skill objectives that are outlined in the curriculum. • All lesson objectives are focused, measurable, attainable, and challenging. • Lessons are highly detailed, with scripted questions, anticipated challenges, and interspersed checking for understanding. • Goals and objectives are consistently being satisfied through the lesson's activities.	• Lessons are aligned with the content and skill objectives that are outlined in the curriculum. • Most lesson objectives meet all of the following criteria: focused, measurable, attainable, and challenging • Lessons are detailed, with some scripted questions, and interspersed checking for understanding. • Goals and objectives are frequently being satisfied through the lesson's activities. • Activities and objectives are well aligned	• Lessons are inconsistently aligned with the content and skill objectives that are outlined in the curriculum. • Lesson objectives consistently fail to meet one of the following criteria: focused, measurable, attainable, and challenging. • Lessons have a basic outline of activities with no scripted questions or interspersed checking for understanding. • Goals and objectives are inconsistently being satisfied through the lesson's activities. • Activities are not always aligned with objectives	• Lessons are regularly not aligned with the content and skill objectives that are outlined in the curriculum. • Lesson objectives consistently fail to meet one of the following criteria: focused, measurable, attainable, and challenging. • Lessons are superficial and incomplete. • Goals and objectives are not being satisfied through the lesson's activities. • Activities and objectives are not aligned
1.2 Lesson Materials	• All student materials are always rigorous, attractive, error-free, and conducive to high-quality work.	• Most student materials are rigorous, attractive, error-free, and conducive to high-quality work.	• Student materials are inconsistently rigorous, attractive, error-free, and conducive to high-quality work.	• Student materials consistently fail to meet more than one of the following criteria: rigor, attractiveness, error free, and conducive to high-quality work.
1.3 Objective Driven- *Plans and Assessments*	• Plans for a variety of differentiated instructional strategies, anticipating where these will be needed • Incorporates a variety of informal assessments and checks for understanding as well as summative assessments where necessary and uses all assessments to directly inform instruction • Clearly identifies lesson objectives that are aligned to state content standards. • Matches instructional strategies as well as meaningful and relevant	• Plans for a variety of differentiated instructional strategies, anticipating where these will be needed to enhance instruction • Incorporates a variety of informal assessments and checks for understanding and uses assessments to directly inform instruction • Clearly Identifies lesson objectives that are aligned to state content standards. • Matches instructional strategies as well as meaningful and relevant activities/assignments to the lesson objectives consistently at times	• Does not plans for a variety of differentiated instructional strategies, or anticipate where these will be needed to enhance instruction • Incorporates a few informal assessments and checks for understanding and uses paper assessments only. • Identifies lesson objectives that are aligned to state content standards. • Rarely matches instructional strategies as well as meaningful and relevant activities/assignments to the lesson objectives.	• Teacher rarely or never plans daily lessons accordingly • Daily lessons are planned, but appear disorganized or cluttered, • Objectives lack meaningful goals, instructional strategies, or assignments.

	activities/assignments to the lesson objectives consistently • Seeks to design formative assessments that measure progress towards mastery and inform instruction	• Seeks to design formative assessments that measure progress towards mastery and inform instruction	• Designs formative assessments that measure progress towards mastery that informs instruction sometimes or inform instruction.	
1.4 Focus on All Learners (Modifications)	• Teacher makes constant adjustments to instruction based on checks for understanding that lead to increased understanding for most students • Teacher responds to misunderstandings with effective techniques • Teacher doesn't give up, but continues to try to address misunderstanding with different techniques if the first try is not successful and seeks out advice. • Teacher anticipates student misunderstandings and preemptively addresses them • Teacher is able to modify instruction to respond to misunderstandings without taking away from the flow of the lesson or losing engagement	• Teacher makes some adjustments to instruction based on checks for understanding that lead to increased understanding for most students • Teacher responds to misunderstandings with effective techniques • Teacher doesn't give up, but continues to try to address misunderstanding with different techniques if the first try is not successful • Teacher attempts to anticipate student misunderstandings and addresses them on the spot. • Teacher is able to modify instruction to respond to misunderstandings with some success without taking away from the flow of the lesson or losing engagement	• Teacher needs improvement at modifying instruction as needed • Teacher may attempt to make adjustments to instruction based on checks for understanding, but these attempts may be misguided and may not increase understanding for all students • Teacher may primarily respond to misunderstandings by using teacher-driven scaffolding techniques (for example, re-explaining a concept), when student-driven techniques could have been more effective • Teacher may persist in using a particular technique for responding to a misunderstanding, even when it is not succeeding	• Teacher is ineffective at modifying instruction as needed • Teacher rarely or never attempts to adjust instruction based on checks for understanding, and any attempts at doing so frequently fail to increase understanding for students • Teacher only responds to misunderstandings by using simple questions with yes/ no answers • Teacher repeatedly uses the same technique to respond to misunderstandings, even when it is not succeeding

Domain 2: Effective Instruction

Competencies	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
2.0 Establishing Learning Expectations and Student Engagement	• Serves as a model in establishing expectations. Demands high expectations for student learning, behavior, and quality of work in a variety of ways. • Has developed a classroom culture where 95-100% of the students are engaged in the learning activity, as demonstrated by their attentiveness and participation. • 85%-90% of student hands are raised or students are ready to answer immediately when reviewing taught material. More than 50% of hands are raised during new material • Entire class urgency to learning is consistent.	• Establishes high expectations. Demands high expectations for student learning, behavior, and quality of work in a variety of ways. • Has developed a classroom culture where 95-100% of the students are engaged in the learning activity, as demonstrated by their attentiveness and participation. • 85%-90% of student hands are raised or students are ready to answer immediately when reviewing taught material. More than 50% of hands are raised during new material • Most of Students exhibit urgency to learn consistently.	• Inconsistently establishes, communicates, and demands high expectations for student learning, behavior, and quality of work . • Has developed a classroom culture where 80% of the students are engaged in the learning activity. • 65%-75% of hands are raised when reviewing taught material. About 35%- 45% of hands are raised during new material. • Some students exhibit a sense of urgency.	• Does not succeed in establishing, communicating, and/or demanding high expectations for student learning, behavior, and quality of work. • Less than 80% of students are engaged in the learning activity. • Less than 65% of hands are raised when reviewing taught material. Less than 35% of hands are raised during new material. • Urgency is not apparent. Class is chaotic.
2.1 Use of Instructional Strategies	• Uses a sufficient variety of instructional strategies and activities that are academically rigorous and highly engaging. • Consistently ensures student learning through modeling, guided practice, and independent practice. • Actively seeks and implements new instructional strategies.	• Uses a variety of instructional strategies and activities that are academically rigorous and highly engaging. • Consistently ensures student learning through modeling, guided practice, and independent practice. • Actively seeks and implements new instructional strategies.	• Limited in the variety of instructional strategies and/or not all activities are academically rigorous and highly engaging. • Inconsistently uses modeling, guided practice, and independent practice.	• May inappropriately rely on only one or two instructional strategies and activities, which are either not academically rigorous or engaging for students. • Does not use modeling, guided practice, and independent practice with any regularity.
2.2 Pace of Instruction	• Pace of instruction is always highly efficient, engaging, and urgent. • Adjusts the pace of instruction according to the needs of the activity, appropriately varying	• Pace of instruction is usually efficient, engaging, and urgent. • Usually adjusts the pace of instruction according to the needs of the activity, appropriately varying the pace throughout the lesson.	• Pace of instruction is inconsistently efficient, engaging, or urgent. • Only occasionally adjusts the pace of instruction and does not appropriately vary the pace throughout the lesson.	• Pace of instruction is not efficient, engaging, or urgent. • Does not adjust the pace of instruction according to the needs of the activity and does not vary
2.3 Assuring All Students Interact With New Knowledge *Addressing the*	• Has established a consistent system of classroom procedures, modification plans, and assignments to reach a range of learners. These assignments are attainable to students with difficulties in	• Regularly uses classroom assignments to reach a range of learners. These assignments are accommodating to those who have difficulty in the subject and	• Occasionally has individual assignments geared towards students with difficulties in the subject area and towards students who excel in the subject area, but most of the	• Does not use assignments to target different learners, and the teacher only targets the average learner in the classroom.

Range of Learners	the subject area and challenging to students who excel in the subject area. • Constantly reflects on student learning to seek new ways to support students on both ends of the learning spectrum.	those who excel in the subject area. • Reflects on student learning to support students who have difficulties in the subject area.	time, the teacher targets the average learner in the classroom. • Rarely reflects on student learning and sometimes supports students on either end of the learning spectrum.	• Does not reflect on student learning and does not support students on either end of the learning spectrum.
2.4 Urgency	• Always communicates a tangible sense of urgency in tone, movement, intensity, enthusiasm and preparation. • Classroom time is considered sacred and is used in a highly efficient manner.	• Mostly communicates a sense of urgency. • Classroom time is clearly for teaching and learning.	• Inconsistently communicates a sense of urgency. • Most classroom time is for teaching and learning, but some time is lost in casual behavior. • Some time is lost to tangents from objective.	• Fails to communicate a sense of urgency. • Classroom time is not always for teaching and learning. • Explanations not provided. • Objectives not addressed in part due to tangents.
2.5 Classroom Setting	• Creates and frequently updates attractive bulletin boards and instructional and inspirational signage that supports student learning, • Quality and updated student work is posted inside • The classroom is well organized, neat and free of clutter. • Classroom shelves and binders are consistently well maintained. • Walls are covered with positive statements, work, adornments and active color	• Creates and regularly updates bulletin board boards and visual displays to support student learning, Some quality and updated student work is posted inside • The classroom is organized and free of clutter. • Classroom shelves and binders are frequently well maintained. • Many walls covered with positive statements, work, adornments and active color .	• Has bulletin boards and visual displays that may be out of date or simply decorative • The classroom is somewhat disorganized or cluttered. • Some walls are covered with positive statements, work, adornments and active color , bulletin paper dim/faded	• Does not use bulletin boards and visual displays to support student learning, • The classroom is disorganized and/or cluttered. • Not a positive learning environment
2.6 Academic Content Mastery and Delivery	• Exhibits confidence and ability with content • The teacher's plans identify the necessary prerequisite knowledge for students, in terms of content and skills. • The teacher includes specific learning activities to address known gaps in that prerequisite knowledge for individual students. • The teacher's plans identify misconceptions and include multiple strategies for uncovering additional misconceptions as well as explaining the reasons for prevalent misconceptions.	• Teacher exhibits confidence and ability with content • The teacher's plans identify the necessary prerequisite knowledge for students, in terms of content and skills. • The teacher does not include specific learning activities to address known gaps in that knowledge for the class as a whole. • The teacher's plans identify misconceptions and include strategies for avoiding and correcting these cognitive errors.	• The teacher stumbles with content delivery at times, but does exhibit understanding of materials. • The teacher's plans identify the necessary prerequisite knowledge, in terms of content and skills, for the class as a whole but the teacher does not have a clear plan for addressing known gaps in knowledge or skills. • The teacher's plans identify misconceptions and include strategies for avoiding and correcting these cognitive errors. • Common misconceptions proactively addressed.	• The teacher appears visibly uncertain with the content during delivery • The teacher's plans do not adequately identify the necessary prerequisite knowledge for students, in terms of content and skills. • The teacher's plans do not adequately or accurately identify common student misconceptions.

Domain 3: Data Evaluations & Assessments

Competencies	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
3.0 Classroom Assessments	• Classroom assessments are models for measuring student learning. • Classroom assessments cover all skill and content material as outlined in the curriculum. • Classroom assessments are aligned with classroom activities and school assessments. • Assessments are given at least every other week.	• Classroom assessments cover all skill and content material as outlined in the curriculum. • Classroom assessments are aligned with classroom activities and school assessments. • Assessments are given with enough frequency to monitor student learning.	• Classroom assessments inconsistently cover the skill and content material as outlined in the curriculum. • Classroom assessments may be inconsistently aligned with classroom activities and school assessments. • Classroom assessments are given infrequently.	• Classroom assessments are not closely linked to the skill and content material as outlined in the curriculum and/or • Classroom assessments are not aligned with classroom activities and school assessments.
3.1 Checking for Understanding and Responsiveness to Daily Student Learning	• Adeptly, efficiently and frequently uses a variety of checking for understanding techniques to constantly monitor student learning. • Frequently and consistently uses higher order thinking questions to push student thinking • Always uses real-time data to adjust instruction. • Unrelentingly focuses on student mastery of specific objectives	• Consistently uses a sampling of checking for understanding techniques to constantly monitor student learning. • Often uses higher order thinking questions to push student thinking • Usually uses real-time data to adjust instruction. • Usually focuses on student mastery of specific objectives	• Occasionally uses a few checking for understanding techniques to monitor student learning. • Sometimes, but not consistently, uses higher order thinking questions to push student thinking • Sometimes uses real-time data to adjust instruction. • Inconsistently focuses on student mastery of objectives	• Does not employ techniques to check for understanding and plows ahead without monitoring student understanding. • Does not use higher order thinking questions to push student thinking. • Does not use real-time data to adjust instruction. • Does not focus on student mastery of objectives
3.2 Ability to Analyze Assessment Results	• Analyzes classroom and school assessment results in ways that are highly effective in the understanding of student learning needs. • Thoroughly plans with detail to address learning needs. • Always implements the plans, incorporating them seamlessly into daily lesson plans and adjusting them as necessary.	• Analyzes classroom and school assessment results in ways that are often effective in the understanding of student learning needs. • Thoroughly plans to address learning needs post-assessment. • Implements that plan as written and ensures that re-teaching a spiraling happens.	• Does not thoroughly analyze assessment results to understand student progress and learning needs. • Only puts in minimal effort in developing plans to address learning needs post assessment. • Lacks detail and thoughtful analysis • Inconsistent in implementing that plan as written so that re-teaching and spiraling does not always happen.	• Little evidence that teacher uses assessment results to understand student progress and learning needs. • Does not plan to address learning needs post-assessment, or the plan is inadequate. • Does not follow through on plan.
3.3 Appropriateness of Response to Assessment Results	• Provides fair, accurate, and constructive feedback to students	• Usually provides fair, accurate, and constructive feedback to students	• Inconsistently provides fair, accurate, and/or constructive	• Does not provide timely, fair, accurate, and constructive

	on their progress, especially after a major assessment. • Graded work is returned quickly. • Takes full responsibility for student failure and constantly works to respond to the students' learning needs. • Uses tutoring strategically to address student learning needs.	on their progress, especially after a major assessment. • Graded work is returned within a reasonable amount of time. • Takes full responsibility for student failure and works to respond to the students' learning needs. • Uses tutoring as a way to address needs.	feedback to students on their progress. • Graded work is returned to students late. • Does not always take full responsibility for student failure, allowing large numbers of students to fail. • Does not use tutoring strategically.	feedback to students on their progress. • Graded work is returned very late or not at all, and the teacher does not grade an adequate number of assignments. • Does not always take full responsibility for student failure, allowing large numbers of students to fail and/or lowering expectations to let student pass too easily. • Blames students for failure
3.4 Growth on Interim Assessments	• Students have met or exceeded the goal of 75 percent over 75% proficiency on the latest assessment in the areas for which the teacher is responsible.	• Students have scored between 65 and 74 percent over 75% proficiency on the latest assessment in the areas for which the teacher is responsible.	• Students have scored between 45% and 64% over seventh – five percent proficiency on the latest assessment in the areas for which the teacher is responsible.	• Students have scored below 45% percent correct on the latest Assessment in the areas for which the teacher is responsible.

Domain 4: Classroom Management

Competencies	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
4.0 Classroom Tone: Strong Voice and Positive Framing	• The general tone of classroom is efficient, respectful and positive. • Frequently narrates positive student behaviors (rather than calling out the negative) and uses praise, challenge and talking aspiration to motivate the students. • Consistently builds compliance through procedures, and nonverbal authority and signals	• The general tone of the classroom is efficient, respectful and positive. • Narrates positive student behaviors (rather than calling out the negative) and uses praise, challenge and talking aspiration to motivate the students. • Often builds compliance through procedures, and nonverbal authority and signals	• The general tone of the classroom is inconsistent in efficiency, respectfulness, and positivity. • Does not use Positive framing OR Narrates negative student behaviors as often as positive, or teacher does not use positive framing inconsistently using praise, challenge or aspiration to motivate students. • Rarely builds compliance through procedures, and nonverbal authority and signals	• The general tone of classroom is inefficient and/or negative. Does not use positive framing, and does not work to motivate students. • Fails to build compliance through procedures, and nonverbal authority and signals
4.1 Alignment with School Culture	• School rules, values, and positive behaviors are clearly enforced and emphasized. Implemented a multitude of management strategies so well that the class appears to have few if any management problems.	• School rules, values, and positive behaviors are clearly enforced and emphasized. • Utilizes several management strategies well so that class has minimal management problems.	• School rules, values, and positive behaviors are clearly enforced and emphasized but with mixed effectiveness. • Inconsistently uses management strategies, and student behaviors can distract learning.	• Does not enforce or emphasize school rules, values, • Management strategies are generally not employed or employed ineffectively. • Classroom learning suffers from a lack of management.
4.2 Classroom Procedures and What to Do	• There is always a prompt start, smooth finish to class. • The classroom runs like clockwork, and students seem standardized to all procedures. It appears the classroom could run without the teacher. • Subject and hallway transitions are a model of silent efficiency. • Gives what to do directions that are specific, concrete, sequential, and observable. • Narrates compliance instead of narrating what not to do.	• There is usually a prompt start, a smooth finish to class. • The classroom runs efficiently, and students seem standardize to all procedures. • Subject and hallway transitions are smooth, silent and efficient. • Gives What to Do directions that are specific, concrete, sequential, and observable, but sometimes the directions need to be rephrased. • Narrates compliance instead of narrating what not to do.	• The class may not have a prompt start or a smooth finish. • Some classroom routines are efficient, while others are not, causing a lack of flow in the classroom. • Subject and hallway transitions are not consistently silent and efficient. • Sometimes gives directions that are not specific, concrete, sequential and/or observable. • Specific directions are not offered is students do not comply • Sometimes narrates what not to do.	• The classroom does not have a prompt start or a smooth finish. • There are no clear routines OR routines are poorly executed, causing a lack of flow in the class. • Subject and hallway transitions are inefficient and/or noisy. • Gives directions that are vague and difficult to follow/understand. • Often narrates what not to do.
4.3 Ability to Refocus a Class and Do It Again	• When necessary, teacher efficiently and positively refocuses a class when students move off task or lose concentration.	• Usually recognizes the need to refocus a class. • Successfully uses Do It Again when appropriate, and moments of	• Inconsistently recognizes the need to refocus a class and may allow problems to escalate.	• Demonstrates an inability to recognize when a class needs to be refocused and/or

	• Successfully uses Do It Again when appropriate, and moments of Do It Again are always positive and end in success. • There is little recognizable need for Do It Again because there is 100% compliance.	Do It Again are usually positive and end in success. • There is only an occasional need for Do it Again because compliance is happening consistently.	• Does not always use Do It Again when appropriate, and/or moments of Do It Again do not always end in success.	• Use of Do It Again escalates problems rather than refocuses students.
4.4 Level of On Task Behavior and 100%	• In a lesson, all students are on task at all times, and there are no side conversations. • If a student moves off task, teacher immediately addresses the student always using the least invasive form of intervention and without major adjustments to the pace of instruction.	• In a lesson, nearly all students are on task at all times, and there are few, if any side conversations. • If a student moves off task, teacher immediately addresses the student frequently using the least invasive form of intervention. Or may not use least invasive but addresses and stops the problems.	• In a lesson, 80% of students are consistently on task. • The teacher does not always notice AND/OR address off-task behavior • The teacher does not consistently use the least invasive form of intervention.	• In a lesson, fewer than 80% of students are on task. • The teacher usually does not notice off-task behavior AND/OR address off task behavior. • The teacher does not use the least invasive form of intervention, and much class time is wasted with efforts to refocus the class.
4.5 Dealing with Challenging Situations and Students	• Always deals appropriately with challenging situations and students without derailing the learning process. • Deftly applies elements of strong voice to address challenges. • Does not ever engage in student excuses/distractions during correction of student misbehavior. • Students nearly always respond to correction respectfully and with compliance. • Always knows when and how to diffuse situations with students and/or when to involve school leaders.	• Normally deals in an appropriate way with challenging situations and students. • Applies elements of strong voice to address challenges. • Rarely engages student excuses/distractions during correction of student misbehavior. • Students usually respond to correction respectfully and with compliance. • Usually knows when and how to diffuse these situations and/or when to involve school leaders.	• Does not consistently deal in an appropriate way with challenging situations and students. • Inconsistently respond to correction respectfully and with compliance. • Does not always know when and how to diffuse these situations, sometimes escalating problems. The teacher may be too reliant on or does not utilize school leaders.	• Has difficulty dealing with challenging situations and students AND/OR does not deal with them appropriately. • Students do not respond respectfully and/or with compliance, resulting in escalated problems which cause an unsafe or off-task learning environment. • Over-reliant on or does not involve school leaders at appropriate times.
4.6 Relationships with Students	• Creates a climate of caring in the classroom by addressing students in a respectful and positive manner. • Positive relationships with students support learning in the classroom. • Demonstrates open concern and develops a sense of responsibility for students' academic and personal growth • Teacher demonstrates that s/he will not give up on students. • Gains entire classroom respect and Buy In is clearly visible	• Addresses students in a respectful and professional manner. • Positive relationships with students support learning in the classroom. • Willing to go above and beyond to help students. • Gains classroom respect and Buy In is visible	• Does not consistently address students in a professional manner • Fails to establish positive relationships with students that support learning. • Gains classroom respect some times and Buy In is apparent at times	• Does not address students in a professional manner AND/OR • Relationships with students are inappropriate. • Fails to garner class respect. Students view with opposition.

Domain 5: Professionalism

Competencies	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
5.0 Timeliness (School Day, Classes, Meetings)	• Always punctual for the school day, scheduled classes/pick-up times, and/or meetings.	• Usually punctual for the school day, scheduled classes/pick-up times, and/or meetings.	• Inconsistently punctual for the school day, scheduled classes/pickup times, and/or meetings.	• Rarely on time for the school day, scheduled classes/pick-up times, and/or meetings.
5.1 Ability to Meet Deadlines	• Always meets deadlines for lesson plans, progress reports, and/or report cards, as well as assessment analysis/reflections.	• Usually meets deadlines for lesson plans, progress reports, and/or report cards as well as assessment analysis/reflections. .	• Inconsistently meets deadlines for lesson plans, progress reports, and/or report cards, as well as assessment analysis/reflections which may inconvenience self, colleagues, and/or leaders.	• Consistently does not make deadlines or lesson plans, progress reports, and/or report cards as well as assessment analysis/reflections, which inconveniences self, colleagues, and/or leaders.
5.2 Professional Dress and Attitude	• Dress always models professional attire. • Attitude is positive and respectful of students, families, colleagues, and school leaders. • Always positive during staff meetings and participates actively.	• Dress is professional. • Attitude is respectful of students, families, colleagues, and school leaders. • Professional during staff meetings and participates often.	• Dress is mostly professional. • Attitude is inconsistently professional with students, families, colleagues, and/or school leaders. • Sometimes disengaged in staff meetings and/or participates infrequently.	• Dress is not professional. • Attitude is negative, inappropriate, and/or disrespectful to students, families, colleagues, and school leaders. • Usually disengaged in staff meetings and does not participate frequently.
5.3 Additional Contributions and Responsibilities	• Puts in an extraordinary amount of time and effort to contribute to student and school success. • Independently assumes additional responsibilities when necessary and demonstrates leadership. • Always willing to lead and /or pitch in with events or other school needs.	• Puts in extra time and effort to contribute to student and school success. • Often assumes additional responsibilities when necessary, especially when asked. • Willing to pitch in and help with events or school needs.	• Puts in sufficient time and effort to contribute to student and/or school success. • Occasionally assumes additional responsibilities.	• Puts in minimal time and effort to contribute to student and school success. • Does not assume additional responsibilities.
5.4 Professional Development Participation and Implementation	• Has a leadership presence in professional development workshops. • Actively seeks out and implements professional development strategies in his/her classroom. • Successfully and quickly implements strategies presented in workshops in lesson plans and presents evidence in video. • Willing to actively train other teachers in their developed expertise.	• Actively participates in professional development workshops. • Actively seeks out and implements professional development strategies in his/her classroom. • Successfully implements strategies presented in workshops in lesson plans and presents evidence in video	• Sometimes participates actively in professional development workshops. • Occasionally seeks out and implements professional development strategies in his/her classroom. • Sometimes implements strategies presented in workshops, but does so inconsistently in lesson plans and/or video.	• Not an active participant in professional development workshops. • Does not take steps to seek out or utilize professional development strategies. • Rarely implements new strategies presented in workshops.

5.5 Relationships with Colleagues/ School	• Relationships with colleagues are extremely positive, collaborative, and generous. • Assumes leadership among colleagues, often supporting them and engaging in professional exchange. • Exerts a positive influence on the entire staff.	• Relationships with colleagues are positive and collaborative. • Regularly engages in professional exchange with colleagues. • Upbeat, positive and does not complain often.	• Relationships with colleagues are uneven, and collaboration is not consistently evident. • Occasionally engages in professional exchange with colleagues. • Can be negative and or complain about school, job, and kids.	• Relationships with colleagues negatively affect the working environment, and collaboration is not evident. • Rarely engages in professional exchange with colleagues. • Complains frequently and is negative about the school/job/kids.

AMPS

HONOR HARD WORK

Appendix D

AMPS

HONOR HARD WORK

Rev. 5/11

Individual Learning Plan – ILP

Student Name:_____ Grade:_____ Teacher(s):_____

Site:_____ SST Date *(if Any)*:_____

Subjects	Assessme t/HW Scores				Notes
	In Percents (*to date*)	Interims	Tests/Quiz	HW	
English/Language Arts	Advanced				
	Proficient				
	Basic				
	Below Basic				
Mathematics	Advanced				
	Proficient				
	Basic				
	Below Basic				
Science	Advanced				
	Proficient				
	Basic				
	Below Basic				
Literature	Advanced				
	Proficient				
	Basic				
	Below Basic				
Social Studies/History	Advanced				
	Proficient				
	Basic				
	Below Basic				

Grade Result Interpretation (Chart Key)

Advanced – exceeds grade level expectations; (80-100%)

Proficient – meets grade level expectations (70-80%)

Basic – working toward meeting grade level expectations (60-70%)

Below Basic – does not meet grade level expectations (Below 60%)

AMPS

HONOR HARD WORK

Rev. 5/11

Individual Student Goal *(Bullets)*

Teacher Comments

Next Steps

Parent/Guardian Signature **Date**

Site Director/Designee **Date**

AMPS

HONOR HARD WORK

Appendix E

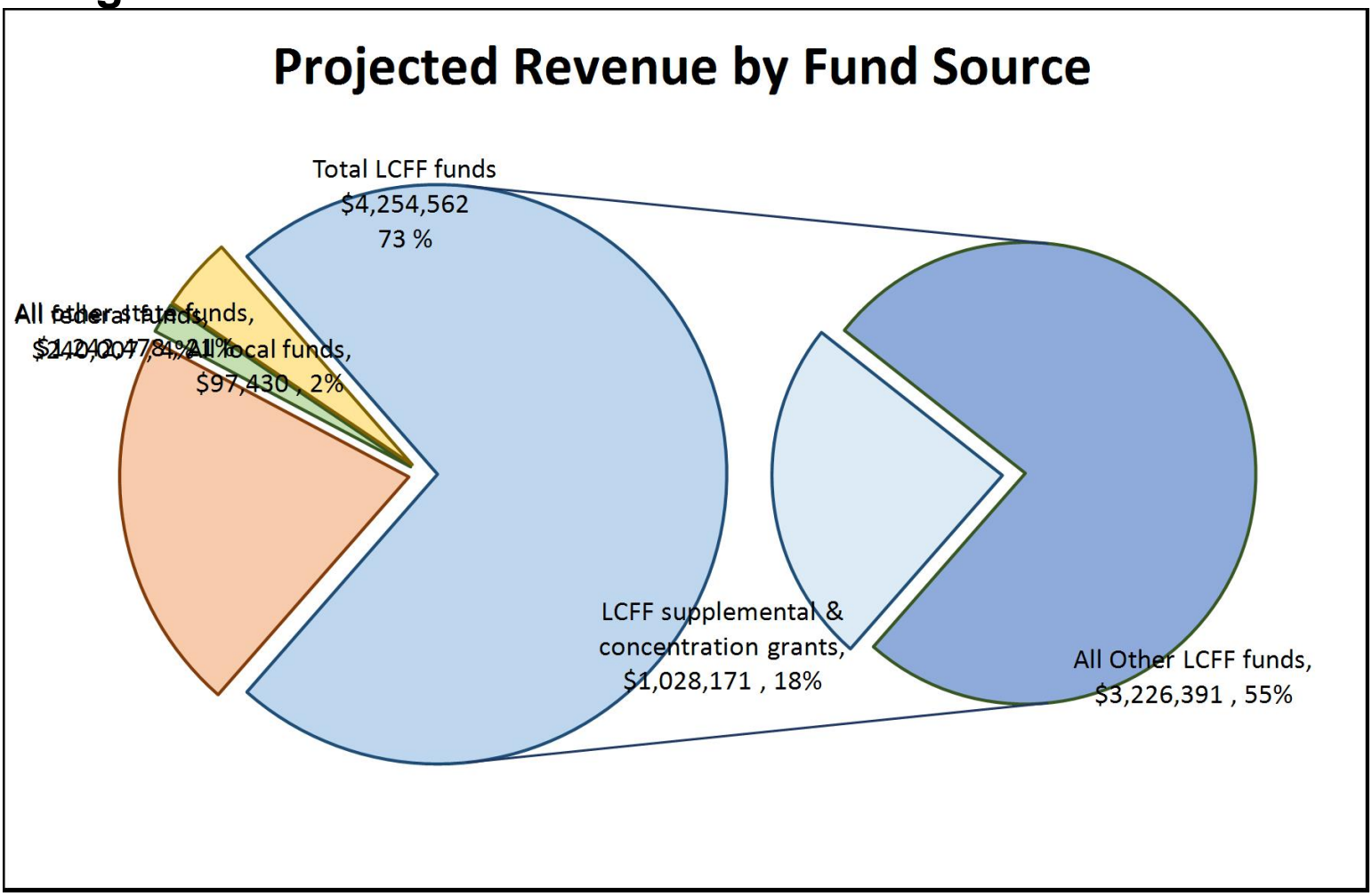
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Downtown Charter Academy
CDS Code: 01612590129635
School Year: 2025-26
LEA contact information:
Jillianne Whitfield
Site Director

510-535-1580

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

Budget Overview for the 2025-26 School Year

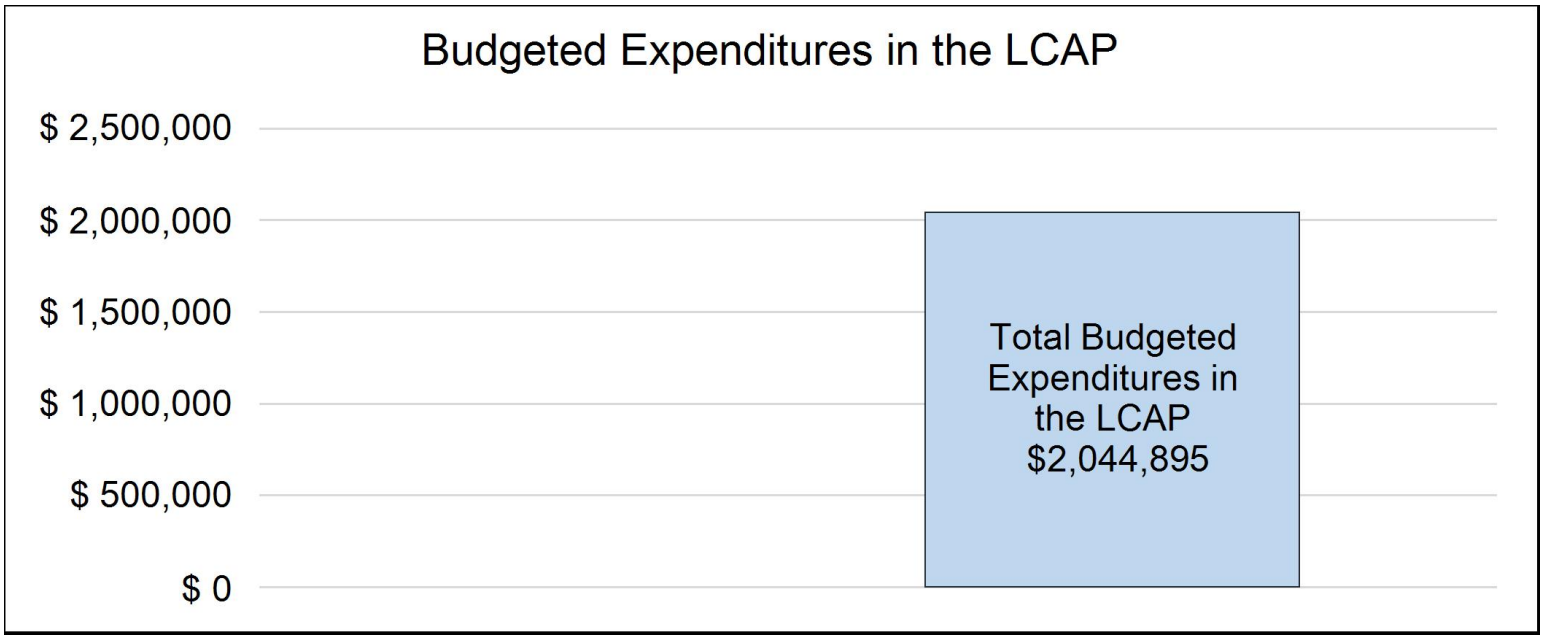


This chart shows the total general purpose revenue Downtown Charter Academy expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Downtown Charter Academy is $5,834,477, of which $$4,254,562 is Local Control Funding Formula (LCFF), $1,242,478 is other state funds, $97,430 is local funds, and $240,007 is federal funds. Of the $$4,254,562 in LCFF Funds, $1,028,171 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.



This chart provides a quick summary of how much Downtown Charter Academy plans to spend for 2025-26. It shows how much of the total is tied to planned actions and services in the LCAP.

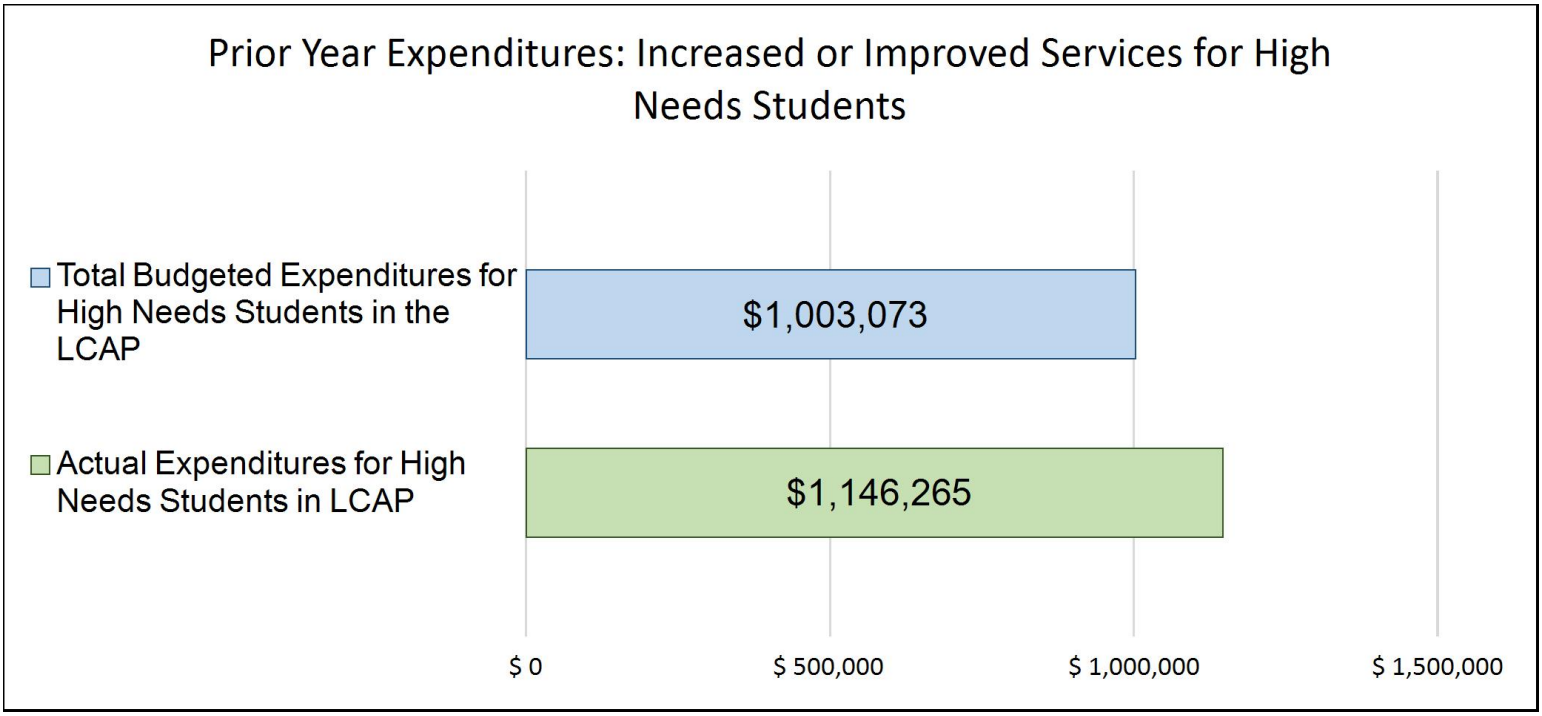
The text description of the above chart is as follows: Downtown Charter Academy plans to spend $ for the 2025-26 school year. Of that amount, $2,044,895.03 is tied to actions/services in the LCAP and $-2,044,895.03 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

Increased or Improved Services for High Needs Students in the LCAP for the 2025-26 School Year

In 2025-26, Downtown Charter Academy is projecting it will receive $1,028,171 based on the enrollment of foster youth, English learner, and low-income students. Downtown Charter Academy must describe how it intends to increase or improve services for high needs students in the LCAP. Downtown Charter Academy plans to spend $$1,228,691.15 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2024-25



This chart compares what Downtown Charter Academy budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Downtown Charter Academy estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2024-25, Downtown Charter Academy's LCAP budgeted $$1,003,073.00 for planned actions to increase or improve services for high needs students. Downtown Charter Academy actually spent $$1,146,265.29 for actions to increase or improve services for high needs students in 2024-25.

Local Control and Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Downtown Charter Academy	Jillianne Whitfield Site Director	jwhitfield@amethodschools.org 510-535-1580

Plan Summary [2025-26]

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA. LEAs may also provide information about their strategic plan, vision, etc.

At Downtown Charter Academy (DCA), we are committed to our students' academic success and developing a strong community of learners. It is one of six schools under the Amethod Public Schools (AMPS) charter management organization. AMPS is a 501 (c)(3) nonprofit organization that was founded in Oakland with the intent to create charter schools that reduce the academic achievement disparity that exists among the different student subgroups. The organization’s flagship school, Oakland Charter Academy, founded i n 1993, is the oldest charter school in the City of Oakland, and the 14th school chartered in the state of California. For thirty years, AMPS has been serving thousands of Bay Area families through a small-scale school model focused on equipping students with the skills of diligence and personal responsibility. AMPS demonstrates through strong academic results that any child can be successful if they receive a high-quality, personalized education. Established in 2014, Downtown Charter Academy is located in the Downtown Oakland region where it quickly became a neighborhood middle school serving grades 6-8. Following the traits of the AMPS middle school model, but with the flare of Downtown Oakland's community aspects, DCA has quickly become one of the highest performing schools in the city achieving the California Department of Education Gold Ribbon Award in 2017 and 2018 and the California Distinguished Schools Award in 2021 and 2024. DCA serves 271 students. In 2022-23, DCA served a student body that was 75.7% Asian, 15.8% Hispanic/Latino, and 4.6% African-American/Black. 77.2% of students considered socioeconomically disadvantaged, 11.2% are students with disabilities, and 30.9% of students are multi-language learners.

DCA’s 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. We believe all students can succeed when provided with effective educators,

personalized attention, and a disciplined commitment to academics. We believe in fostering a culture of hard work and preparing our students in a manner that will help them excel in life and attend the college of their dreams.
We are committed to our students' academic success and developing a strong community of learners. Our student-centered school allows us to target the needs of each student and to focus all efforts in helping them develop foundational skills by planning lessons and instructional moves that directly impact the skills students are ready to learn. DCA has a very active student body, and offers a multitude of additional programs that support the rigorous academics offered to every student. Additionally, our positive school culture works around 5 school values that provide the framework for all restorative practices. We have a high teacher retention rate so that the organizational memory provides students with a strong learning environment so all students can make continuous academic progress.

Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

DCA students are achieving remarkable academic success. In 2022-23, 68.24% of students achieved proficiency in English and 65.37% achieved proficiency in math, far exceeding our goal of 50%. In fact, our school won the 23-24 Distinguished School Award from the Department of Education for outstanding academic performance and a positive school culture. We attribute this success to a number of factors. First, DCA's Multi-Tiered System of Supports provided a strong tutoring and programming for students in Tier 1 and Tier 2, and intensive one-on-one support to our most vulnerable students as a Tier 3 intervention. To ensure MTSS supports were aligned to student need, DCA created an intervention tracker with robust student-level data. Additionally, DCA implemented ongoing professional development for our staff, focused on developing and implementing standards-aligned curriculum and assessments, and provided differentiated instruction. All of these actions increased instructional time, streamlined lesson planning, and supported data-driven collaborations across classrooms and staff members. It also strengthened our school culture, with staff feeling supported, motivated, and committed to the school. As a result, we achieved 85% teacher retention last year.

DCA was also able to maintain a positive learning environment for the students and reward their accomplishments in achieving the values of the school. This was reinforced daily through a Positive Behavioral Incentives and Support System. Additionally, assemblies and other engagement activities helped students feel celebrated. There were several events at the school geared to improve the school culture and the students' diversity. We celebrated the Lunar Year, Hispanic Heritage Month and Black History Month. In addition, students received lessons and information relevant to promote diversity and highlight the diversity they bring to the school. We celebrated Oral History Day and are celebrated the Multicultural Festival in the Spring. We also have Spirit School Week that students appreciate because they provide an opportunity to express themselves in different ways. Fundraising for humanitarian purposes like the Food Drive and the Light the Night for Leukemia are events that help students develop their initiatives in organizing and promoting positive events and demonstrate their kindness. DCA offers multiple touchpoints for parents throughout the year, including whole-school family meetings (in person and online), family engagement and cultural events (at least 4 annually). We have also been successful in building partnerships with the Oakland community to offer instruction and after school programs to our students. We are proud to offer an after school program for 150 families free of charge.

One challenge we have faced since the COVID-19 pandemic is the attendance rate for a small group of students who suffer from anxiety and have been struggling with the transition from elementary to middle school. We are working with them one-on-one to monitor their attendance,

meet with their families, and listen to their challenges so that we can support them as needed. One solution that has been proven effective is the support that our school counselor offers by meeting each student every morning before classes begin, she provides some activities that help them relax so that they feel safer and ready to join their classes. In addition, we help parents connect with other families so they can join carpools. With these efforts, we anticipate an increase in attendance, but will continue to work with any students who need this level of support.

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

Not applicable; the LEA is not eligible for technical assistance.

Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

Not applicable; the LEA is not eligible for CSI.

Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

Not applicable; the LEA is not eligible for CSI.

Monitoring and Evaluating Effectiveness

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

Not applicable; the LEA is not eligible for CSI.

Engaging Educational Partners

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Educational Partner(s)	Process for Engagement
All educational partners including teachers, staff, parents, students, community members, and the Board	Throughout the year during regular meetings of the Board, all stakeholders are invited to participate in meetings discussing the school's academic progress, ongoing programs and activities, and budget updates. All these discussions are used to inform the development and updates within the LCAP. In February 2025, school site leaders presented a mid-year update on all LCAP goals, available metric outcomes data, actions implementation data, and expenditures data for the current school year. Members of the school community, and community at large, were invited to hear the presentation and provide input via public comment.
Teachers, administrators, and other school personnel	In spring 2025, the school consulted with teachers and staff during a Family, Student, and Teacher meeting (which functions as the School Site Council) to collect input. We use a general framework to create School Priorities that we group into 4 main sessions: Academic, Culture, Stakeholder Involvement, and Other Initiatives. We analyze student data with our staff members, share it with parents and students, and then use the data to set goals and create action plans together. Teachers, parents, and students take part in this process and in doing so they feel heard and seen. Not only that, but because they are the ones creating the goals

Educational Partner(s)	Process for Engagement
	and action plans, they feel committed to make them happen. We use these methods to engage school staff across all levels.
Parents, including parents of English learners, other unduplicated pupils, and students with disabilities	In spring 2025, the school consulted with parents during a Family, Student, and Teacher meeting (which functions as the School Site Council) to collect input. Parents participate in the creation of school Priorities, Goals and Action plans, and provide input into the expenditures we make, including LCAP and grants such as the G-1 grant. We have 2 parent meetings per month, one in the morning in person and one in the evening online. During these meetings parents are informed of student academic data, attendance, grant proposals. In addition, the ELD, SPED and School Counselor share best practices. We also host cultural events throughout the year such as the multicultural festival and Oral History Day where parents participate and provide support. Teachers contact parents on an ongoing basis to provide information and support to their students. We use these methods to engage parents of all students.
Students	In spring 2025, the school consulted with students during a Family, Student, and Teacher meeting (which functions as the School Site Council) to collect input We share our school priorities, goals, and action plans with students and seek their feedback. Additionally, we share school data with students to identify our most vulnerable subjects, encouraging them to work together to ensure everyone makes adequate progress. We use these methods to engage our student body.
SELPA	In spring 2025, the school share the LCAP with our SELPA to collect feedback. For details on our program and supports for students with disabilities, you can find the SELPA local plan available on the school website.

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

This LCAP was developed in collaboration with our entire school community and was influenced in numerous ways, from the development of our three goals to the actions and expenditures dedicated to achieving each goal. More specifically, the actions in the LCAP were influenced based upon the below specific feedback from educational partners:

Our teachers are interested in continuous learning about equity practices. This year we worked on a few fronts to equip them with tools to uphold equity in their classrooms. We learned about Restorative Circles and demonstrated the practice for all students in every classroom and gave teachers a few tools to run them on their own. In addition, we have used music, art, and readings to share what we think of equity. We also planned a workshop on unconscious bias where teachers presented the workshop and then we gave teachers the time to plan their own lessons together so that this practice/reflection reaches students in their classrooms. We plan to continue these kinds of efforts over the course of the next 3-year LCAP as a result of teachers' input and enthusiasm for this work. This feedback was incorporated into Action 3.4. Parents wanted us to help students develop leadership skills and as a result we are prioritizing this. They were also interested in us supporting students to develop their own voices. To accomplish these goals, teachers have planned Socratic seminars, debates, interview projects, and collaborative cross-curricular projects where students have to actively speak and present their own opinions on different topics. Parents also wanted us to offer field trips and we dedicated some G-1 grant funds to offer field trips to all students. In addition, parents wanted us to help students reduce the time they spend in front of the screen and we have offered workshops and information to support them with it. This feedback was incorporated into Action 3.2.

Students expressed the desire to get more sports at school. In response to their request, we added soccer and basketball clubs. They also wanted to have more art, so we added 2 more art classes during the after school program. This feedback was incorporated into Actions 3.1 and 3.2.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Provide an academically rigorous, Common Core-aligned college preparatory program with support and interventions for students' academic development.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Our school's mission is to provide a rigorous college preparatory education and character development program that will prepa re students from underserved communities to succeed in college and beyond. We believe all students can learn and achieve at high levels and adopt a data-driven culture to turn the focus from "what was taught" to "what was learned." Student achievement and progress monitoring are both at the core of this principle, which is why our first goal encompasses so many metrics in order to better understand overall student outcomes. Secondly, we know that breakthrough achievement happens in schools where every student is purposefully engaged in standards-aligned content, every day. Therefore, teaching at our school is purposeful, engaging, and differentiated for all learners. Professional development for our instructional team is focused on standards-based instruction as well as classroom management, student engagement, and multi¬tiered systems of targeted support for learners.

Goal 1 of our LCAP is a broad goal directed at promoting student achievement and postsecondary success in alignment with our school's mission and key state priorities. The priorities being addressed under this goal include provision of basic services, implementation of state academic standards, pupil achievement, access to a broad course of study, and outcomes in a broad course of study. It was developed in collaboration with our educational partners to ensure that the school is focused on students' academic preparedness. We will achieve this goal by implementing a rigorous academic program that is bolstered by high-quality professional development for teachers and differentiated supports for students. The metrics and actions outlined below ensure that we are providing a strong academic program with an emphasis on college preparation, in addition to the state priorities.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Teachers are fully (preliminary or clear) credentialed for subject and student placement (properly assigned). (SP 1.1) Source: Internal credential tracking	46.3% From the 2023-24 school year.	Will be completed in 2025.		100% appropriately credentialed and assigned, and/or permitted on their way to the appropriate credential	Will be completed in 2025.
1.2	Students have access to standards-aligned instructional materials. (SP 1.2) Source: SARC - Quality, Currency, Availability of Textbooks and Other Instructional Materials.	100.0% From the 2023-24 school year.	100.0%		100% of students have access to standards-aligned instructional materials	0.0%
1.3	School facilities are in good repair as measured by overall facilities survey. (SP 1.3) Source: SARC Facilities - "Overall Facilities Rating"	Good	Good		School facilities are in good or exemplar repair	Target Achieved
1.4	Teachers participate in a 5- Day Annual Summit where one day is spent learning how to utilize curriculum and other academic content	Summit was offered From the 2023-24 school year.	Summit was offered		The Annual Summit is Offered	Target Achieved

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	aligned to state performance standards. (SP 2.1) Source: Internally tracked					
1.5	English learners have access to English Language Development courses that are based on state standards. (SP 2.2) Source: PowerSchool	100.0% From the 2023-24 school year.	100.0%		100% of EL students are enrolled in ELD	Target Achieved
1.6	Increase percentage of students scoring Proficient or above on SBAC ELA or meet the overall state average for baseline year. (SP 4.1) Source: CAASPP reporting website	All: 68.2% SED: 68.0% Asian: 75.7% Hispanic: 40.0% EL: 24.6%	All: 47.0% SED: 36.8% Asian: 74.3% Hispanic: 36.8% EL: 10.3%		Each student subgroup will grow at least 3 percentage points annually or meet the 2022-2023 overall state average, 46.66%.	All: -21.2% SED: -31.2% Asian: -1.4% Hispanic: -3.2% EL: -14.3%
1.7	Increase percentage of students scoring Proficient or above on SBAC Math or meet the overall state average for baseline year. (SP 4.1) Source: CAASPP reporting website	All: 65.4% SED: 66.7% Asian: 77.2% Hispanic: 24.4% EL: 41.4%	All: 35.5% SED: 25.0% Asian: 70.0% Hispanic: 23.7% EL: 10.3%		Each student subgroup will grow at least 3 percentage points annually or meet the 2022-2023 overall state average, 34.62%	All: -29.9% SED: -41.7% Asian: -7.2% Hispanic: -0.7% EL: -31.1%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.8	Increase percentage of students scoring Proficient and above on CAST assessment or meet the overall state average for baseline year (SP 4.1) Source: CAASPP Reporting Website	ALL: 59.3% SED: 60.6% Asian: 69.1%	All: 55.4% SED: 53.2% Asian: 66.7% Hispanic: 15.4%		Each student subgroup will grow at least 3 percentage points annually or meet the 2022-2023 overall state average, 30.18%.	All: -3.9% SED: -7.4% Asian: -53.7%
1.9	Increase percent of EL students growing at least one ELPI level/maintaining the highest ELPI level or meet the state average for baseline year. (SP 4.5) Source: CA Dashboard	All: 78.9%	All: 90.9%		English learners will grow at least 2 percentage points annually or meet the 2022-2023 state average, 48.7%.	All: 12.0%
1.10	Increase percent of EL students who reclassify as Fully English Proficient (RFEP rate) or meet the state average for baseline year (SP 4.6) Source: CALPADS 2.16 and 8.1 (EOY)	31.0%	Will be completed in 2025.		English learners will grow at least 2 percentage points annually or meet the 2019-2020 state average, 13.8%.	Will be completed in 2025.
1.11	Students have access to a broad course of study (SP 7.1) Source:	Standard Met From the 2023-24 school year.	Standard Met		Students have access to a broad course of study -	Target Achieved

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	PowerSchool master schedule				Local Indicator "Standard Met"	
1.12	Provide at least one paraprofessional to work with English learners and at least one paraprofessional to work with students with disabilities. (SP 7.2, 7.3) Source: Paylocity (HR source)	1 paraprofessional for EL and 1 for SWD From the 2023-24 school year.	Standard Met		1 paraprofessional for EL and 1 for SWD	Target Achieved
1.13	Schoolwide and subgroup medians achieve at least one year's progress in ELA, as defined by internal assessment. (SP 8.1) Source: NWEA or iReady	ALL: 47th Hispanic: 37th Asian: 48th Source for baseline year is NWEA.	ALL: 44th Hispanic: 37th Asian: 46th		NWEA Map: 41st+ Median Growth Percentile or iReady: 100%+ Typical Media Progress	ALL: -3 Hispanic: 0 Asian: -2
1.14	Schoolwide and subgroup medians achieve at least one year's progress in Math, as defined by internal assessment. (SP 8.1) Source: NWEA or iReady	ALL: 49th Hispanic: 45th Asian: 53rd	ALL: 47th Hispanic: 41st Asian: 49th		NWEA Map: 41st+ Median Growth Percentile or iReady: 100%+ Typical Media Progress	ALL: -2 Hispanic: -4 Asian: -3

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline

Goal Analysis [2024-25]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Our planned actions and implementation of this goal were grounded in our mission to prepare every student for college, career, and life. These priorities are focused on delivering a rigorous, standards-aligned curriculum, ensuring access to a well-rounded education, providing professional development for instructional staff, and offering differentiated academic support.

Planned: Provide targeted, ongoing professional learning focused on rigor, differentiation, and instructional strategies (more student talk and group work). Implement tiered interventions and expanded supports (e.g., academic tutoring, EL support, SPED modifications) and provide a paraprofessional to work within the classroom and targeted populations. Adding the use of engagement strategies and attendance at the Summit (network PD)

Implemented: Professional development was delivered as planned, including NEWA data-driven instruction, English learner strategies, and project-based learning. Intervention tutoring succeeded in math and ELA, and after-school tutoring was expanded and adopted in all core subjects. Regular PD sessions focused on differentiation, EL strategies, data use, and tiered interventions (small group tutoring). Our planned actions to meet these priorities focused on delivering a rigorous, standards-aligned curriculum, ensuring access to a well-rounded education, providing professional development for instructional staff, and offering differentiated academic support. Academic rigor: Student work samples and classroom walkthroughs indicate increased use of higher-order thinking strategies, aligned tasks, and academic discourse in classrooms. Professional collaboration: Grade-level and content-area teams used data protocols and collaborative planning time to align instruction, share best practices, and track interventions

Implementing this goal has positioned the school on a strong trajectory toward improved student outcomes and college readiness. All our academic curriculum is standards-based. Tiers 1 and 2 are receiving services and tutoring for Math and English weekly. There has also been professional development around the curricular materials. All teachers were present at the summer summit pd event and began examining data and fine-tuning curriculum maps. Para professional, we are central in supporting student groups and continue to provide small group instruction of topics, provide frontloading skills and support to the targeted population.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Weekly classroom observation and walkthroughs allowed for increased attention getters to ensure students were tracking the speaker and waiting to deliver instruction. While there is support for targeted ELL's, ELD is area of continue growth to determine strategies for supporting recently reclassed students as well as standards aligned curriculum development.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

Continue building out NEWA data driven professional development on targeted sub groups (ELL, Spec Ed and Latin x) with tutoring support as well as having more student talk and deeper dive into their own thinking by using higher-order questioning strategies. We will also need to develop ELD course work, along with tracking system for monitoring reclassed ELs

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Academic Assessment and Progress Monitoring	Utilize iReady and/or NWEA benchmark assessments to measure student academic growth over time and build a data dashboard to assess a variety of metrics. On a regular, ongoing basis throughout the school year, analyze this data to determine interventions for individual students and groups of students, as appropriate. This will include evaluating the progress of any student subgroups with a red dashboard indicator for English language arts or Math proficiency. In addition to using benchmark assessments to measure growth, the school will implement a regular progress monitoring system to ensure that the differentiated supports are taking place and positively impacting student outcomes.	$82,920.83	Yes
1.2	Academic Supports	Provide multi-tiered levels of support to ensure that all students are demonstrating growth. Each academic intervention will be driven by data and support student learning, including after school supports and tutoring to target skill building, and the use of supplemental instruction programs such as IXL, iReady, Actively Learn, Lexia.	$713,064.25	Yes

Action #	Title	Description	Total Funds	Contributing
		On an ongoing basis throughout the school year, assess student data and monitor the progress of any student subgroups with a red dashboard indicator for ELA or math. In 2023, the school received a red ELA dashboard indicator for the Hispanic and socioeconomically disadvantaged subgroups. As a result, our leadership will specifically monitor these subgroups' growth rates throughout the year (via internal metrics) in order to provide targeted interventions.		
1.3	Materials, Curriculum, & Supplies	Provide technology to all students including Chromebooks/tablets, hotspots, and earphones. Provide textbooks, workbooks, and supplemental curricular materials (such as licenses, digital software, and more) that are aligned to state priorities and standards, such as Illustrative Math and SpringBoard.	$120,000.00	No
1.4	Professional Development to Promote Academic Excellence	Offer ongoing professional development opportunities for staff, including: - Bi-weekly coaching for teachers with a focus on supports for English learners and low income students - Quarterly professional development sessions - Professional Growth Plans for Teacher and paraprofessionals, with bi-weekly observations/feedback, lesson plan development, quarterly film sessions with feedback, and target goal monitoring for English learners and low income students - Three or more staff workshops annually on how to analyze Interim Assessment results and use data to inform instruction - Mentor teacher support through Department Meetings, Grade Level Meetings, and Observations - An annual professional development summit session focused on standards based instruction, bell to bell instruction, student engagement and classroom management, and curriculum	$92,085.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.5	Safe and Secure Facilities	Ensure safety of grounds and facilities by providing preventative measures such as video cameras, vaping detectors, security gates, etc. Conduct ongoing facilities maintenance and safety inspections and provide strong janitorial services. Ensure the facilities are conducive to a positive learning environment by purchasing equipment, furniture, posters, and other materials that promote an effective learning place. There will be a Director of Facilities responsible for ensuring safety training and drills are executed, in addition to all of the above.	$101,320.75	No
1.6	Supports for English Learners	Provide targeted professional development to staff that promotes the use of effective instructional strategies for English learners. The school's ELD Specialist will work with teachers to co-plan lessons, conduct classroom observations, and provide one-on-one coaching to improve EL supports. Hire and retain a full-time paraprofessional to work with ELs on academic success and reclassification. Use an evidence-based ELD curriculum such as English 3D, and/or Cengage/National Geographic Learning, to meet the needs of multilingual learners at all proficiency levels—from newcomers to long-term English learners—as the core curriculum for all ELD classes. This action serves as a Required Action for English learners.	$138,937.83	Yes
1.7	Additional Supports for Long-term English Learners	Utilize intervention programs, such as Lexia English, to target specific skills and accelerate English proficiency. Use a progress monitoring tool to assess each long-term English learner's progress towards reclassification and meet with families to discuss their student's progress towards reclassification. This action serves as a Required Action for Long-term English learners.	$31,475.00	Yes
1.8	Supports for Students with Disabilities	Utilizing student academic and non-academic data, monitor student progress and provide a multi-tiered approach to interventions, including: - Provide a range of Special Education service providers, including counselors and Resource Specialist Programs - When appropriate, provide push-in services to support students in mainstreamed classes and provide support for students who need additional intervention	$226,229.97	No

Action #	Title	Description	Total Funds	Contributing
		- Maintain a Director of Special Education to support in training educators to provide accommodations and supports to students with disabilities.		
1.9	Supports for Homeless and/or Foster Youth	Hire and retain a bilingual Community Outreach Coordinator to provide support, advocacy, and resources for families of students who are homeless, in foster care, and/or unhoused. The Community Outreach Coordinator will work with external partners and organizations to connect students and families to resources. Provide direct access to supplies, materials, and additional student uniforms for students in need. Offer after school programs and activities for youth to provide extended learning and a safe place for students to grow and socialize.	$19,012.70	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Create an engaged parent community that is fully engaged in and actively connected to the school community.	Maintenance of Progress Goal

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)

An explanation of why the LEA has developed this goal.

One of our greatest assets, and true agents of change, are the families and community members who support us. We are their public school system and we rely on them as our educated and nimble allies. We know that our families are prepared and motivated to rise to any occasion, and this goal is aimed at ensuring this foundational value is centered in our work. Parent engagement and communication are both at the core of this goal in the LCAP.

Parent engagement at our school is founded in knowing that parents are our collaborators when it comes to student learning. This means that we find ways to educate, empower, and involve parents in their child's education. Parent engagement and communication efforts are focused on building strong, positive relationships between school staff and families. We work to ensure that every parent knows what is happening with their student, both academically and non-academically. We host frequent community nights and school events that build community and infuse fun and connection into our school culture.

Goal 2 is a maintenance goal directed at upholding our standards for a strong parent community. The priorities being addressed under this goal include parent engagement and school climate. It was developed in collaboration with our educational partners to ensure that we continue our work regarding strong parent engagement. We will achieve this goal by implementing frequent family events and activities that are bolstered by parent involvement in school planning and decision-making. The metrics and actions outlined below ensure that we are building a strong parent community with an emphasis on connection and partnership.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Parents will be provided regular opportunities to participate in school site	Scheduled at least 3 FST meetings and at least 3	Scheduled at least 3 FST meetings		Schedule at least 3 Family, Student, and Teacher (FST)	Target Achieved

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	decision making. (SP 3.1) Source: Internal Google Drive - Meeting Agendas	Parent Committee for English Learners meetings, inviting all parents to participate. From the 2023-24 school year.			meetings annually and at least 3 English Learner Advisory Council (Parent Committee for English Learners) meetings annually, inviting all parents to participate.	
2.2	Parents of all students, including unduplicated pupils and students with exceptional needs, will be invited to participate in at least 4 parent/family events, including parent-teacher conferences, ongoing parent meetings and workshops, and other school events (SP 3.2, 3.3) Source: ParentSquare messaging/invitatio ns, school calendar	Parents invited to at least 4 events From the 2022-23 school year.	Parents invited to at least 4 events		Parents invited to at least 4 events	Target Achieved

Goal Analysis [2024-25]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Our approach to parent engagement is grounded in the belief that parents are essential collaborators in student learning. We are committed to educating, empowering, and involving families in their children's educational journeys. All of our parent engagement and communication efforts focus on building strong, positive relationships between school staff and families. We strive to ensure that every parent is informed about their child's academic progress and overall well-being.
To foster a sense of community, we host frequent family events and school activities that celebrate our school culture while promoting fun and connection. These events are designed to strengthen the school-home relationship and reflect the diversity and values of our school community.

Planned: Host regular community events and school activities that encourage family participation.
Hold 3 FST meetings, a parent information survey, and an individual meeting with the student of IEP to gain insight and data into the school experience.

Implemented: Development of Family Staff Team (FST) by laws and policies to ensure meaningful opportunities for parents to be involved in school planning and decision-making. FST was well attended, and elected seats were filled. FST provided key insight to cultural events and the budget for the school. Strengthen two-way communication between school staff and families with the use of the parent square portal and weekly site director meetings. Ensure consistent, multi-modal communication (newsletters, texts, apps, in-person) in home languages to keep families informed. Conducted a youth truths survey to obtain information and feedback. There was also a monthly "coffee" with the site director, meeting both in the AM and Afternoon to allow maximum participation

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

FST was well attending and educational partners provided direct input towards LCAP, cultural events, academic calendar and general happenings at the school Based on attendance more than 60% of parents attending 2 meeting or more.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

Provide parent education workshops on student learning, social-emotional development, and school resources. Hold parent workshops for parents who are unable to access technology. Hold affirmative groups of the target populations.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Parent Engagement Activities	Hold at least 2 orientations and/or open houses for new incoming families to learn about available school programs, the Parent-Family Handbook, school-wide goals, expectations, rules, and norms. Host 2 monthly Parent Meetings, one in the morning and one in the evening, to communicate to parents about school programs and activities and to receive their feedback and ideas. Provide ongoing parent-teacher conferences and parent education workshops on topics such as: college and career preparation, mental health, parent education, student progress monitoring tools and resources, internet safety, sex education and/or other topics that they express interest in.	$36,301.64	Yes
2.2	Parent Communication Activities	Utilize the parent communication platform ParentSquare to communicate with parents in real time by text, email, and phone. Provide parent access to PowerSchool so that parents can view student academic progress data. Provide translation and interpretation services to families whose primary language is not English, so that all families can engage with school programs, events, and activities.	$46,041.21	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Create a safe, inclusive, and welcoming school community where students and staff are fully invested in academic, health, and social-emotional learning.	Broad Goal

State Priorities addressed by this goal.

Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

We believe that a strong school culture is accomplished by having our network of teachers, scholars, and school leaders adhere to our foundational practices with consistency. Effective school leaders and faculty transform vision and values into meticulously built systems that operate in every single classroom and hallway. These core values and daily practices create a strong, supportive school community.

Our school culture is grounded in students feeling a strong sense of belonging at the school, as well as having a cohesive school environment that is safe and supportive. Student engagement and school culture efforts are focused on providing fun and creative opportunities for connection, exploration, and wellness. We partner with community organizations as much as possible to provide these opportunities to our students and families and create a culture of celebration by honoring students and their accomplishments throughout the year. We also center social justice in our work together and provide teachers with continuous learning to build their equity practices and cultural fluency.

Goal 3 is a broad goal focused on creating and maintaining this safe, inclusive, supportive school environment. The priorities being addressed under this goal include pupil engagement and school climate. It was developed in collaboration with our educational partners to ensure that we continue to prioritize student engagement and the culture of our school community. We will achieve this goal by implementing frequent school culture activities and positive behavioral intervention systems and social-emotional learning. The metrics and actions outlined below ensure that we are building a supportive school community fully invested in academic and non-academic outcomes.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	90% or greater Average Daily Attendance (“ADA”) (SP 5.1) Source: CALPADS 14.1	ALL: 95.7% Asian: 97.0% Hispanic: 93.2% EL: 95.7% SED: 95.9%	Will be completed in 2025.		Each student subgroup will achieve 90% or greater ADA.	Will be completed in 2025.
3.2	Decrease student chronic absenteeism rate or meet the overall state average for baseline year (SP 5.2) Source: CA Dashboard and DataQuest Chronic Absenteeism Rate	All: 6.1% SED: 4.5% Asian: 0.5% Hispanic: 26.2% EL: 12.3% SWD: 15.6%	All: 3.0% SED: 1.9% Asian: 0.5% Hispanic: 11.4% EL: 3.2% SWD: 3.8%		Each student subgroup will decrease at least 0.5 percentage points annually or meet the overall 2022-2023 state average, 24.9%.	All: -3.1% SED: -2.6% Asian: 0% Hispanic: -14.8% EL: -9.1% SWD: -11.8%
3.3	Decrease suspension rate or meet the overall state average for baseline year (SP 6.1) Source: CA Dashboard	All: 0.0% SED: 0.0% Asian: 0.0% Hispanic: 0.0% EL: 0.0% SWD: 0.0%	All: 0.8% SED: 0.9% Asian: 0.0% Hispanic: 2.9% EL: 0.0% SWD: 3.8%		Each student subgroup will decrease at least 0.5 percentage points annually or meet the 2022¬2023 overall state average, 3.5%	All: -0.8% SED: -0.9% Asian: 0.0% Hispanic: -2.9% EL: 0.0% SWD: -3.8%
3.4	Maintain a very low expulsion rate (SP 6.2) Source: DataQuest Expulsion Rate	All: 0.0% SED: 0.0% Asian: 0.0% Hispanic: 0.0% EL: 0.0% SWD: 0.0%	All: 0.0% SED: 0.0% Asian: 0.0% Hispanic: 0.0% EL: 0.0% SWD: 0.0%		Each student subgroup will have 0.5% or lower expulsion rate	All: 0.0% SED: 0.0% Asian: 0.0% Hispanic: 0.0% EL: 0.0% SWD: 0.0%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.5	Increase the percent of students responding "agree" or "strongly agree" to "I really feel like a part of my school's community." (SP 6.3) Source: YouthTruth survey	51.0% From the 21-22 school year.	44.0%		Increase 3 percentage points annually or meet 85% of students responding "agree" or "strongly agree"	-7.0%
3.6	Increase the percent of students responding "agree" or "strongly agree" to "I feel safe at school." (SP 6.3) Source: YouthTruth survey	70.0% From the 21-22 school year.	54.0%		Increase 3 percentage points annually or meet 85% of students responding "agree" or "strongly agree"	-16.0%
3.7	Decrease the MS dropout rate or maintain a rate below 3.5% (SP 5.3) Source: CALPADS Exit codes	0.0%	0.0%		Each student subgroup will decrease at least 1 percentage point annually or maintain a rate below 3.5%	0.0%
3.8	Increase the 5 year cohort graduation rate or meet the overall state average for baseline year (SP 5.5) Source: CA Dashboard	N/A	N/A		Each student subgroup will grow at least 1 percentage point annually or meet the 2022-2023 overall state average, 86.4%	N/A

Goal Analysis [2024-25]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Our goal is to create and maintain a safe, inclusive, and supportive school environment that fosters a strong sense of belonging and engagement for all students. We are committed to supporting students' academic success alongside their social-emotional well-being through intentional school culture-building practices and systems of support. School climate and pupil engagement are critical factors in student achievement and well-being.

Planned: Expand Positive Behavioral Interventions and Supports (PBIS) schoolwide to promote a positive behavioral culture and reduce disciplinary incidents. host regular schoolwide culture-building activities (e.g., spirit days, student assemblies, recognition programs) to strengthen student connection and celebrate diversity. Analyze engagement and climate data (including attendance, discipline, and survey results) on an ongoing basis to identify trends and adjust practices accordingly.

Implemented: Implemented youth truths survey and an increase in reporting feeling connected to school. approach to school culture, we see improvements in student attendance, behavior, engagement, and perception of school climate. These outcomes will contribute directly to students' academic and personal growth, reinforcing our commitment to equity, inclusion, and whole-child development.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Based on attendance data, suspension rates, student climate surveys, and feedback from educational partners, there is a demonstrated strength to our efforts around student connection and school culture. Students and families report school is an environment where they feel emotionally and physically safe, respected, and part of a community.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

Provide ongoing professional development for staff on trauma-informed practices and student engagement techniques. Implement consistent Social-Emotional Learning (SEL) instruction to build students' emotional literacy, empathy, and conflict-resolution skills.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Community Engagement	Implement an annual survey to collect staff, student, and parent feedback on a variety of topics including school plans, culture and engagement, and academic program. Engage with community programs and organizations to provide resources for families and students, especially our most marginalized subgroups. Provide workshops for students on social skills, academic skills, and stress management. Establish partnerships with a variety of programs to explore interests to lead a healthy life, such as: Mindfulness, Yoga, Karate, sports, arts, clubs, and more. Host an annual event in partnership with community organizations, such as a community resource fair, park clean-up day, and/or civic engagement opportunities.	$80,801.64	Yes
3.2	School Culture Activities	Throughout the year, provide a variety of activities to motivate learning, social skills, and a strong school culture, including: - Field trips, graduation ceremonies, demonstrations of values, attendance, and academic progress - Acknowledge accomplishments and progress every quarter with awards and ribbons - Build school spirit and provide themed celebrations and materials such as school uniforms, agendas/school supplies, athletic apparel, yearbooks, etc. - Hold quarterly culture-building events such as outdoor field days, pep rallies, or community clean-up days that promote a strong sense of school culture and community. - Hold at least one student assembly annually on student academic achievement. - Hold at least two assemblies that focus on developmentally appropriate social/emotional concerns such as: bullying, cyber-bullying, peer pressure, sexual education, drug and alcohol abuse, growth mindset, digital citizenship, mind and body health, neighborhood safety, and programs addressing equity and social justice.	$173,366.87	Yes

Action #	Title	Description	Total Funds	Contributing
3.3	Supports for Student Attendance and Engagement	On an ongoing basis throughout the school year, assess student attendance data and evaluate the progress of any student subgroups with a red dashboard indicator for chronic absenteeism. Provide training and support resources for the School Attendance Review Team to reduce chronic absenteeism, with a particular emphasis on serving our most vulnerable students and identifying and addressing students' individual needs.	$44,893.89	Yes
3.4	Supports for Student Behavior and Wellbeing	On an ongoing basis throughout the school year, assess student data and evaluate the progress of any student subgroup with a red dashboard indicator for suspension and/or expulsion. Implement Positive Behavior Intervention Systems and restorative justice practices at the school which emphasize school values and reward positive student behaviors, including: - Each month, select a student of the month to celebrate students who distinguished themselves by demonstrating school values - Provide professional development for teachers and staff in the use of restorative practices, with a focus on supporting our most vulnerable students and any subgroups with a recent red dashboard indicator for suspension or expulsion • Train teachers to provide social-emotional learning opportunities through advisory/home room classes -The school psychologist/wellness counselor will meet with students experiencing non-academic problems	$138,443.45	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
4		

State Priorities addressed by this goal.

An explanation of why the LEA has developed this goal.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline

Goal Analysis [2024-25]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2025-26]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$$1,028,171	$

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
31.868%	0.000%	$0.00	31.868%

The Budgeted Expenditures for Actions identified as Contributing may be found in the Contributing Actions Table.

Required Descriptions

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.1	**Action:** Academic Assessment and Progress Monitoring **Need:** Statewide, socioeconomically disadvantaged (“SED”)/low-income students have significantly lower rates of ELA and Math proficiency (42.6 and 80.8 points below standard, respectively)	Our multi-tiered levels of support will provide students with additional supports in the areas that they need it most. Each academic intervention is driven by student data to support learning and includes after school learning time and tutoring to target skill building, and the use of supplemental instruction programs such as IXL, iReady, Actively Learn, Lexia. We’re also providing extended professional development for staff so that they can differentiate instruction, utilize data to inform	We will monitor progress in the academic growth of our SED students. Feedback from students and families will shape the implementation of these supports. Metric 1m: Schoolwide and subgroup averages achieve at least one year’s

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	compared to their non-SED peers (13.6 and 49.1 points). Our school serves a high rate of SED students (83.5% in the 2023-24 school year). State and national data demonstrates that students from low socioeconomic backgrounds benefit from increased supports in achieving academic proficiency. There is a need for SED students to grow more than 1 year's worth of academic progress in a year's time in order to "catch up" to their more affluent peers and achieve proficiency. Additionally, parents and staff have indicated that academics are a top concern for them. Staff requested additional professional development to support them in building their capacity to utilize our internal assessment tools, assess academic data, and differentiate instruction. **Scope:** LEA-wide Schoolwide	instruction, and learn from veteran teachers via mentoring. These actions are being provided on an LEA- wide basis because a majority of our students are low income, and because all of our students can benefit from the academic interventions to support academic growth.	progress in ELA, as defined by internal assessment. Metric 1n: Schoolwide and subgroup averages achieve at least one year's progress in Math, as defined by internal assessment.
1.2	**Action:** Academic Supports **Need:** Statewide, socioeconomically disadvantaged ("SED")/low-income students have significantly lower rates of ELA and Math proficiency (42.6 and 80.8 points below standard, respectively) compared to their non-SED peers (13.6 and 49.1 points). Our school serves a high rate of SED students (83.5% in the 2023-24 school year). State and national data demonstrates that students from low socioeconomic	Our multi-tiered levels of support will provide students with additional supports in the areas that they need it most. Each academic intervention is driven by student data to support learning and includes after school learning time and tutoring to target skill building, and the use of supplemental instruction programs such as IXL, iReady, Actively Learn, Lexia. We're also providing extended professional development for staff so that they can differentiate instruction, utilize data to inform instruction, and learn from veteran teachers via mentoring.	We will monitor progress in the academic growth of our SED students. Feedback from students and families will shape the implementation of these supports. Metric 1m: Schoolwide and subgroup averages achieve at least one year's progress in ELA, as

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	backgrounds benefit from increased supports in achieving academic proficiency. There is a need for SED students to grow more than 1 year's worth of academic progress in a year's time in order to "catch up" to their more affluent peers and achieve proficiency. Additionally, parents and staff have indicated that academics are a top concern for them. Staff requested additional professional development to support them in building their capacity to utilize our internal assessment tools, assess academic data, and differentiate instruction. **Scope:** LEA-wide	These actions are being provided on an LEA- wide basis because a majority of our students are low income, and because all of our students can benefit from the academic interventions to support academic growth.	defined by internal assessment. Metric 1n: Schoolwide and subgroup averages achieve at least one year's progress in Math, as defined by internal assessment.
1.4	**Action:** Professional Development to Promote Academic Excellence **Need:** Statewide, socioeconomically disadvantaged ("SED")/low-income students have significantly lower rates of ELA and Math proficiency (42.6 and 80.8 points below standard, respectively) compared to their non-SED peers (13.6 and 49.1 points). Our school serves a high rate of SED students (83.5% in the 2023-24 school year). State and national data demonstrates that students from low socioeconomic backgrounds benefit from increased supports in achieving academic proficiency. There is a need for SED students to grow more than 1 year's worth of academic progress in a year's time in order to "catch up" to their more	Our multi-tiered levels of support will provide students with additional supports in the areas that they need it most. Each academic intervention is driven by student data to support learning and includes after school learning time and tutoring to target skill building, and the use of supplemental instruction programs such as IXL, iReady, Actively Learn, Lexia. We're also providing extended professional development for staff so that they can differentiate instruction, utilize data to inform instruction, and learn from veteran teachers via mentoring. These actions are being provided on an LEA- wide basis because a majority of our students are low income, and because all of our students can benefit from the academic interventions to support academic growth.	We will monitor progress in the academic growth of our SED students. Feedback from students and families will shape the implementation of these supports. Metric 1m: Schoolwide and subgroup averages achieve at least one year's progress in ELA, as defined by internal assessment. Metric 1n: Schoolwide and subgroup averages achieve at least one year's progress in Math, as

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	affluent peers and achieve proficiency. Additionally, parents and staff have indicated that academics are a top concern for them. Staff requested additional professional development to support them in building their capacity to utilize our internal assessment tools, assess academic data, and differentiate instruction. **Scope:** LEA-wide		defined by internal assessment.
1.7	**Action:** Additional Supports for Long-term English Learners **Need:** Language barriers make academic assessments such as CAASPP extremely challenging for our English learners. As a result, they perform worse on these assessments in both ELA and math (7.1% and 10.6% proficient, respectively) compared to the overall average for students (21.7% in ELA and 21.4% in math). Feedback from parents of English learners, and our English learner students, indicate that English fluency and academic success remain a top priority. Our teachers have expressed a need for additional professional development that prepares them to effectively teach and support English learners in their classrooms. **Scope:**	To target students' language fluency, we will utilize evidence-based ELD courses which meet the needs of multilingual learners at all proficiency levels—from newcomers to long¬term English learners—as the core curriculum for all ELD classes. We will also utilize intervention programs such as Lexia English to target specific skills and accelerate English proficiency. These actions will also address teachers' need for additional, targeted trainings in the use of effective instructional strategies for these students by providing additional professional development time in this area. In addition, the school's ELD Specialist will work with teachers to co-plan lessons, conduct classroom observations, and provide one-on-one coaching to improve EL supports. We will hire and retain a full-time paraprofessional to work with ELs on academic success and reclassification.	We will analyze ELPI results annually and will use internal progress monitoring tools to assess each long-term English learner's progress towards reclassification during the school year. We will meet with families to discuss their student's progress towards reclassification and their input will inform the school's programs and supports for English learners and long-term English learners. Metric 1 i: Increase percent of EL students growing at least one ELPI level/maintaining the highest ELPI level or meet the state average for baseline year.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			Metric 1L: Provide at least one paraprofessional to work with English learners.
1.9	**Action:** Supports for Homeless and/or Foster Youth **Need:** Although the number of foster youth and homeless students at our school is too small to be statistically significant on the California Schools Dashboard, data on these students nation-wide, as well as in the Bay Area, demonstrates there is a clear need for tangible supports such as resources, materials, and services that provide direct aid to students and their families. Foster youth and students experiencing homelessness are at a greater risk of "slipping through the cracks" compared to their peers. According to a California-based research study, the odds of homelessness for older youth were 44% lower for those who reported that they had "enough" people to turn to for tangible support. This includes those who can provide direct resources and/or practical assistance. Through outreach with students and families at our school, we have learned that there is need for additional communication and coordination between the school and some of our highest need families, including families of homeless students and foster youth. There is also a need for strong communication from a Spanish-language	The bilingual role of Community Outreach Coordinator will promote strong connection and communication with all families, in addition to coordinating services for homeless students and foster youth. The coordinator will ensure that students and families have access to tangible resources from local organizations and nonprofits that can support them outside the classroom as well, such as Familias Unidas, Clinica de la Raza, Native American Health Center, Unity Council, Catholic Charities of the East Bay. Lastly, the after-school program provides students with a safe place to continue to learn, grow, and socialize after the school day has completed. These actions are being provided on an LEA- wide basis because even if a student is not currently homeless or in foster care, they may be at risk of either of these and their families may benefit from the efforts of the Community Outreach Coordinator and some of the provided supplies and materials. Therefore, while this action is designed to principally serve the needs of these students, it may benefit other students as well, including SED students and English learners.	We will monitor progress in increasing the average daily attendance rates for homeless and foster youth. Feedback from students and families will shape the work of the Community Outreach Coordinator. Metric 2: Parents will be provided regular opportunities to participate in school site decision-making. Metric 3a: Attain 90% or greater Average Daily Attendance for all subgroups.

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	speaker as many of our families speak Spanish in their homes. **Scope:** LEA-wide		
2.1	**Action:** Parent Engagement Activities **Need:** We have heard from our parents over the years (via one-on-one conversations and surveys) that they are interested in having parent education workshops on topics such as college and career preparation, mental health, internet safety, and a range of other topics. Many of our families are low-income and face additional challenges in regard to mental and physical health, and in knowing the process for getting their student to college. Many of our students are on track to become first-generation college students and it is our goal to build families' cultural capital in understanding howto navigate A-G coursework, preparing for the college application process, qualifying for financial aid, etc. Additionally, many of our families' home language is not English, and so we provide translation services and resources to ensure that all families can access the content and programming at our school.	As a result of this feedback from parents and students, we utilize the communication platform ParentSquare to relay information to families, invite them to school events, and solicit feedback on what kinds of things are important to them. We provide translation services and parent education workshops on topics of their interest, and host school orientations/open houses to share information about the school and available programs and resources for them and their students. We host bimonthly parent meetings at different times of day to accommodate varying parent schedules. These actions are being provided on an LEA- wide basis because a majority of our families are lowincome, and because all of our parents can benefit from the educational workshops and community-building events, and we want to seek input from all families into school decision-making and planning.	We will monitor effectiveness in this area by ensuring that we host regular opportunities, workshops, and events for families that target their needs and interests, particularly parents of unduplicated pupils and students with exceptional needs. Metric 2a: Parents will be provided with regular opportunities to participate in school site decision-making. Metric 2b: Parents of all students, including unduplicated pupils and students with exceptional needs, will be invited to participate in at least 4 parent/family events, including parent-teacher conferences, ongoing parent meetings and workshops, and other school events.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide		
2.2	**Action:** Parent Communication Activities **Need:** We have heard from our parents over the years (via one-on-one conversations and surveys) that they are interested in having parent education workshops on topics such as college and career preparation, mental health, internet safety, and a range of other topics. Many of our families are low-income and face additional challenges in regard to mental and physical health, and in knowing the process for getting their student to college. Many of our students are on track to become first-generation college students and it is our goal to build families' cultural capital in understanding howto navigate A-G coursework, preparing for the college application process, qualifying for financial aid, etc. Additionally, many of our families' home language is not English, and so we provide translation services and resources to ensure that all families can access the content and programming at our school.	As a result of this feedback from parents and students, we utilize the communication platform ParentSquare to relay information to families, invite them to school events, and solicit feedback on what kinds of things are important to them. We provide translation services and parent education workshops on topics of their interest, and host school orientations/open houses to share information about the school and available programs and resources for them and their students. We host bimonthly parent meetings at different times of day to accommodate varying parent schedules. These actions are being provided on an LEA- wide basis because a majority of our families are lowincome, and because all of our parents can benefit from the educational workshops and community-building events, and we want to seek input from all families into school decision-making and planning.	We will monitor effectiveness in this area by ensuring that we host regular opportunities, workshops, and events for families that target their needs and interests, particularly parents of unduplicated pupils and students with exceptional needs. Metric 2a: Parents will be provided with regular opportunities to participate in school site decision-making. Metric 2b: Parents of all students, including unduplicated pupils and students with exceptional needs, will be invited to participate in at least 4 parent/family events, including parent-teacher conferences, ongoing parent meetings and workshops, and other school events.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide		
3.1	**Action:** Community Engagement **Need:** Survey data and other local data has indicated a strong need from our parents and students to offer robust non- academic offerings to enrich students' education experience, provide opportunities to learn and growoutside the classroom, and make school a more fun and engaging experience overall. Feedback from our parents and students indicated a need for extracurriculars such as arts, athletics, clubs, field trips, and non-academic content learning (such as stress management, typing, and study skills). Like many schools across the nation since the pandemic, our attendance and chronic absenteeism data (available in the metric data under Goal 3) demonstrate that these are two areas of need. Qualitative data from the 2023- 24 survey provided some of the examples described above, and other survey data indicated that 79.0% of students indicated they "really feel like a part of my school's community." **Scope:** LEA-wide	As a result of our community partners' feedback, we will solicit detailed and ongoing feedback via survey to better identify which specific activities are of interest to the current student body. We will provide workshops for students on social skills, academic skills, and stress management, as well as workshops for students to explore interests that lead a healthy life, such as: Mindfulness, Yoga, Karate, sports, arts, clubs, and more. We will establish partnerships with a variety of community organizations and programs to provide resources for families and students, especially our most marginalized subgroups. We will host an annual event in partnership with community organizations, such as a community resource fair, park clean-up day, and/or civic engagement opportunities. On an ongoing basis throughout the school year, we will assess student attendance data and evaluate the progress of any student subgroups with a red dashboard indicator for chronic absenteeism. We will provide training and support resources for the School Attendance ReviewTeam to reduce chronic absenteeism. These actions are being provided on an LEA- wide basis because all of our students and families contribute to the school culture and benefit from a close community and engaging learning experience. Many of our students struggle with absenteeism and can benefit from the interventions to support engagement and attendance.	Throughout the school year we will assess student attendance data and chronic absenteeism, as well have conversations with our students and families about the progress of this work via FSTmeetings and other parent/student engagement activities. Once per year we will analyze the survey results. Feedback from families and students will shape the implementation of the program, including specific workshop topics and field trip locations. Metric 3a: 90% or greater Average Daily Attendance. Metric 3b: Decrease student chronic absenteeism rate or meet the overall state average for baseline year. Metric 3h: Increase the percent of students responding "agree" or

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			"strongly agree" to "I really feel like a part of my school's community."
3.2	**Action:** School Culture Activities **Need:** **Scope:** LEA-wide		
3.3	**Action:** Supports for Student Attendance and Engagement **Need:** **Scope:** LEA-wide		
3.4	**Action:** Supports for Student Behavior and Wellbeing **Need:**		

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide		

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
1.6	**Action:** Supports for English Learners **Need:** Language barriers make academic assessments such as CAASPP extremely challenging for our English learners. As a result, they perform worse on these assessments in both ELA and math (7.1% and 10.6% proficient, respectively) compared to the overall average for students (21.7% in ELA and 21.4% in math). Feedback from parents of English learners, and our English learner students, indicate that English fluency and academic success remain a top priority. Our teachers have expressed a need for additional professional development that prepares them to effectively teach and support English learners in their classrooms. **Scope:** Limited to Unduplicated Student Group(s)	To target students' language fluency, we will utilize evidence-based ELD courses which meet the needs of multilingual learners at all proficiency levels—from newcomers to long-term English learners—as the core curriculum for all ELD classes. We will also utilize intervention programs such as Lexia English to target specific skills and accelerate English proficiency. These actions will also address teachers' need for additional, targeted trainings in the use of effective instructional strategies for these students by providing additional professional development time in this area. In addition, the school's ELD Specialist will work with teachers to co-plan lessons, conduct classroom observations, and provide one-on-one coaching to improve EL supports. We will hire and retain a full-time paraprofessional to work with ELs on academic success and reclassification.	We will analyze ELPI results annually and will use internal progress monitoring tools to assess each long-term English learner's progress towards reclassification during the school year. We will meet with families to discuss their student's progress towards reclassification and their input will inform the school's programs and supports for English learners and long-term English learners. Metric 1 i: Increase percent of EL students growing at least one ELPI level/maintaining the highest ELPI level or meet

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
			the state average for baseline year. Metric 1L: Provide at least one paraprofessional to work with English learners.
1.7	**Action:** Additional Supports for Long-term English Learners **Need:** **Scope:** Limited to Unduplicated Student Group(s)		

For any limited action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage, as applicable.

Additional Concentration Grant Funding

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

The additional concentration grant add-on funding identified above will be used to directly hire and pay for several key positions within the LEA that support the needs of foster youth, English learners, and low-income students. First, the funds will be used to provide after school tutors to improve student academic outcomes (Goal 1, Action 1.2). Secondly, the funds will be used to hire and retain a full-time paraprofessional who is dedicated to supporting English learners and long-term English learners (Goal 1, Actions 1.6 and 1.7).

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	Not applicable for charter schools.	Not applicable for charter schools.
Staff-to-student ratio of certificated staff providing direct services to students	Not applicable for charter schools.	Not applicable for charter schools.

2025-26 Total Planned Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	$3,226,391	$1,028,171	31.868%	0.000%	31.868%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$1,630,519.35	$414,375.68	$0.00	$0.00	$2,044,895.03	$1,516,311.70	$528,583.33

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Academic Assessment and Progress Monitoring	English Learners Foster Youth Low Income	Yes	LEA-wide School wide	English Learners Foster Youth Low Income	Specific Schools: The charter school/LEA	Ongoing	$45,262.50	$37,658.33	$45,262.50	$37,658.33			$82,920.83	
1	1.2	Academic Supports	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: The charter school/LEA	Ongoing	$713,064.25	$0.00	$577,232.25	$135,832.00			$713,064.25	
1	1.3	Materials, Curriculum, & Supplies	All	No			All Schools	Ongoing	$0.00	$120,000.00	$120,000.00				$120,000.00	
1	1.4	Professional Development to Promote Academic Excellence	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: The charter school/LEA	Ongoing	$52,085.00	$40,000.00	$92,085.00				$92,085.00	
1	1.5	Safe and Secure Facilities	All	No			All Schools	Ongoing	$91,120.75	$10,200.00	$101,320.75				$101,320.75	
1	1.6	Supports for English Learners	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	Specific Schools: The charter school/LEA	Ongoing	$123,937.83	$15,000.00	$15,000.00	$123,937.83			$138,937.83	
1	1.7	Additional Supports for Long-term English Learners	English Learners	Yes	Limited to Unduplicated Student	English Learners	Specific Schools: The charter school/L	Ongoing	$18,475.00	$13,000.00	$31,475.00				$31,475.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
					Group(s)		EA									
1	1.8	Supports for Students with Disabilities	Students with Disabilities	No			All Schools	Ongoing	$126,229.97	$100,000.00	$180,507.45	$45,722.52			$226,229.97	
1	1.9	Supports for Homeless and/or Foster Youth	English Learners Foster Youth	Yes	LEA-wide	English Learners Foster Youth	Specific Schools: The charter school/LEA	Ongoing	$13,012.70	$6,000.00	$13,012.70	$6,000.00			$19,012.70	
2	2.1	Parent Engagement Activities	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: The charter school/LEA	Ongoing	$26,801.64	$9,500.00	$36,301.64				$36,301.64	
2	2.2	Parent Communication Activities	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: The charter school/LEA	Ongoing	$26,041.21	$20,000.00	$46,041.21				$46,041.21	
3	3.1	Community Engagement	Low Income	Yes	LEA-wide	Low Income	Specific Schools: The charter school/LEA	Ongoing	$26,801.64	$54,000.00	$30,801.64	$50,000.00			$80,801.64	
3	3.2	School Culture Activities	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: The charter school/LEA	Ongoing	$83,141.87	$90,225.00	$158,141.87	$15,225.00			$173,366.87	
3	3.3	Supports for Student Attendance and Engagement	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: The charter school/LEA	Ongoing	$42,893.89	$2,000.00	$44,893.89				$44,893.89	
3	3.4	Supports for Student Behavior and Wellbeing	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: The charter school/LEA	Ongoing	$127,443.45	$11,000.00	$138,443.45				$138,443.45	

2025-26 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
$3,226,391	$1,028,171	31.868%	0.000%	31.868%	$1,228,691.15	0.000%	38.083 %	**Total:**	$1,228,691.15
								LEA-wide Total:	$1,182,216.15
								Limited Total:	$46,475.00
								Schoolwide Total:	$45,262.50

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.1	Academic Assessment and Progress Monitoring	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income	Specific Schools: The charter school/LEA	$45,262.50	
1	1.2	Academic Supports	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: The charter school/LEA	$577,232.25	
1	1.4	Professional Development to Promote Academic Excellence	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: The charter school/LEA	$92,085.00	
1	1.6	Supports for English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	Specific Schools: The charter school/LEA	$15,000.00	
1	1.7	Additional Supports for Long-term English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	Specific Schools: The charter school/LEA	$31,475.00	
1	1.9	Supports for Homeless and/or Foster Youth	Yes	LEA-wide	English Learners Foster Youth	Specific Schools: The charter school/LEA	$13,012.70	
2	2.1	Parent Engagement Activities	Yes	LEA-wide	English Learners Foster Youth	Specific Schools: The charter	$36,301.64	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
					Low Income	school/LEA		
2	**2.2**	Parent Communication Activities	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: The charter school/LEA	$46,041.21	
3	**3.1**	Community Engagement	Yes	LEA-wide	Low Income	Specific Schools: The charter school/LEA	$30,801.64	
3	**3.2**	School Culture Activities	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: The charter school/LEA	$158,141.87	
3	**3.3**	Supports for Student Attendance and Engagement	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: The charter school/LEA	$44,893.89	
3	**3.4**	Supports for Student Behavior and Wellbeing	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: The charter school/LEA	$138,443.45	

2024-25 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$1,956,059.00	$1,895,622.68

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	**1.1**	Academic Assessment and Progress Monitoring	Yes	86,528	67,908.33
1	**1.2**	Academic Supports	Yes	563,722	701,401.25
1	**1.3**	Materials, Curriculum, & Supplies	No	279,616	88,000
1	**1.4**	Professional Development to Promote Academic Excellence	Yes	97,719	80,875
1	**1.5**	Safe and Secure Facilities	No	99,711	98,712.50
1	**1.6**	Supports for English Learners	Yes	136,508	136,507.68
1	**1.7**	Additional Supports for Long-term English Learners	Yes	32,802	31,113.63
1	**1.8**	Supports for Students with Disabilities	No	187,072	223,754.88
1	**1.9**	Supports for Homeless and/or Foster Youth	Yes	20,247	13,757.55
2	**2.1**	Parent Engagement Activities	Yes	29,401	29,276.12
2	**2.2**	Parent Communication Activities	Yes	41,455	40,530.60

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	**3.1**	Community Engagement	Yes	76,848	79,976.12
3	**3.2**	School Culture Activities	Yes	126,903	125,411.63
3	**3.3**	Supports for Student Attendance and Engagement	Yes	38,353	44,052.83
3	**3.4**	Supports for Student Behavior and Wellbeing	Yes	139,174	134,344.56

2024-25 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
1,000,263	$1,003,073.00	$1,146,265.29	($143,192.29)	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	Academic Assessment and Progress Monitoring	Yes	49,159	51,250	0.0%	
1	1.2	Academic Supports	Yes	420,401	567,577.25	0.0%	
1	1.4	Professional Development to Promote Academic Excellence	Yes	97,719	80,875.00	0.0%	
1	1.6	Supports for English Learners	Yes	15,000	15,000	0.0%	
1	1.7	Additional Supports for Long-term English Learners	Yes	32,802	31,113.63	0.0%	
1	1.9	Supports for Homeless and/or Foster Youth	Yes	14,247	12,757.55	0.0%	
2	2.1	Parent Engagement Activities	Yes	29,401	29,276.12	0.0%	
2	2.2	Parent Communication Activities	Yes	41,455	40,530.60	0.0%	
3	3.1	Community Engagement	Yes	26,101	29,976.12	0.0%	
3	3.2	School Culture Activities	Yes	99,261	109,511.63	0.0%	
3	3.3	Supports for Student Attendance and Engagement	Yes	38,353	44,052.83	0.0%	
3	3.4	Supports for Student Behavior and Wellbeing	Yes	139,174	134,344.56	0.0%	

2024-25 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
3,095,877	1,000,263	0%	32.310%	$1,146,265.29	0.000%	37.026%	$0.00	0.000%

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

For additional questions or technical assistance related to the completion of the Local Control and Accountability Plan (LCAP) template, please contact the local county office of education (COE), or the California Department of Education's (CDE's) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at LCFF@cde.ca.gov.

Introduction and Instructions

The Local Control Funding Formula (LCFF) requires local educational agencies (LEAs) to engage their local educational partners in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have 10 state priorities). LEAs document the results of this planning process in the LCAP using the template adopted by the State Board of Education.

The LCAP development process serves three distinct, but related functions:

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (California Education Code [EC] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.

- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.

- **Accountability and Compliance:** The LCAP serves an important accountability function because the nature of some LCAP template sections require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:

    - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, including long-term English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC Section 52064[b][4-6]).

    - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC sections 52064[b][1] and [2]).

        - **NOTE:** As specified in EC Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to EC Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, EC

Section 52052 identifies long-term English learners as a separate and distinct pupil subgroup with a numerical significance at 15 students.

- Annually reviewing and updating the LCAP to reflect progress toward the goals (EC Section 52064[b][7]).
- Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (EC sections 52064[b][6], [8], and [11]).

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which must: (a) reflect comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (Dashboard), (b) through meaningful engagement with educational partners that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a tool for engaging educational partners.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in EC sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

The revised LCAP template for the 2024–25, 2025–26, and 2026–27 school years reflects statutory changes made through Senate Bill 114 (Committee on Budget and Fiscal Review), Chapter 48, Statutes of 2023 and Senate Bill 153, Chapter 38, Statues of 2024.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing for students in transitional kindergarten through grade twelve (TK–12), but also allow educational partners to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA's diverse educational partners and the broader public.

In developing and finalizing the LCAP for adoption, LEAs are encouraged to keep the following overarching frame at the forefront of the strategic planning and educational partner engagement functions:

> Given present performance across the state priorities and on indicators in the Dashboard, how is the LEA using its budgetary resources to respond to TK–12 student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics and actions which, based on research, experience, and input gathered from educational partners, the LEA believes will have the biggest impact on behalf of its TK–12 students.

These instructions address the requirements for each section of the LCAP but may include information about effective practices when developing the LCAP and completing the LCAP document. Additionally, the beginning of each template section includes information emphasizing the purpose that section serves.

Plan Summary

Purpose

A well-developed Plan Summary section provides a meaningful context for the LCAP. This section provides information about an LEA's community as well as relevant information about student needs and performance. In order to present a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included throughout each subsequent section of the LCAP.

Requirements and Instructions

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA. LEAs may also provide information about their strategic plan, vision, etc.

Briefly describe the LEA, its schools, and its students in grades TK–12, as applicable to the LEA.

- For example, information about an LEA in terms of geography, enrollment, employment, the number and size of specific schools, recent community challenges, and other such information the LEA may wish to include can enable a reader to more fully understand the LEA's LCAP.
- LEAs may also provide information about their strategic plan, vision, etc.
- As part of this response, identify all schools within the LEA receiving Equity Multiplier funding.

Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

Reflect on the LEA's annual performance on the Dashboard and local data. This may include both successes and challenges identified by the LEA during the development process.

LEAs are encouraged to highlight how they are addressing the identified needs of student groups, and/or schools within the LCAP as part of this response.

As part of this response, the LEA must identify the following, which will remain unchanged during the three-year LCAP cycle:

- Any school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard;
- Any student group within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard; and/or
- Any student group within a school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard.

EC Section 52064.4 requires that an LEA that has unexpended Learning Recovery Emergency Block Grant (LREBG) funds must include one or more actions funded with LREBG funds within the 2025-26, 2026-27 and 2027-28 LCAPs, as applicable to the LEA. To implement the requirements of *EC* Section 52064.4, all LEAs must do the following:

- For the 2025–26, 2026–27, and 2027–28 LCAP years, identify whether or not the LEA has unexpended LREBG funds for the applicable LCAP year.
    - If the LEA has unexpended LREBG funds the LEA must provide the following:
        - The goal and action number for each action that will be funded, either in whole or in part, with LREBG funds; and
        - An explanation of the rationale for selecting each action funded with LREBG funds. This explanation must include:
            - An explanation of how the action is aligned with the allowable uses of funds identified in *EC* Section 32526(c)(2); and
            - An explanation of how the action is expected to address the area(s) of need of students and schools identified in the needs assessment required by *EC* Section 32526(d).
                - For information related to the allowable uses of funds and the required needs assessment, please see the Program Information tab on the LREBG Program Information web page.
            - Actions may be grouped together for purposes of these explanations.
            - The LEA may provide these explanations as part of the action description rather than as part of the Reflections: Annual Performance.
    - If the LEA does not have unexpended LREBG funds, the LEA is not required to conduct the needs assessment required by *EC* Section 32526(d), to provide the information identified above or to include actions funded with LREBG funds within the 2025-26, 2026-27 and 2027-28 LCAPs.

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

Annually identify the reason(s) the LEA is eligible for or has requested technical assistance consistent with EC sections 47607.3, 52071, 52071.5, 52072, or 52072.5, and provide a summary of the work underway as part of receiving technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance, however this also includes LEAs that have requested technical assistance from their COE.

- If the LEA is not eligible for or receiving technical assistance, the LEA may respond to this prompt as “Not Applicable.”

Comprehensive Support and Improvement
An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts:

Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

- Identify the schools within the LEA that have been identified for CSI.

Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

- Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

Monitoring and Evaluating Effectiveness

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

- Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Engaging Educational Partners

Purpose

Significant and purposeful engagement of parents, students, educators, and other educational partners, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such engagement should support comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard, accountability, and improvement across the state priorities and locally identified priorities (EC Section 52064[e][1]). Engagement of educational partners is an ongoing, annual process.

This section is designed to reflect how the engagement of educational partners influenced the decisions reflected in the adopted LCAP. The goal is to allow educational partners that participated in the LCAP development process and the broader public to understand how the LEA engaged educational partners and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

Requirements

Requirements

School districts and COEs: *EC* Section 52060(g) and *EC* Section 52066(g) specify the educational partners that must be consulted when developing the LCAP:

- Teachers,

- Principals,
- Administrators,
- Other school personnel,
- Local bargaining units of the LEA,
- Parents, and
- Students

A school district or COE receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Before adopting the LCAP, school districts and COEs must share it with the applicable committees, as identified below under Requirements and Instructions. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP.

Charter schools: *EC* Section 47606.5(d) requires that the following educational partners be consulted with when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Parents, and
- Students

A charter school receiving Equity Multiplier funds must also consult with educational partners at the school generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for the school.

The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals. Information and resources that support effective engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the CDE's LCAP webpage.

Before the governing board/body of an LEA considers the adoption of the LCAP, the LEA must meet the following legal requirements:

- For school districts, see *Education Code* Section 52062;
    - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).
- For COEs, see *Education Code* Section 52068; and
- For charter schools, see *Education Code* Section 47606.5.

- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

Instructions

Respond to the prompts as follows:

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Complete the table as follows:

Educational Partners

Identify the applicable educational partner(s) or group(s) that were engaged in the development of the LCAP.

Process for Engagement

Describe the engagement process used by the LEA to involve the identified educational partner(s) in the development of the LCAP. At a minimum, the LEA must describe how it met its obligation to consult with all statutorily required educational partners, as applicable to the type of LEA.

- A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.

- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

Describe any goals, metrics, actions, or budgeted expenditures in the LCAP that were influenced by or developed in response to the educational partner feedback.

- A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP.

- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.

- For the purposes of this prompt, this may also include, but is not necessarily limited to:
    - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
    - Inclusion of metrics other than the statutorily required metrics
    - Determination of the target outcome on one or more metrics
    - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
    - Inclusion of action(s) or a group of actions
    - Elimination of action(s) or group of actions
    - Changes to the level of proposed expenditures for one or more actions
    - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
    - Analysis of effectiveness of the specific actions to achieve the goal
    - Analysis of material differences in expenditures
    - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
    - Analysis of challenges or successes in the implementation of actions

Goals and Actions

Purpose

Well-developed goals will clearly communicate to educational partners what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions included in the goal must be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to educational partners and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

A well-developed goal can be focused on the performance relative to a metric or metrics for all students, a specific student group(s), narrowing performance gaps, or implementing programs or strategies expected to impact outcomes. LEAs should assess the performance of their student groups when developing goals and the related actions to achieve such goals.

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs must consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard, in determining whether and how to prioritize its goals within the LCAP. As previously stated, strategic planning that

is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

In order to support prioritization of goals, the LCAP template provides LEAs with the option of developing three different kinds of goals:

- Focus Goal: A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
    - All Equity Multiplier goals must be developed as focus goals. For additional information, see Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding below.
- Broad Goal: A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- Maintenance of Progress Goal: A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

Requirement to Address the LCFF State Priorities

At a minimum, the LCAP must address all LCFF priorities and associated metrics articulated in *EC* sections 52060(d) and 52066(d), as applicable to the LEA. The *LCFF State Priorities Summary* provides a summary of *EC* sections 52060(d) and 52066(d) to aid in the development of the LCAP.

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

The description provided for a Focus Goal must be specific, measurable, and time bound.

- An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach.
- The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Type of Goal

Identify the type of goal being implemented as a Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding

Description

LEAs receiving Equity Multiplier funding must include one or more focus goals for each school generating Equity Multiplier funding. In addition to addressing the focus goal requirements described above, LEAs must adhere to the following requirements.

Focus goals for Equity Multiplier schoolsites must address the following:

(A) All student groups that have the lowest performance level on one or more state indicators on the Dashboard, and

(B) Any underlying issues in the credentialing, subject matter preparation, and retention of the school's educators, if applicable.

- Focus Goals for each and every Equity Multiplier schoolsite must identify specific metrics for each identified student group, as applicable.
- An LEA may create a single goal for multiple Equity Multiplier schoolsites if those schoolsites have the same student group(s) performing at the lowest performance level on one or more state indicators on the Dashboard or, experience similar issues in the credentialing, subject matter preparation, and retention of the school's educators.
    - When creating a single goal for multiple Equity Multiplier schoolsites, the goal must identify the student groups and the performance levels on the Dashboard that the Focus Goal is addressing; or,
    - The common issues the schoolsites are experiencing in credentialing, subject matter preparation, and retention of the school's educators, if applicable.

Type of Goal

Identify the type of goal being implemented as an Equity Multiplier Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.
- In addition to this information, the LEA must also identify:
    - The school or schools to which the goal applies

LEAs are encouraged to approach an Equity Multiplier goal from a wholistic standpoint, considering how the goal might maximize student outcomes through the use of LCFF and other funding in addition to Equity Multiplier funds.

- Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the Expanded Learning Opportunities Program (ELO-P), the Literacy Coaches and Reading Specialists (LCRS) Grant Program, and/or the California Community Schools Partnership Program (CCSPP).
- This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

Note: *EC* Section 42238.024(b)(1) requires that Equity Multiplier funds be used for the provision of evidence-based services and supports for students. Evidence-based services and supports are based on objective evidence that has informed the design of the service or support and/or guides the modification of those services and supports. Evidence-based supports and strategies are most commonly based on educational research and/or metrics of LEA, school, and/or student performance.

Broad Goal

Description

Describe what the LEA plans to achieve through the actions included in the goal.

- The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal.

- The goal description organizes the actions and expected outcomes in a cohesive and consistent manner.
- A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Type of Goal

Identify the type of goal being implemented as a Broad Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

Maintenance of Progress Goal

Description

Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP.

- Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP.
- The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with educational partners, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Type of Goal

Identify the type of goal being implemented as a Maintenance of Progress Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain how the actions will sustain the progress exemplified by the related metrics.

Measuring and Reporting Results:

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes.

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.

- The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.

- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.

- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.

    - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

- **Required metrics for Equity Multiplier goals**: For each Equity Multiplier goal, the LEA must identify:

    - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or

    - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.

- **Required metrics for actions supported by LREBG funds**: To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include at least one metric to monitor the impact of each action funded with LREBG funds included in the goal.

    - The metrics being used to monitor the impact of each action funded with LREBG funds are not required to be new metrics; they may be metrics that are already being used to measure progress towards goals and actions included in the LCAP.

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

- Identify the standard of measure being used to determine progress towards the goal and/or to measure the effectiveness of one or more actions associated with the goal.

Baseline

- Enter the baseline when completing the LCAP for 2024–25.
    - Use the most recent data associated with the metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (e.g., high school graduation rate).
    - Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS.
    - Indicate the school year to which the baseline data applies.
    - The baseline data must remain unchanged throughout the three-year LCAP.
        - This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.
        - If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.
    - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

Year 1 Outcome

- When completing the LCAP for 2025–26, enter the most recent data available. Indicate the school year to which the data applies.
    - Note for Charter Schools: Charter schools developing a one-year LCAP may provide the Year 1 Outcome when completing the LCAP for both 2025–26 and 2026–27 or may provide the Year 1 Outcome for 2025–26 and provide the Year 2 Outcome for 2026–27.

Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.

- Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

Target for Year 3 Outcome

- When completing the first year of the LCAP, enter the target outcome for the relevant metric the LEA expects to achieve by the end of the three-year LCAP cycle.
    - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a Target for Year 1 or Target for Year 2, as applicable.

Current Difference from Baseline

- When completing the LCAP for 2025–26 and 2026–27, enter the current difference between the baseline and the yearly outcome, as applicable.
    - Note for Charter Schools: Charter schools developing a one- or two-year LCAP will identify the current difference between the baseline and the yearly outcome for Year 1 and/or the current difference between the baseline and the yearly outcome for Year 2, as applicable.

Timeline for school districts and COEs for completing the "**Measuring and Reporting Results**" part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2025–26**. Leave blank until then.	Enter information in this box when completing the LCAP for **2026–27**. Leave blank until then.	Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2025–26** and **2026–27**. Leave blank until then.

Goal Analysis:

Enter the LCAP Year.

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective towards achieving the goal. "Effective" means the degree to which the planned actions were successful in producing the target result. Respond to the prompts as instructed.

Note: When completing the 2024–25 LCAP, use the 2023–24 Local Control and Accountability Plan Annual Update template to complete the Goal Analysis and identify the Goal Analysis prompts in the 2024–25 LCAP as "Not Applicable."

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

- Describe the overall implementation of the actions to achieve the articulated goal, including relevant challenges and successes experienced with implementation.
    - Include a discussion of relevant challenges and successes experienced with the implementation process.
    - This discussion must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

- Describe the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal. “Effectiveness” means the degree to which the actions were successful in producing the target result and “ineffectiveness” means that the actions did not produce any significant or targeted result.
    - In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.
    - When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
    - Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.
    - As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:

- The reasons for the ineffectiveness, and
- How changes to the action will result in a new or strengthened approach.

Actions:

Complete the table as follows. Add additional rows as necessary.

Action #

- Enter the action number.

Title

- Provide a short title for the action. This title will also appear in the action tables.

Description

- Provide a brief description of the action.
    - For actions that contribute to meeting the increased or improved services requirement, the LEA may include an explanation of how each action is principally directed towards and effective in meeting the LEA's goals for unduplicated students, as described in the instructions for the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.
    - As previously noted, for each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
    - These required metrics may be identified within the action description or the first prompt in the increased or improved services section; however, the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

Total Funds

- Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the action tables.

Contributing

- Indicate whether the action contributes to meeting the increased or improved services requirement as described in the Increased or Improved Services section using a “Y” for Yes or an “N” for No.
    - **Note:** for each such contributing action, the LEA will need to provide additional information in the Increased or Improved Services section to address the requirements in *California Code of Regulations*, Title 5 [5 *CCR*] Section 15496 in the Increased or Improved Services section of the LCAP.

***Actions for Foster Youth*:** School districts, COEs, and charter schools that have a numerically significant foster youth student subgroup are encouraged to include specific actions in the LCAP designed to meet needs specific to foster youth students.

Required Actions

For English Learners and Long-Term English Learners

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:
    - Language acquisition programs, as defined in *EC* Section 306, provided to students, and
    - Professional development for teachers.
    - If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.

For Technical Assistance

- LEAs eligible for technical assistance pursuant to *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, must include specific actions within the LCAP related to its implementation of the work underway as part of technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance.

For Lowest Performing Dashboard Indicators

- LEAs that have Red Dashboard indicators for (1) a school within the LEA, (2) a student group within the LEA, and/or (3) a student group within any school within the LEA must include one or more specific actions within the LCAP:
    - The specific action(s) must be directed towards the identified student group(s) and/or school(s) and must address the identified state indicator(s) for which the student group or school received the lowest performance level on the 2023 Dashboard. Each student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.
    - These required actions will be effective for the three-year LCAP cycle.

For LEAs With Unexpended LREBG Funds

- To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include one or more actions supported with LREBG funds within the 2025–26, 2026–27, and 2027–28 LCAPs, as applicable to the LEA. Actions funded with LREBG funds must remain in the LCAP until the LEA has expended the remainder of its LREBG funds, after which time the actions may be removed from the LCAP.
    - Prior to identifying the actions included in the LCAP the LEA is required to conduct a needs assessment pursuant to *EC* Section 32526(d). For information related to the required needs assessment please see the Program Information tab on the LREBG

Program Information web page. Additional information about the needs assessment and evidence-based resources for the LREBG may be found on the California Statewide System of Support LREBG Resources web page. The required LREBG needs assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of *EC* Section 32526(d).

- School districts receiving technical assistance and COEs providing technical assistance are encouraged to use the technical assistance process to support the school district in conducting the required needs assessment, the selection of actions funded by the LREBG and/or the evaluation of implementation of the actions required as part of the LCAP annual update process.
- As a reminder, LREBG funds must be used to implement one or more of the purposes articulated in *EC* Section 32526(c)(2).
- LEAs with unexpended LREBG funds must include one or more actions supported by LREBG funds within the LCAP. For each action supported by LREBG funding the action description must:
  - Identify the action as an LREBG action;
  - Include an explanation of how research supports the selected action;
  - Identify the metric(s) being used to monitor the impact of the action; and
  - Identify the amount of LREBG funds being used to support the action.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

Purpose

A well-written Increased or Improved Services section provides educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students as defined in *EC* Section 42238.02 in grades TK–12 as compared to all students in grades TK–12, as applicable, and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of educational partners to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

Please Note: For the purpose of meeting the Increased or Improved Services requirement and consistent with *EC* Section 42238.02, long-term English learners are included in the English learner student group.

Statutory Requirements

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC*

Section 52064[b][8][B]; 5 *CCR* Section 15496[a]). This proportionality percentage is also known as the "minimum proportionality percentage" or "MPP." The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are identified in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided across the entire LEA (LEA-wide action), provided to an entire school (Schoolwide action), or solely provided to one or more unduplicated student group(s) (Limited action).

Therefore, for *any* action contributing to meet the increased or improved services requirement, the LEA must include an explanation of:

- How the action is increasing or improving services for the unduplicated student group(s) (Identified Needs and Action Design), and
- How the action meets the LEA's goals for its unduplicated pupils in the state and any local priority areas (Measurement of Effectiveness).

LEA-wide and Schoolwide Actions

In addition to the above required explanations, LEAs must provide a justification for why an LEA-wide or Schoolwide action is being provided to all students and how the action is intended to improve outcomes for unduplicated student group(s) as compared to all students.

- Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.

- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

For School Districts Only

Actions provided on an **LEA-wide** basis at **school districts with an unduplicated pupil percentage of less than 55 percent** must also include a description of how the actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions provided on a **Schoolwide** basis for **schools with less than 40 percent enrollment of unduplicated pupils** must also include a description of how these actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

- Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of foster youth, English learner, and low-income students. This amount includes the Additional 15 percent LCFF Concentration Grant.

Projected Additional 15 percent LCFF Concentration Grant

- Specify the amount of additional LCFF concentration grant add-on funding, as described in *EC* Section 42238.02, that the LEA estimates it will receive in the coming year.

Projected Percentage to Increase or Improve Services for the Coming School Year

- Specify the estimated percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 *CCR* Section 15496(a)(7).

LCFF Carryover — Percentage

- Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

LCFF Carryover — Dollar

- Specify the LCFF Carryover — Dollar amount identified in the LCFF Carryover Table. If a carryover amount is not identified in the LCFF Carryover Table, specify an amount of zero ($0).

Total Percentage to Increase or Improve Services for the Coming School Year

- Add the Projected Percentage to Increase or Improve Services for the Coming School Year and the Proportional LCFF Required Carryover Percentage and specify the percentage. This is the LEA's percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year, as calculated pursuant to 5 *CCR* Section 15496(a)(7).

Required Descriptions:

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

If the LEA has provided this required description in the Action Descriptions, state as such within the table.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed.

An LEA demonstrates how an action is principally directed towards an unduplicated student group(s) when the LEA explains the need(s), condition(s), or circumstance(s) of the unduplicated student group(s) identified through a needs assessment and how the action addresses them. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis

Provide an explanation of how the action as designed will address the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed and the rationale for why the action is being provided on an LEA-wide or schoolwide basis.

- As stated above, conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.

- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

Note for COEs and Charter Schools: In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

If the LEA has provided the required descriptions in the Action Descriptions, state as such.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique need(s) of the unduplicated student group(s) being served identified through the LEA's needs assessment. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s)

Provide an explanation of how the action is designed to address the unique identified need(s) of the unduplicated student group(s) being served.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

For any limited action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage, as applicable.

- For each action with an identified Planned Percentage of Improved Services, identify the goal and action number and describe the methodology that was used.

- When identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

- For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost $165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of $165,000 by the amount of LCFF Funding identified in the Total Planned Expenditures Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Additional Concentration Grant Funding

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

An LEA that receives the additional concentration grant add-on described in *EC* Section 42238.02 is required to demonstrate how it is using these funds to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent as compared to the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is equal to or less than 55 percent. The staff who provide direct services to students must be certificated staff and/or classified staff employed by the LEA; classified staff includes custodial staff.

Provide the following descriptions, as applicable to the LEA:

- An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.

- Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.

- An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as a single-school LEA or an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.

- In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.

    - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.

    - The staff-to-student ratio must be based on the number of full-time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.

- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.

    - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.

    - The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

Complete the Total Planned Expenditures Table for each action in the LCAP. The information entered into this table will automatically populate the other Action Tables. Information is only entered into the Total Planned Expenditures Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover Table. The word “input” has been added to column headers to aid in identifying the column(s) where information will be entered. Information is not entered on the remaining Action tables.

The following tables are required to be included as part of the LCAP adopted by the local governing board or governing body:

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)
- Table 2: Contributing Actions Table (for the coming LCAP Year)
- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2024–25 LCAP, 2024–25 will be the coming LCAP Year and 2023–24 will be the current LCAP Year.

Total Planned Expenditures Table

In the Total Planned Expenditures Table, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year**: Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant**: Provide the total amount estimated LCFF entitlement for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs.

  See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 *CCR* Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover —

Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***

- **Goal #**: Enter the LCAP Goal number for the action.
- **Action #**: Enter the action's number as indicated in the LCAP Goal.
- **Action Title**: Provide a title of the action.
- **Student Group(s)**: Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services requirement.
- If "Yes" is entered into the Contributing column, then complete the following columns:
    - **Scope**: The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
    - **Unduplicated Student Group(s)**: Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
    - **Location**: Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans." Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.
- **Time Span**: Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year," or "2 Years," or "6 Months."
- **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel**: This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.

- **LCFF Funds**: Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
    - **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds**: Enter the total amount of Other State Funds utilized to implement this action, if any.
    - **Note:** Equity Multiplier funds must be included in the "Other State Funds" category, not in the "LCFF Funds" category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA's LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.
- **Local Funds**: Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds**: Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds**: This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services**: For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
    - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

      For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost $165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of $165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Contributing Actions Table

As noted above, information will not be entered in the Contributing Actions Table; however, the 'Contributing to Increased or Improved Services?' column will need to be checked to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses.

Annual Update Table

In the Annual Update Table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Estimated Actual Expenditures**: Enter the total estimated actual expenditures to implement this action, if any.

Contributing Actions Annual Update Table

In the Contributing Actions Annual Update Table, check the 'Contributing to Increased or Improved Services?' column to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses. Provide the following information for each contributing action in the LCAP for the relevant LCAP year:

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated based on the number and concentration of unduplicated students in the current school year.
- **Estimated Actual Expenditures for Contributing Actions**: Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.
- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).
    - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been $169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of $169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant**: Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program,

the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 *CCR* Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

To reduce the duplication of effort of LEAs, the Action Tables include functionality such as pre-population of fields and cells based on the information provided in the Data Entry Table, the Annual Update Summary Table, and the Contributing Actions Table. For transparency, the functionality and calculations used are provided below.

Contributing Actions Table

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
    - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column.
- **5. Total Planned Percentage of Improved Services**
    - This percentage is the total of the Planned Percentage of Improved Services column.
- **Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)**
    - This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

Pursuant to *EC* Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of Improved Services (5) and the Total Estimated Actual Percentage of Improved Services (7). If the Total Planned Contributing Expenditures (4) is equal to or greater than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Estimated Actual Percentage of Improved Services will display “Not Required.”

- **6. Estimated Actual LCFF Supplemental and Concentration Grants**

- This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on the number and concentration of unduplicated students in the current school year.

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
  - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).
- **7. Total Estimated Actual Expenditures for Contributing Actions**
  - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).
- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**
  - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).
- **5. Total Planned Percentage of Improved Services (%)**
  - This amount is the total of the Planned Percentage of Improved Services column.
- **8. Total Estimated Actual Percentage of Improved Services (%)**
  - This amount is the total of the Estimated Actual Percentage of Improved Services column.
- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**
  - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

LCFF Carryover Table

- **10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 plus Carryover %)**
  - This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.
- **11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)**
  - This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).
- **12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)**

- If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

  The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.

- **13. LCFF Carryover — Percentage (12 divided by 9)**

  - This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

California Department of Education
November 2024

AMPS

HONOR HARD WORK

Appendix F

Amethod MTSS/SST Handbook

The intention of this handbook is to layout the process of Multi-Tiered Systems of Support (MTSS) in AMPS from start to assessment for special education or 504 plan. The first section of this guide will provide for you a basic overview of the MTSS framework as defined by the California Department of Education. Next you will review the overall MTSS framework and procedures for filling out the Safety Net paperwork and CUME File Reviews The SST documentation process will be reviewed leading up to possible Special Education Assessment. Lastly, the Appendix will include visuals of documents that you will encounter as you progress through the MTSS framework.

What is MTSS?

In California, MTSS is an integrated, comprehensive framework that focuses on CCSS, core instruction, differentiated learning, student-centered learning, individualized student needs, and the alignment of systems necessary for all students' academic, speech and language, behavioral and social emotional success.

Key features of the MTSS framework includes the following:

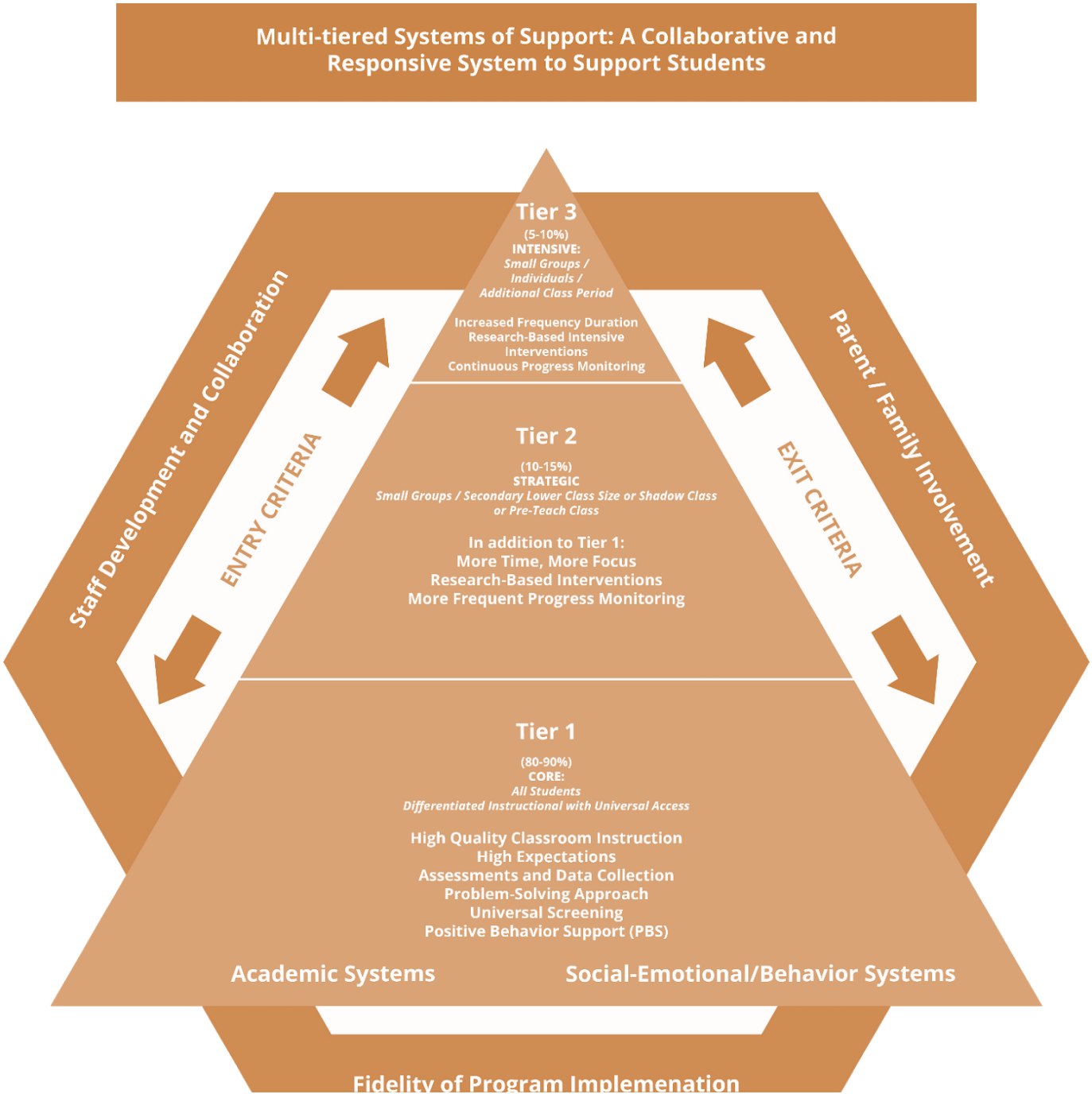
1. Interventions supported by scientifically-based research.
2. Interventions organized along a tiered continuum that increases in intensity (frequency, duration, individualization, specialized supports, etc).
3. Standardized problem-solving protocol for assessment and instructional decision making.
4. Explicit data based decision rules for assessing student progress and making instructional & intervention adjustments.
5. Emphasis on assessing and ensuring implementation integrity.
6. Regular & systematic screening for early identification of students whose performance is not responsive to instruction.

MTSS Model of Support

The graphic shown below is a display of the MTSS framework within Amethod Public Schools. It is all of our responsibility to ensure that we are providing support for the students that are in our classrooms on a day to day basis. This framework will aid in implementing various levels of support for students based on their needs. Please keep in mind that practices and implementation will be site specific.

Tier 1:

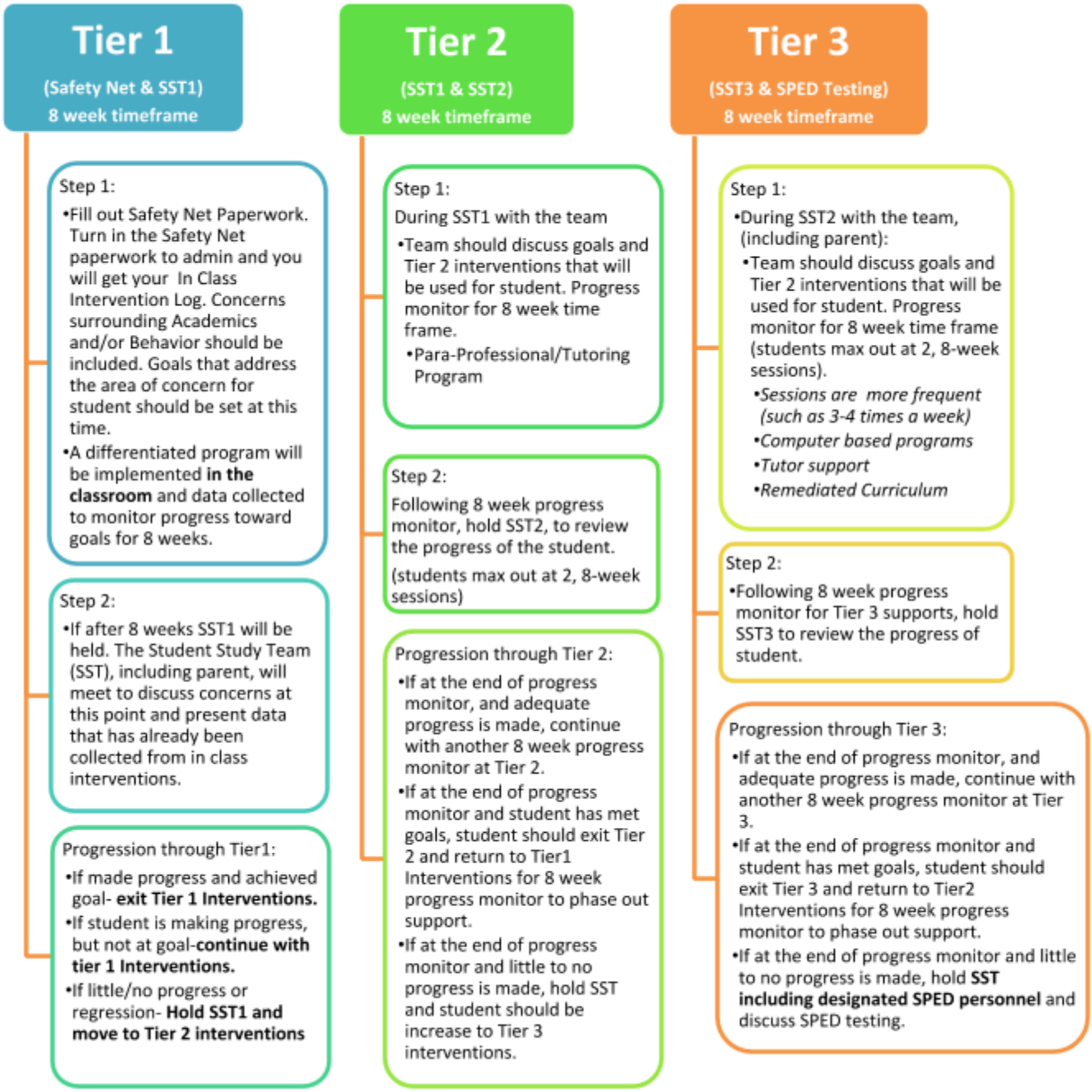
When you have that initial concern that arises about a student and their progress we want to raise the flag and document our concerns via the Safety Net. Once completed, we implement and track accommodations on the Tier 1 Intervention Log that will support the student while they are in the general education classroom setting. Here are some examples of Tier 1 supports that you can provide for students your class: Preferential Seating, Checks for understanding,



Provide Exemplary Work Samples, Weekly notebook checks, Chunking of class work, Extra processing time, Pull out setting for testing, Visual Aids, Study Corrals, Simplify Directions, Giving a student a short break when you see them getting frustrated.

Safety Nets

Safety Nets are the first step in the RTI process. Any time you have a concern about a student whether it be academic, behavioral, speech or mental health you should fill out this form as a way to raise the red flag. It is essential for us to document the support that we are providing to our students and this is the first step in that process.



What to do when you have a concern

If you have concerns for a student, <u>for any reason</u>, you should:

1. Consult with other teachers of that student and see if they have noticed the same things with that student, or is it something that is specific to your setting. Once this is decided you should fill out a Safety Net Form either individually or as a team.
    - Please make sure that you are including all advisory and elective class teachers such as music, PE or art.
    - You will also need to review the Student's cumulative file to see if there is a pattern or history of said behaviors, and complete the Cume File Review form.
2. Once you fill out the Safety Net form, please turn it into your Site SST/504 Coordinator. By doing so, you have now flagged that you and your colleagues have a concern about a certain student.
3. Your SST/504 Coordinator will set up a meeting involving any teachers or staff that have valuable input. In this meeting you will discuss what can be done in class to help this student. You will be given an in class Intervention Log for you to document all interventions and accommodations that you provided to the student. Here the student will receive 8 weeks of in-class interventions. Please be sure that the interventions are research based and that they are consistent**. <u>Data must be collected and submitted to the school site RTI/504 Coordinator with the follow-up safety net notes</u>**.
4. After 8 weeks of intervention and data collection you will fill out the Safety Net Results form.

Safety Net and Tier 1 In-class Intervention Results

Once you have filled out an initial Safety Net and documented **8 weeks of Tier 1 In-class interventions**, you will complete the following steps:

1. Review the data you have collected.
2. You will determine one of three options:
    a) The interventions have worked and the student does not need further interventions.
    b) The interventions are working, however you would like them to continue.
        - Review the data collected on the Tier 1 In-class intervention Log
        - Call home to inform parent or guardian of the in-class interventions that you are using with their student and progress that has been made.
        - Continue to track progress for another 8 week cycle.
        - Note: if after a second 8 week cycle goal is not met, continue to "step c" below.
    c) If you find the interventions are not working and you should plan to hold a Student Study Team (SST) meeting (Please refer to Student Study Team meeting section for more information on procedure and paperwork).

        Prior to the meeting:

        - Collect and review work samples, assessment data (standardized and non-standardized), Tier 1 In-Class intervention Log and any other

important information such as behavior logs, attendance, health concerns etc. to prepare for the SST meeting.
- Review all data that you have regarding the student with your RTI/504 Coordinator.
- Plan and hold the SST meeting

Student Study Team 1 Meeting

1. During SST1 with the team (parents are not included). Team should discuss: background information, data and set goals for the Tier 2 interventions for student.
2. Discuss the student's progress on Tier 1 Goals. What interventions were tried? How is the student doing in regards to progress on the goals?
3. Ultimately, your objective is to determine next steps in the RTI process, i.e. progression to Tier 2.
   Note: You may want to consider continuing or adding some in-class interventions that you provided for your student during Tier 1. Though they are getting additional help for Tier 2, these accommodations may still be essential for their progress.

Tier 2:

Once you have tracked you student's progress and determined that more support is needed, that student will progress to a Tier 2 system of support. Tier 2 level of support may look differently depending on the campus, but typically at this stage students are being assisted at about 2-3 times per week with additional support other than classroom accommodations. Some examples are push in or pull out support by a paraprofessional a couple of times a week, small groups for remediation of concepts via a computer based program or other research based methodology, or group counseling.

Following the SST 1 Meeting

1. The student will receive 8 weeks of interventions based on the goals that were determined during the meeting.
2. Service Providers will fill out the Tier 2 Intervention Log to track progress toward goals for an 8 week cycle.

At the end of the 8 week intervention cycle

1. At the end of the 8 week cycle you will review your data and once again determine one of three options:
   a) The interventions have worked and the student does not need further interventions.
      - Hold SST 2 including parents
      - Review Tier 2 Intervention Log and data collected during the 8 week cycle.
      - Student will return to Tier 1 interventions and eventually cycle out.
   b) The interventions are working, however you would like them to continue.
      - Hold SST 2
      - Review the data collected on the Tier 2 Intervention Log

- Continue to track progress for another 8 week cycle.
  Note: if after a second 8 week cycle goals are not met, continue to "step c" below.

c) If you find the interventions are not working and you plan a Student Study Team (SST) meeting.

Prior to the meeting:

- Collect and review Tier 2 intervention Log and any other new assessment data that is pertinent to the students' progress on Tier 2.
- Review all data that you have regarding the student with your Site Administration.
- Plan and hold SST 2 meeting.

Tier 3

Tier 3 level of support may look similar to the supports that are given on Tier 2. However, two major differences are duration and frequency. For example a student may work with a tutor 4 times a week for 45 minutes as opposed to 2 times a week for 30 minutes. Or if the concern is related to mental health, a student may be seen for 1:1 counseling sessions.

Following the SST 2 Meeting

1. The student will receive 8 weeks of interventions based on the goals that were determined during the meeting.
2. Service Providers will fill out the Tier 3 Intervention Log to track progress toward goal for 8 week cycle.

At the end of the 8 week intervention cycle

1. At the end of the 8 week cycle you will review your data and once again determine one of three options:
   a) The interventions have worked and the student does not need further interventions.
      - Hold SST 3 including parents
      - Review Tier 3 Intervention Log and data collected during the 8 week cycle
      - Student will return to Tier 2 interventions and eventually cycle out
   b) The interventions are working, however you would like them to continue
      - Hold SST 3
      - Review the data collected on the Tier 3 Intervention Log
      - Continue to track progress for another 8 week cycle.
        Note: if after a second 8 week cycle goal is not met, continue to "step c" below.
   c) If you find the interventions are not working please plan a Student Study Team (SST) meeting.

Prior to the meeting:

- Collect and review Tier 3 intervention Log and any other new assessment data that is pertinent to the students' progress on Tier 2.

- Review all data that you have regarding the student with your Site Administration.
- Request a meeting with the Assistant Director of Student Services (or other designee) to discuss concerns and present data collected on student via RtI process.
- Plan and hold SST 3 meeting including Special Education designee. The SPED designee will be assigned to you by the Assistant Director of Student Services.

Important Notes...

- All Tiers are based on 8 week cycles.
- Student should not exceed two 8 week cycles on any given tier.
- Student should not yo-yo between tiers. If you have a student that is moving up and down amongst the tiers and are not sure how to help them please speak to your site's SST Coordinator.
- Every Tier has to have a tangible goal. All team members, including the student should know and understand the goal that has been set. If we do not have SMART (specific, measurable, attainable, relevant and timely) goals in place, then we will not be able to effectively collect data and show the efforts we have made toward remediation for a student.
- Each Tier can have the same goal, just different levels of support
- If you need assistance- Please reach out to the Assistant Director of Student Services or your school site SST Coordinator! If you are not sure how to write a tangible goal, or need some ideas on accommodations, let us know.
    - Lastly, there is always an exception to the rule. Sometimes there may be situations that prove to be more dire and the RtI framework is not appropriate. In those cases, please follow these steps:
        1. Fill out the Safety Net paperwork
        2. Gather all assessment data such as NWEA, CELDT, CAASPP/SBAC etc. and any other documentation that clearly shows the elevated area of need for that student.
        3. Go to your SST Coordinator to notify them of the concern.
        4. SST Coordinator contacts the Assistant Director of Student Services to discuss next steps of support for student.

Documentation of The Student Support Team Process

Proper documentation is essential in the SST process. Written summaries of the team's actions should be kept for every meeting. The actions of the SST should be so clear that new teachers each year will have no difficulty determining what has been tried and found successful for the student in the past. **All information should be dated.** Team members should adopt the attitude of, "If it isn't written down, it didn't happen."

Documentation of SST activities should include the following:

- Student's name
- Name of team members
- Meeting dates
- Identification of student needs
- Any records of assessment
- Educational plan and implementation results
- Follow-up and, as appropriate, continuous evaluation.

A suggested list of forms to document the SST activities is as follows:

- **SST Agenda:** helpful in tracking the activities of the SST and assuring that all necessary procedures are implemented in a timely manner.
- **SST Request:** essential in gathering initial information on the student. The form would aid in gathering pertinent information about the student's difficulties, strengths, and weaknesses.
- **Parent Notification/Invitation to Meeting:** inform parents of the purpose of the request and invite their participation in the process.
- **Meeting Notes and Summary:** document the actions of the SST in each meeting. Should be written in a professional manner. Parents should be given a copy of the summary from each meeting. <u>SST members should refrain from making diagnoses or judgment statements in SST summaries.</u> The student's problems should be clearly defined based on clear and reliable data. The discussion of the team should be summarized, and the recommendations should be documented. If the student is being referred to special education, considered for Section 504 eligibility, or no longer needs the services of the Student Support Team, the summary must reflect this decision.
- **Background Information:** helpful in gathering developmental, behavioral, and environmental information about the student.
- **Dismissal Letter:** may be used to explain the decision to dismiss a student from SST if
- the parents do not attend the SST meeting.

These are required components of SST Documentation.

Overview of RTI and PBIS

What is RTI?

Response To Intervention (RTI)

Response to Intervention (RTI) is a multi-tiered approach to the early identification and support of students with learning, behavioral, social emotional, and speech and language needs. The RTI process begins with high-quality instruction. Struggling learners are provided with interventions at increasing levels of intensity to accelerate their rate of learning.

Why should I do it:

- RTI is an academic based intervention addressing primarily academics, behavioral, speech and language, and social emotional concerns
- Many **students act out and exhibit emotional and coping problems in school due to being behind academically and not understanding the work and concepts**
- RTI addresses these academic deficits that can lead to misbehavior in the classroom
- Reduces behavior problems and increases coping skills
- Improves grades and achievement
- Boosts student confidence, work completion, and willingness to work
- Improves student's self-concept

When should I do it:

- When a student is falling behind in a class academically
- When it appears a student is avoiding work, or has anxiety centered around class work
- When a student is frequently absent or tardy
- When a student displays work refusal, withdraws from group and paired work, and seems to make excuses for not doing academic tasks and it is known the student has low scores or low ability in the academic area or an area related to the ability to do the task
- When a student is lacking social skills
- When it is hard for a student to express themselves
- When it is hard to understand what a student is trying to communicate

How do I do it:

- In a nutshell, RTI is a 3 tiered system where each tier of intervention targets more specific academic deficits in individual students, such that tier 1 interventions target a whole class, tier 2 small groups or pairs, and tier 3 targets individual students.

The basic idea is:

- Determine the academic deficit areas
- Implement an academic intervention targeting the specific academic deficit area
- If there is progress, continue this intervention
- If there is no progress, try the intervention again at a higher frequency
- If you try the same intervention again and it does not work, try a different one
- Continue this process until you find an intervention the student responds to
- For the following eight weeks the teacher should be doing the in-class interventions and documenting the results
- At the end of the eight weeks, if the interventions did not work at all then an SST meeting should be held where the parents are invited.

What is PBIS?

PBIS or Positive Behavioral Interventions and Supports is a school wide framework for individual schools to decide how they want to function as a community. It gives schools the power to create the type of learning environment that they chose to be in terms of student behavior. PBIS is used school wide to teach and reinforce appropriate social skills and prevent problematic, unwanted behaviors. It uses evidence based interventions that have to be consistent school wide. In order for PBIS to thrive in your school community you must have the following:

1) A PBIS leadership team, to lead implementation
2) Statement of Purpose
3) 3-5 clearly stated, school wide positive behavioral expectations
4) Behavioral matrix that explains how those expectations look in your school
5) The expectations must be taught to the students
6) A system that recognizes when students use expected behaviors
7) Flow chart that details what to do when misbehaviors occur in the classroom and school wide

8) Tracking that monitors implementation, fidelity and outcomes of PBIS in your school

Why should I do it?

- Teaching expected behaviors and social skills is more effective than punishment for misbehaviors
- PBIS decreases office referrals, and suspensions caused by unwanted behavior and increases academic achievement
- More time spent teaching, less time spent correcting behaviors
- Improves relationships between students and staff

When should I do it?

- PBIS should be practiced daily and consistently
- Expectations should be taught at the beginning of the year and constantly reinforced with classroom lessons, assemblies and incentives

How do I do it?

- What's great about PBIS is that each school can taylor the program to fit their specific needs
- Each school needs to put together a PBIS Leadership team, the team should include an administrator, an ARC team member, at least one staff member who is not a teacher and a few teachers
- Once your PBIS Leadership team decides which behaviors you all will be targeting you should begin talking to your students about what those expected behaviors look like and rewarding when you see expected behaviors

The basic idea is:

- PBIS is a school wide tier 1 intervention
- PBIS is designed to teach social skills and expected behaviors through rewarding for those behaviors and a mapped out set of consequences when those behaviors do not occur
- Your school can change your PBIS plan as you see needs in your school community changing
- PBIS is a positive approach to behavior management, it even requires the language you use with students to be framed in a positive manner
- PBIS is a preventative measure to increase academic outcomes and decreases unwanted behaviors
- PBIS is data driven, and evidence based

- Although PBIS is a school wide behavioral intervention, teachers can still adopt their own in class PBIS on a smaller scale
- For most students school wide PBIS will be a strong enough reinforcer for positive behavior. For those students who still are exhibiting unwanted behaviors after your school wide system of PBIS has been tried with them, then it is time to complete a Safety Net Form for the that individual student

Appendix

You will find the various forms needed while moving through the RTI and SST process.

Pictured Below: Copy of Safety Next Form

Safety Net Form

Student Name: _____ Date: _____

Grade: _____ School Name: _____

Teacher Name(s):

Current Interventions:	

Concern(s):

_____

_____

_____

_____

_____

_____

_____

*Please complete cume file review form also.

Reviewed By: _____ Date: _____

Submitted By: _____ Date: _____

Cume File Review Form

Student:	**Reviewed by:**	**Date Review:**
Grade:	**Parent/Guardian:**	

Strengths(✓)/Challenges(x):

- ❑ Time On Task
- ❑ Achievement
- ❑ Organization
- ❑ Transitions
- ❑ Able to Work Independently
- ❑ Homework\Task Completion
- ❑ Self-Regulation
- ❑ Memory
- ❑ Fine Motor Skills
- ❑ Gross Motor Skills
- ❑ Social Skills
- ❑ Expressive/Receptive Language
- ❑ Assertive
- ❑ Articulation
- ❑ Cooperative
- ❑ Metacognition
- ❑ Readiness to Learn
- ❑
- ❑
- ❑
- ❑

Assessments:

Vision: _____
Hearing: _____
Medications: _____
Medical Conditions:_____
Speech & Language: _____
Psychologist:_____
Occupational Therapist: _____
Other:_____

Recent Assessments: (Literacy/Math assessment and Benchmark data i.e., CAASP, CELDT, CAPA dating back at least 2 years)

_____
_____
_____
_____
_____
_____
_____

Supports & Interventions (Previous & Current):

- ❑ Learning Resource
- ❑ Speech & Language
- ❑ School Counselor
- ❑ Psychologist
- ❑ Occupational Therapist
- ❑ Specialized Programs
- ❑ Other_____

Most recent Report Card Marks:

Class Name	Grade Earned

Noteworthy Comments – e.g., list and describe 3-5 significant findings (?):

Pictured Below: Intervention Log Example

Intervention Log						
Name of Student:				Date:	Grade:	
Teachers Name(s):						
Concern:						
Goal:						
Assessment			Pre Test and Results:			
			Post Test and Results:			
Date	Teacher Name	Time	Accomodation/ Intervention / Strategy / Notes	Times Per Week	Group Individual	Session Length

SST Meeting Notice

Student Study Team Meeting date (S.S.T.) Date_____
Student_____Birthdate_____

Parent/Guardian_____
School_____

Dear Parents: This is to request your attendance at a Student Study/Success Team (S.S.T.) meeting which has been scheduled to discuss your child's current school performance. The S.S.T. is a team of teachers and support staff which meets with parents to develop possible strategies for increasing your child's success in school. Your child was referred to the S.S.T. by _____ because of concerns in the following areas:_____.

Meeting Date:_____ Time:_____ Place:_____

If you have any questions regarding this meeting or need to reschedule, please contact the following person: _____

Phone_____ Those who have been invited to attend this meeting:

Parent/Guardian:_____Administrator:_____
_____Teacher(s):_____
_____Others:_____
_____Student:_____
✂---------- CUT AND RETURN
---------- PLEASE RETURN THIS PORTION
TO:_____ Student
_____Birthdate_____ I have been informed of the meeting on _____.
_____Yes, I will be at the S.S.T meeting. _____Yes, I would like to participate by phone.
_____No, I cannot come at the scheduled time. Please contact me at _____ to reschedule. _____No, I cannot come at the scheduled time. Please proceed without me.
Parent/Guardian
Signature_____Phone_____

Pictured Below: SST Meeting Notes/Summary Page 1

STUDENT STUDY TEAM: MEETING SUMMARY (INFORMAL)

STUDENT NAME: **GRADE:** **MEETING DATE:**

SCHOOL: **FACILITATOR:**

Use this form to detail the information shared and captured at the meeting. The notes will then be formally typed in the Student Study Team Meeting Form

STRENGTHS
KNOWN INFORMATION ***(Summarize pertinent student information, e.g. health/developmental status, testing data, work samples, etc.)***
PRIOR INTERVENTIONS ***(Include current services, accommodations/ modifications, length of time tried & outcomes; ILP if indicated)***
AREAS OF CONCERN ***(Prioritize)***
BRAINSTORM – STRATEGIES (*Consider Classroom, School, Home, and Community Arenas)*

HOME SUPPORTS	
DESIRED STUDENT OUTCOMES ***(Use Menu of Interventions)***	**AS EVIDENCED BY** ***(Method of progress monitoring)***

Pictured Below: SST Meeting Notes/Summary Page 2

STUDENT STUDY TEAM: MEETING SUMMARY (FORMAL)

Student: **Grade:** **Birth Date:**

Date of Meeting: **School:**

Background Information	Personal/ Class Strengths	Concerns	Accommodations In Place

Ideas & Essential Questions	Milestones/Benchmarks	Next Steps
		.

Conclusions	Needed Supports
	.

Attendees	Signatures	Date

Helpful Tips for SST Meetings

STUDENT STUDY TEAM: MEETING FACILITATION TIPS AND NOTES

Facilitation is a way of providing leadership without taking the reins. Your job as a facilitator is to get others to assume responsibility and take the lead.

Core Practices of Facilitators:

- *Stay neutral on content:* Focus on the process. This doesn't mean that you can't offer suggestions; it just means that you shouldn't impose your opinions on the topic to the group.
- *Listen Actively:* Look people in the eye, use positive body language, paraphrase.
- *Ask Questions:* Test assumptions, invite participation, and gather information.
- *Paraphrase to Clarify:* ("Are you saying", "What I'm hearing you say is…")

- *Synthesize Ideas:* Get people to comment on what others are saying and build on their thoughts.
- *Identify a Scribe:* Create a visual action plan/ 'to do' list to keep group on task.
- *Stay on Track:* Set a timeline for the meeting and appoint a timekeeper. Use a parking lot to record ideas that are important but not on topic. Label situations if they are sidetracks.
- *Give and Receive Feedback:* Call on people that seem to be disengaged from the process; ask members how they feel the meeting is going or if you are making progress; regularly evaluate the effectiveness of the meeting by eliciting feedback from group members.
- *Test Assumptions:* Bring assumptions out into the open, clarify them, and challenge them.
- *Collect Ideas:* Keep track of emerging ideas and final decisions. Notes should reflect what people actually said and not your interpretation of what was said (see Identify a Scribe).
- *Summarize Clearly:* Summarize to revive a discussion that has come to a halt or to end a discussion when things seem to be wrapping up.
- *Identify Next Steps:* Identify action items, who is responsible and when tasks are to be accomplished.

Behaviors That Help	Behaviors That Hinder
✓ listens actively ✓ maintains eye contact ✓ helps identify needs ✓ gets buy-in ✓ surfaces concerns ✓ defines issues ✓ brings everyone into the discussion ✓ uses good body language and intonation ✓ paraphrases continuously ✓ provides feedback ✓ accepts and uses feedback ✓ checks time and pace ✓ provides useful feedback ✓ monitors and adjusts the process ✓ asks relevant, probing questions ✓ keeps an open attitude ✓ stays neutral ✓ offers suggestions ✓ is optimistic and positive ✓ manages conflict well ✓ takes a problem-solving approach ✓ stays focused on process ✓ ping-pongs ideas around	● oblivious to group needs ● no follow-up on concerns ● poor listening ● strays into content ● loses track of key ideas ● makes poor notes ● ignores conflicts ● provides no alternatives for structuring the discussion ● gets defensive ● puts down people ● no paraphrasing ● lets a few people dominate ● Never asks "How are we doing?" ● tries to be the center of attention ● lets the group get sidetracked ● projects a poor image ● uses negative or sarcastic tone ● talks too much/ ● doesn't know when to stop

✓ makes accurate notes that ✓ reflect the discussion ✓ looks calm and pleasant ✓ is flexible about changing the approach use ✓ skillfully summarizes what is sai ✓ knows when to stop	

AMPS

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Appendix G

Amethod Public Schools

Section 504

Detailed Section Overview

I. DESCRIPTION

Section 504 is a civil rights law that prohibits discrimination against individuals with disabilities and ensures that children with disabilities have equal access to education. Section 504 protects qualified students with disabilities who attend schools receiving federal financial assistance, including charter schools.

Generally all individuals who are disabled under the IDEA are also considered to be entitled to rights and protection under Section 504. However, all individuals who have been determined to be Section 504 eligible may not be IDEA eligible.

Free Appropriate Public Education, or FAPE, is an educational right of children with disabilities in the United States that is guaranteed by Section 504 of the Rehabilitation Act of 1973 and the Individuals with Disabilities Education Act (IDEA). Under Section 504, FAPE is defined as "the provision of regular or special education and related aids and services that are designed to meet individual needs of persons with disabilities as well as the needs of non-disabled persons are met and based upon adherence to procedural guidelines regarding educational setting, evaluation and placement and procedural safeguards as outlined in the law." Under the IDEA, FAPE is defined as an educational program that is individualized to a specific child, designed to meet that child's unique needs, provides access to the general curriculum, meets the grade-level standards established by the state, and from which the child receives educational benefit. The United States Department of Education issues regulations that define and govern the provision of FAPE.

Section 504 regulations require identification, evaluation, provision of appropriate services, and procedural safeguards. While the IDEA spells out what FAPE means for the IDEA- eligible students with well defined criteria and procedures, Section 504 does not provide similarly detailed eligibility criteria, nor does it require any particular form in which program protections must be delivered. Classroom teachers and other school staff are responsible for providing accommodations and/or services necessary for eligible students to participate in and benefit from public education programs and activities. Accommodations may provide support of physical, instructional, or social/emotional nature.

Furthermore, while the IDEA programs receive state and federal funding, Section 504 receives no state or federal funding.

Similar to the IDEA, Section 504 requires schools to provide a FAPE to each qualified student with a disability, regardless of the nature or severity of the disability. Under Section 504, FAPE consists of regular or special education and related aids and services designed to meet the student's individual needs to the same extent that the needs of nondisabled students are met. A student must be placed in the same setting as students without disabilities, to the maximum extent appropriate to meet the needs of the student. This includes academic and nonacademic services, including meals, recess, and physical education.

Unlike IDEA, Section 504 does not require that these services be provided under an IEP or other formal document.

II. ELIGIBILITY

Section 504 of the Rehabilitation Act of 1973 is a *federal civil rights anti-discrimination law* that applies to eligible adults and children.

The ADA Amendments Act directly impacts interpretation and application of Section 504. An individual with a disability, or handicapped person as the phrase is used in Section 504, is "any person who:

i. *Has a physical or mental impairment which substantially limits one or more major life activities, or*

ii. *Has a record of such an impairment, or*
iii. *Is regarded as having such an impairment" (34 C.F.R. § 104.3 (j) (1)).*

Notes on Eligibility: under Section 504 also requires that the physical or mental impairment substantially limits one or more major life activities.

Section 504 applies broadly to any person who has been identified as having a physical or mental impairment which substantially limits one or more major life activities including but not limited to:

- Walking
- Seeing
- Hearing
- Speaking
- Breathing
- Learning
- Working
- Performing manual tasks
- Caring for oneself
- Reading
- Thinking
- Concentrating

The ADA Amendments Act of 2008 provides that major life activities include "the operation of a major bodily function, including but not limited to, the function of the immune system, normal cell growth, digestive, bowel, bladder, neurological, brain, respiratory, circulatory, endocrine, and reproductive functions" (42 U.S.C. § 12102(2)(B)).

Definitions

A. Individual with a Disability

A qualified individual with a disability under Section 504 is any person who:

1. Has a physical or mental impairment which substantially limits one or more major life activities;
2. Has a record of such an impairment; or
3. Is regarded as having such impairment. [29 U.S.C. Sec. 706(8)]

B. Has a Record of Such an Impairment

Has a history of, or has been classified as having, a mental or physical impairment that substantially limits one or more major life activities. *[34 Code of Federal Regulations, Part 104.3]*

C. Is Regarded as Having an Impairment

1. Has a physical or mental impairment that does not substantially limit major life activities but is treated by a recipient as constituting such a limitation;
2. Has a physical or mental impairment that does substantially limit major life activities only as a result of the attitudes of others toward such an impairment; or

3. Has none of the impairments defined but is treated by a recipient as having such an impairment. *[34 Code of Federal Regulations, Part 104.3]*

D. Qualified Disabled Individual

A qualified disabled individual for public preschool, elementary, secondary, or adult education services is a disabled person who:

1. Is of an age during which nondisabled persons are provided such services;
2. Is of an age during which it is mandatory under state law to provide such services to disabled persons, or
3. To whom the state is required to provide FAPE under the IDEA. *[29 U.S.C. Sec. 706(81]*

E. Major Life Activities

Major life activities are defined as "functions such as caring for oneself, performing manual tasks, walking, seeing, hearing, speaking, breathing, learning, working, reading, thinking, and concentrating." The disability need only substantially limit one major life activity in order for the student to be eligible. *(34 Code of Federal Regulations, Part 104.3)*

F. Physical or Mental Impairment

1. Any physiological disorder or condition, cosmetic disfigurement, or anatomical loss affecting one or more of the following body systems: neurological; musculoskeletal; special sense organs; respiratory; including speech organs; cardiovascular; reproductive; digestive; genito-urinary; hermetic and lymphatic; skin; and endocrine; or
2. Any mental or psychological disorder, such as mental retardation, organic brain syndrome, emotional or mental illness, and specific learning disabilities. *(34 Code of Federal Regulations Part 104.3).*

III. IDENTIFICATION PROCESS

The school and organization has the responsibility to seek, identify, and develop accommodation plans for Section 504 eligible students. Students may be “self-referred” or referred by a parent/guardian, teacher, or other adult.

In most cases, students are first referred for review by a Student Study Team (SST) to discuss concerns and consider accommodations or support services.

The SST may determine whether the student should be referred for evaluation under IDEA guidelines or Section 504. All members of the Student Study Team, including parents, will receive the summary notes and determinations from the SST meeting(s).

Student Study Team (SST) Overview

1. Student Concerns arise (modifications may have been attempted previously at this point);
2. Meeting with family set to discuss student concerns (SST);

3. The Student Study Team (SST) meeting is set begin to asses if more comprehensive programs (such as Individual Learning Plan, Individual Education Plan or 504 accommodations required);
4. Team meeting is set with family;
5. Team will write SST summary and send to family;
6. Plan implemented;
7. Assessments and reviews are continued;
8. All throughout, modifications and plans are documented by teacher, supplemental staff and administration;
9. OUSD is the assigned SELPA and therefore are responsible for the testing, evaluation and referral for students who may require further accommodations through IEP process. However , for students not eligible under IDEA but still disables under Section 504, Amethod Public School is responsible for the testing, evaluation, and provision of services to those students as needed.

Section 504 Team Membership and Meeting

A Section 504 team must include people who are knowledgeable about the student, who are able to interpret evaluation data, who are knowledgeable about the health implications of the student's disability, and the services that must be provided to Section 504-eligible students. Parents should also be included in the meeting. Students should also attend the meeting if age appropriate and permitted by the parent.

In the event the student is assessed and found to have a disability within the definition of IDEA, the assessment information may, but is not required to, be used to determine whether the student has a disability within the definition of Section 504. Not qualifying for special education should not result in automatic qualification for Section 504. Qualification for Section 504 must be based on the specific eligibility standards for Section 504.

The facilitator takes a leadership role in planning and serving as the chair of the Section 504 Team meetings.

The designated Amethod Public Schools Regional Section 504 Facilitator is Evelia Villa- 3200 Barrett Avenue, Richmond, CA 94801 (510) 235-2465.

Designated Amethod Public School 504 Coordinators by Site:

- **Oakland Charter Academy: 3001 International Blvd. Oakland, CA 94601**
  Alicia Streight (510) 532-6751
- **Oakland Charter High School: 345 12th Street Oakland, CA 94607**
  Eric Becker (510) 893-8700
- **Richmond Charter Academy: 3200 Barrett Ave. Richmond, CA 94801**
  Evelia Villa (510) 235-2465

Prior to conducting a Section 504 Team Meeting, the following steps should be taken:

1. The Section 504 Coordinator should determine the appropriate membership of the team. This may involve input from the student's parent/guardian and teachers.
2. A meeting date should be determined. The meeting date should occur within 45 days of referral.
3. A written notice of the Section 504 Team Meeting should be sent to the parents/guardians.
4. The written notice should include a copy of the 504 Parent Rights and a Notice of Nondiscrimination.
5. The Section 504 Coordinator should collect relevant information prior to the team meeting.

Evaluation material can include:

- Formal and informal test results.
- Aptitude and achievement tests.
- Observations and anecdotal records.
- Attendance records.
- Behavior records.
- Medical reports.
- Grade records/progress reports.
- Teacher reports/recommendations.
- Grade, cohort, and /or classroom performance comparable data; (*school district should compare the student's performance to that of the average student in the general population (Bervcovitch v. Baldwin School, 1998).*

The Section 504 team should then meet to review the above information and determine the student's eligibility.

IV. EVALUATION

Requirements for evaluation are determined by the type of disability believed to be present. The evaluation must provide relevant data needed to assess the nature and extent of the disability, the impact of the disability, and recommended services. Evaluations more limited than a comprehensive special education evaluation may be adequate in many circumstances. However, it is imperative that staff conduct a Section 504 determination regardless of the information the parents/guardians may or may not provide.

Evaluation must cover area(s) of concern and be completed in a reasonable timeframe. Evaluation information from a variety of sources should be considered. Information may be available in the student's record. While medical records can be provided by the parent/guardian, it is not mandated that the school seek a doctor's input. It is an option of the parent/guardian to hire a physician in order to determine a medical condition. All information on medical conditions must be considered. If a parent has a diagnosis from a private medical or mental health provider, an appropriate staff person should discuss the diagnosis with the parent and the provider, as needed and conduct any supplemental assessment deemed necessary, including the possibility of the school conducting a medical assessment if needed.

Section 504 Accommodations

In the school setting, accommodations are adjustments made by the classroom teacher and other school staff to enable the student to benefit from his or her educational program. Accommodations may provide support of physical, instructional, or social/emotional needs. It is important that the Section 504 team determine each year what interventions and accommodations are needed by the student to insure an appropriate educational program.

Review Annually

The student's progress must be reviewed by the appropriate school staff and parents/guardians, and modified annually or more often, if there is a change in the student's condition. The plan should be reviewed if the student is not successfully accessing the educational program. A Section 504 transitional meeting must take place between the elementary, middle, and high school staff prior to the Section 504 student entering the six and ninth grades. The transitional meeting shall be held in the spring of each school year

V. OVERVIEW OF 504 SERVICES

What services are available to a student who is not eligible for services under IDEA but is covered by Section 504? Section 504 defines the provision of an appropriate education as: either regular or special education and related aides and services that are designed to meet individual educational needs of handicapped persons as adequately as the needs of non handicapped persons.

The services will be written into the student's 504 plan.

**It is difficult to conceive of any student who requires special education under Section 504 yet is not eligible for special education services under IDEA. In other words, if Section 504 requires a school district to provide special education to a Section 504 student, that student should actually be an IDEA-eligible student receiving special education services under IDEA.*

Example of Services

School Instructional (Pre IEP, 504) Services include but are not limited to:

- ✓ Small Group tutoring
- ✓ Preferential class seating
- ✓ Instructional strategies such as: Cloze notes, SQ3R, outlines, etc.
- ✓ Individual tutoring
- ✓ A diabetic child may be permitted to eat in the classroom
- ✓ Increased instructional minutes (in class)
- ✓ Extended calendar tutor modules
- ✓ Organization aides
- ✓ Insulin or medications
- ✓ A child's seat assignment accommodates a disability.
- ✓ .A child may be permitted to go to the office for the administration of medication.
- ✓ A student's assignments or testing conditions may be adjusted (i.e. extensions of time, modification of test questions).

Note: This is a team process where all members of the team, not just the teacher, may have responsibilities in fulfilling the requirements of the 504 plan.

VI. PROCEDURAL SAFEGUARDS AND PARENT/GUARDIAN RIGHTS

There are several times during the planning process when the parent/guardian should be provided with a written copy of their rights:

1. When eligibility is questioned and assessment begins.
2. When eligibility is determined, including determinations that a student is not eligible; and
3. When an accommodation plan is developed.
4. Before there is a significant change in the plan for services.

Parent notification should include the following rights under Section 504:

I. Right to file a grievance with the charter school, school district, California State Department of Education or the Office of Civil Rights over an alleged violation of Section 504 regulations.

2. Right to have an evaluation that draws on information from a variety of sources.
3. Right to be informed of proposed actions related to eligibility and plan for services.
4. Right to examine all relevant records.
5. Right to receive all information in the parent/guardian's native language and primary mode of communication.
6. Right to periodic reevaluations and an evaluation before any significant change in program.
7. Right to an impartial hearing if there is disagreement with the charter school's proposed action.
8. Right to be represented by counsel in the impartial hearing process.
9. Right to appeal the impartial hearing officer's decision.

The parent/guardian should be provided with written notification of all actions and/or decisions made by a Section 504 Team, including those in which the parent/guardian participated. A record of documentation provided to the parent/guardian should be maintained at the school in the student's pupil records.

VII. DEVELOPMENT OF A SECTION 504 PLAN AND ANNUAL REVIEW

If the student is determined to be 504 eligible, the charter school/ district must develop and implement an "Accommodation Plan" for the delivery of needed services. The charter school/district must provide what the student needs to access programs and services comparable to that of a non- Section 504 students. Accommodations generally involve adjustments made by classroom teachers and other school staff to enable the Section 504-eligible student to benefit from his/her educational program. Accommodations may provide support of a physical, instructional, or social/emotion nature.

The decisions about 504 eligibility, aids, and services must be documented in the 504 Plan and reviewed annually by the 504 Team.

VIII. FOLLOW UP

Following the 504 meeting the site 504 meeting facilitator should

1. Notify all staff serving the student of the student's eligibility and their role in providing accommodations. These staff members should receive a copy of the accommodation plan and sign the Staff Acknowledgement Form indicating they received a copy of the plan. This form should be attached to the 504 Plan.
2. Send a copy of the signed 504 Plan and all supporting documents to the school/regional 504 Coordinator, and the Chief Academic Officer.

APPENDIX

PROCEDURAL SAFEGUARDS/PARENT'S RIGHTS

Rights of parents or guardians relative to evaluation, eligibility, and services under Section 504 of the Rehabilitation Act of 1973.

Federal regulations implementing Section 504 of the Rehabilitation Act of 1973 (34 CFT 104.36) requires that procedural safeguards be made available regarding the evaluation, eligibility, or determination of reasonable accommodation for students with disabilities.

As a parent or guardian, you have the right to:

A. Notice. Receive notice with respect to the evaluation, eligibility, and educational placement of your child;

B. Examination of Records. Examine all relevant records relating to decisions regarding your child's evaluation, eligibility, education programs, and services;

C. Impartial Review Hearing. Request an impartial review hearing related to decision or actions regarding your child's education program. You and your child may take part in the impartial hearing and have an attorney represent you.

Times during the planning process when parents/guardians should be provided their rights under Section 504 are:

- ✓ When eligibility is determined.
- ✓ When a plan is developed.
- ✓ Before there is a significant change in the plan for services.

Notification should include the following rights under Section 504:

1. Right to file a grievance with the charter school /district over an alleged violation of Section 504 regulations.
2. Right to have an evaluation that draws on information from a variety of sources.
3. Right to be informed of any proposed action related to eligibility and plan for services.
4. Right to examine all relevant records.
5. Right to receive all information in the parent's/guardian's native language and primary mode of communication.
6. Right to periodic re-evaluations and an evaluation before any significant change in program/ service modifications.
7. Right to an impartial hearing if there *is* disagreement with the school district's proposed action. 6. Right to be represented by counsel at their own expense in the impartial hearing process.
8. Right to appeal the impartial hearing officer's decision.

The Charter school organization has established timelines for the 504 process, (*See Timelines).*

* Section 504 regulations do not define "*impartial*." However, in similar processes, impartial has been defined as a person not employed by or under contract with the organization in any capacity.

**Section 504 regulations do not require that the selection of the hearing officer be a mutually agreed upon decision between the charter school organization/ district and the parents/guardians

Section 504 Process

1. Concern

A student, parent, teacher, or administrator has a concern that a student may need support. Strategies are developed and implemented to address the concern.

2. Referral to the Student Study Team (SST)

If the strategies are not successful, the concerned individual should complete the SST referral form. The referral form documents the original concern, the strategies implemented to address the concern and the outcome of the strategies.

3. Decision to Evaluation

The SST reviews the referral, the student's file, and the strategies implemented so far, and consult with teachers, parents, student, or anyone who has information. The SST decides whether it appears the student might have a disability or other need.

If the SST believes that the student may be eligible under IDEA or may be an English language learner or have other needs, the SST refers the student for evaluation under those processes.

If the student appears to have a disability under 504, the SST Team prepares for a meeting with a referral form to all SST members and Notification of Meeting and Rights for parents. The parents must provide consent prior to this initial evaluation.

If the SST decides the student does not appear to have a disability, the SST suggests other strategies for resolving the concern and gives the parents a Notice of Action and Procedural Safeguards and Rights.

4. Evaluation

Once the parents have provided consent for evaluation, the team evaluates the student's needs based on a variety of collected information. The parents may also choose to have their own expert evaluate the student in addition to the district's expert, at their own expense.

5. Eligibility Decision

A 504 Team is convened to review the evaluation data and decide if the student is eligible under Section 504. At that time, the 504 Team fills out the Section 504 Determination Form. The 504 Team must include persons knowledgeable about the student, the evaluation data, and modification plans. In making its eligibility decision, the 504 Team must consider information from a variety of sources, including any relevant information submitted by the parents. The student is eligible if the student has an impairment that substantially limits a major life activity. The 504 Team can also refer the student for IDEA, ELL, or other evaluation if appropriate.

If the 504 Team determines that the student is eligible under 504, the 504 Team gives the parents a Notice of Action and Rights and the 504 Team convenes to develop a 504 Plan.

If the 504 Team decides that the student is not eligible, the 504 Team gives the parents a Notice of Procedural Safeguards and Rights and meeting notes. The team also suggests other strategies for resolving the underlying concern.

6. Develop a 504 Plan

Once a student is found eligible under Section 504, the 504 Team convenes to develop a 504 Plan. The 504 Plan can be developed at the same time that eligibility is established if the 504 Team wishes. The 504 Plan describes the student's needs and what services or modifications will be provided to address the student's needs. The 504 Team gives the parents a Notice of Procedural Safeguards and Rights and a copy of the 504 Plan.

7. Review Plan

The 504 Team will convene annually to review the 504 Plan to ensure that the 504 Plan is meeting the student's needs. If the 504 Team decides that the 504 Plan needs to be modified, the 504 Team gives the parents a Notice of Procedural Safeguards and Rights.

8. Reevaluation

The 504 Team must periodically reevaluate the student to determine if the student is still eligible or if the student has additional needs. Before a reevaluation, the 504 Team gives the parent a Notice of Procedural Safeguard and Rights. Reevaluations will occur on a yearly basis or before any significant change in placement. Changes in placement include the discontinuation of services, changes of services, and long-term suspensions and expulsions.

AMPS

HONOR HARD WORK

Appendix H

AMPS

HONOR HARD WORK

AMPS Start of the Year Goal Setting

AMPS PGP PROCESS

INSTRUCTIONS

PURPOSE: This guide will provide the tools necessary to do the following:

1. Set initial goals with your team member, providing clarity of expectations upfront.
2. Identify the evidence and data that will be used to assess progress and achievement.
3. Have structured and formal PGP Discussions to assess progress, review data and provide feedback.
4. Align PD and supports to help the team member successfully make progress and achieve their goals.
5. Celebrate successes and acknowledge ways the team member has contributed and helped lead.

DIRECTIONS:

Goal Setting

1. Set up meetings with each of your direct reports preferably before school starts, but with a **due date of 9/28/2018.**
2. Using page 1 titled "START OF YEAR GOAL SETTING", discuss areas of strengths and opportunities for the team member, landing on 3-5 specific goals that need to be achieved.
3. Be sure to identify the goal term, evidence/data that will be used to assess progress and discuss and plan initial PD supports the team member will need.
4. Be sure to customize the discussion based on the experience and career path level of the team member. Use *career planning worksheet* on page 5 to capture long term career planning.

STEP 1: START OF YEAR GOAL SETTING – DUE 9/28/18

* Questions related to teachers/leaders only.

Team Member Name		***Date***	
***Role** (grade and subject if teacher)*		***# years with AMPS***	
****Career Path Status** (if teacher)*		***# years in role***	

Start of Year Goals (Identify the teaching domain/s involved if a teacher)			
Goals	**Expected Term**	**Sources of evidence/data that should be collected**	**What Initial support or PD is needed**
Enter Goal Here	☐Short Term (30-60 days) ☐Medium Term (60-120 days) ☐Long Term (Year Long)		
Enter Goal Here	☐Short Term (30-60 days) ☐Medium Term (60-120 days) ☐Long Term (Year Long)		
Enter Goal Here	☐Short Term (30-60 days) ☐Medium Term (60-120 days) ☐Long Term (Year Long)		
Enter Goal Here	☐Short Term (30-60 days) ☐Medium Term (60-120 days) ☐Long Term (Year Long)		
Enter Goal Here	☐Short Term (30-60 days) ☐Medium Term (60-120 days) ☐Long Term (Year Long)		

Career Plan Worksheet

Discuss this with each team member early in the year. Every team member should have a career plan.

AMPS is committed to discussing career goals and aspirations within and outside of AMPS. Within your first year at AMPS, you will primarily engage with your leader to discuss your goals for integrating into the organization and performing in your new role. In the second year and beyond, team members may engage with their supervisor at the Start of Year conversation to discuss their AMPS and long-term career plans.
Where on the AMPS Career Path or in your career plan do you see yourself in 2-4 years? *I need to develop the following skills and capabilities to reach my goals:* *Here is where I see myself in 5-7years:* *I am interested in the "fill in blank" role at AMPS. How do I get there?*

AMPS

HONOR HARD WORK

AMPS PGP PROCESS

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AMPS PGP PROCESS

INSTRUCTIONS

PURPOSE: This guide will provide the tools necessary to do the following:

1. Set initial goals with your team member, providing clarity of expectations upfront.
2. Identify the evidence and data that will be used to assess progress and achievement.
3. Have structured and formal PGP Discussions to assess progress, review data and provide feedback.
4. Align PD and supports to help the team member successfully make progress and achieve their goals.
5. Celebrate successes and acknowledge ways the team member has contributed and helped lead.

DIRECTIONS:

Step 1 – Goal Setting

1. Set up meetings with each of your direct reports preferably before school starts, but with a **due date of 9/29/2017.**
2. Using page 1 titled "START OF YEAR GOAL SETTING", discuss areas of strengths and opportunities for the team member, landing on specific goals that need to be achieved.
3. Be sure to identify the goal term, evidence/data that will be used to assess progress and discuss and plan initial PD supports the team member will need.
4. Be sure to customize the discussion based on the experience and career path level of the team member. Use *career path worksheet* on page 11 to capture long term career planning.

Step 2 – PGP Meeting

1. There will be three PGPs with the following due dates:
   a. **PGP 1: 11/17/2017**
   b. **PGP 2: 3/23/2018**
   c. **PGP 3: 6/15/2018**
2. Prior to PGP Discussion, do the following.
   a. Send the self-assessment copy to your team member ahead of time so they can reflect and self-assess their progress. Give at least a week ahead of time and ask them to bring a draft to PGP Meeting.
   b. Review the goals from the previous discussion.
   c. Review and make notes of evidence/data/artifacts you have collected.
   d. Make an initial assessment based on the evidence.
   e. If a teacher or leader, assign an initial rating of the domain to which the goal aligns.
   f. Begin drafting PD and individualized supports you can offer.
   g. Summarize the 2-3 main areas of strengths and 2-3 areas of growth.
3. During PGP, you will do the following.
   a. Review the goal from the previous discussion.
   b. Discuss what progress has been made, if any, and review and record the evidence/data.
   c. If a teacher or leader, discuss the domain rating and finalize the status assessment column, indicating if the team member has *achieved the goal, is on track or is not on track.*
   d. Be clear with what needs to improve prior to next meeting and come up with a PD and support plan aligned to the needs of that team member.
   e. Celebrate the strengths and any leadership/added roles they performed as well as summarizing the main areas of growth.

Step 3 – After the PGP Meeting

1. Both you and the team member sign the PGP and provide a copy to team member.
2. Email a copy to the talent department and to your supervisor.
3. Use and refer to the PGP during ongoing discussions throughout the year.

STEP 1: START OF YEAR GOAL SETTING – DUE 9/29/17

* Questions related to teachers/leaders only.

Team Member Name		***Date***	
***Role** (grade and subject if teacher)*		***# years with AMPS***	
****Career Path Status***		***# years in role***	

Start of Year Goals (Identify the teaching domain/s involved if a teacher)			
Goals	**Expected Term**	**Sources of evidence/data that should be collected**	**What Initial support or PD is needed**
Enter Goal Here	☐Short Term (30-60 days) ☐Medium Term (60-120 days) ☐Long Term (Year Long)		
Enter Goal Here	☐Short Term (30-60 days) ☐Medium Term (60-120 days) ☐Long Term (Year Long)		
Enter Goal Here	☐Short Term (30-60 days) ☐Medium Term (60-120 days) ☐Long Term (Year Long)		
Enter Goal Here	☐Short Term (30-60 days) ☐Medium Term (60-120 days) ☐Long Term (Year Long)		

PGP 1 (Supervisor Copy) – Due 11/17/17

Previous Goals Include Domain # If Teacher Or Leader	Status: *Achieved, On Track,* *Not On Track*	Evidence/Data Notes To Support Rating	Domain Rating Score (Teacher/Leader Only)	Ongoing Supports And Pd Plan	Additional Leadership Roles Team Member has Taken On
	☐Achieved ☐On Track ☐Not On Track				
	☐Achieved ☐On Track ☐Not On Track				
	☐Achieved ☐On Track ☐Not On Track				
	☐Achieved ☐On Track ☐Not On Track				
Summarize Areas of Strength:					
Summarize Areas of Growth:					

New Goals Include Domain # if teacher or leader	Expected Term	Sources Of Evidence/Data That Should Be Collected	What Initial Support Or PD Is Needed
	☐Short Term (30-60 days) ☐Medium Term (60-120 days) ☐Long Term (Year Long)		
	☐Short Term (30-60 days) ☐Medium Term (60-120 days) ☐Long Term (Year Long)		

Team Member Signature: _____ Date: _____ **Leader Signature:** _____ Date: _____

PGP 1 (Team Member Copy)

Previous Goals Include Domain # If Teacher Or Leader	Status: *Achieved, On Track,* *Not On Track*	Evidence/Data Notes To Support Rating	Domain Rating Score (Teacher/Leader Only)	Ongoing Supports And Pd Plan	Additional Leadership Roles Team Member has Taken On
	☐Achieved ☐On Track ☐Not On Track				
	☐Achieved ☐On Track ☐Not On Track				
	☐Achieved ☐On Track ☐Not On Track				
	☐Achieved ☐On Track ☐Not On Track				
Summarize Areas of Strength:					
Summarize Areas of Growth:					

New Goals Include Domain # if teacher or leader	Expected Term	Sources Of Evidence/Data That Should Be Collected	What Initial Support Or PD Is Needed
	☐Short Term (30-60 days) ☐Medium Term (60-120 days) ☐Long Term (Year Long)		
	☐Short Term (30-60 days) ☐Medium Term (60-120 days) ☐Long Term (Year Long)		

PGP 2 (Supervisor Copy) – Due 03/23/18

Previous Goals Include Domain # If Teacher Or Leader	Status: *Achieved, On Track,* *Not On Track*	Evidence/Data Notes To Support Rating	Domain Rating Score (Teacher/Leader Only)	Ongoing Supports And Pd Plan	Additional Leadership Roles Team Member has Taken On
	☐Achieved ☐On Track ☐Not On Track				
	☐Achieved ☐On Track ☐Not On Track				
	☐Achieved ☐On Track ☐Not On Track				
	☐Achieved ☐On Track ☐Not On Track				
Summarize Areas of Strength:					
Summarize Areas of Growth:					

New Goals Include Domain # if teacher or leader	Expected Term	Sources Of Evidence/Data That Should Be Collected	What Initial Support Or PD Is Needed
	☐Short Term (30-60 days) ☐Medium Term (60-120 days) ☐Long Term (Year Long)		
	☐Short Term (30-60 days) ☐Medium Term (60-120 days) ☐Long Term (Year Long)		

Team Member Signature: _____ Date: _____ **Leader Signature:** _____ Date: _____

PGP 2 (Team Member Copy)

Previous Goals Include Domain # If Teacher Or Leader	Status: *Achieved, On Track,* *Not On Track*	Evidence/Data Notes To Support Rating	Domain Rating Score (Teacher/Leader Only)	Ongoing Supports And Pd Plan	Additional Leadership Roles Team Member has Taken On
	☐Achieved ☐On Track ☐Not On Track				
	☐Achieved ☐On Track ☐Not On Track				
	☐Achieved ☐On Track ☐Not On Track				
	☐Achieved ☐On Track ☐Not On Track				
Summarize Areas of Strength:					
Summarize Areas of Growth:					

New Goals Include Domain # if teacher or leader	Expected Term	Sources Of Evidence/Data That Should Be Collected	What Initial Support Or PD Is Needed
	☐Short Term (30-60 days) ☐Medium Term (60-120 days) ☐Long Term (Year Long)		
	☐Short Term (30-60 days) ☐Medium Term (60-120 days) ☐Long Term (Year Long)		

PGP 3 (Supervisor Copy) – Due 06/15/18

Previous Goals Include Domain # If Teacher Or Leader	Status: *Achieved, On Track,* *Not On Track*	Evidence/Data Notes To Support Rating	Domain Rating Score (Teacher/Leader Only)	Ongoing Supports And Pd Plan	Additional Leadership Roles Team Member has Taken On
	☐Achieved ☐On Track ☐Not On Track				
	☐Achieved ☐On Track ☐Not On Track				
	☐Achieved ☐On Track ☐Not On Track				
	☐Achieved ☐On Track ☐Not On Track				
Summarize Areas of Strength:					
Summarize Areas of Growth:					

New Goals Include Domain # if teacher or leader	Expected Term	Sources Of Evidence/Data That Should Be Collected	What Initial Support Or PD Is Needed
	☐Short Term (30-60 days) ☐Medium Term (60-120 days) ☐Long Term (Year Long)		
	☐Short Term (30-60 days) ☐Medium Term (60-120 days) ☐Long Term (Year Long)		

Team Member Signature: _____ Date: _____ **Leader Signature:** _____ Date: _____

PGP 3 (Team Member Copy)

Previous Goals Include Domain # If Teacher Or Leader	Status: *Achieved, On Track,* *Not On Track*	Evidence/Data Notes To Support Rating	Domain Rating Score (Teacher/Leader Only)	Ongoing Supports And Pd Plan	Additional Leadership Roles Team Member has Taken On
	☐Achieved ☐On Track ☐Not On Track				
	☐Achieved ☐On Track ☐Not On Track				
	☐Achieved ☐On Track ☐Not On Track				
	☐Achieved ☐On Track ☐Not On Track				
Summarize Areas of Strength:					
Summarize Areas of Growth:					

New Goals Include Domain # if teacher or leader	Expected Term	Sources Of Evidence/Data That Should Be Collected	What Initial Support Or PD Is Needed
	☐Short Term (30-60 days) ☐Medium Term (60-120 days) ☐Long Term (Year Long)		
	☐Short Term (30-60 days) ☐Medium Term (60-120 days) ☐Long Term (Year Long)		

Career Path Worksheet

Discuss this with each team member early in the year. Every team member should have a career path plan.

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AMPS

HONOR HARD WORK

Appendix I

3						
	Teacher	**Date**	**Periods & Subject**	**Exit Ticket % Goal**	**Exit Ticket % Achieved**	**Unit #/ LP #**
	Standard			**Exit Ticket / Assessment Question for Mastery**		
	Vertical Progression					
	SWBAT					
	Lesson Outline			**Checks for Understanding**		
	Hook (connection to world/self)					
	Introduction to new material					
	Exploration Task (Math and Science) & Practice					
	LP Reflection					
	Homework (Practice)					

Modifications/Accommodations	IEP	504	SST/RTI	EL
	☐	☐	☐	☐
	☐	☐	☐	☐
	☐	☐	☐	☐
	☐	☐	☐	☐

Done Early / Extensions

Leader Notes to Educator

English Language Arts, Math and Science	
Modifications (Teacher Rec.)	
	Color Contrast
	Masking/chunking
	Text-to speech (read aloud questions)
	Bilingual dictionary
	Magnification/Large Print
	Noise buffrers
	Seperate setting
	simplified test directions
	translated test directions
Homework(Practice)	
	American Sign Language Videos
	Audio Transcriptions
	Close Captioning
	Braille
	Streamlined Interface Mode
	Large Print
	Read Out Loud
	Hard copy print
	Scribe
	Speech-to-Text
	Word Prediction
	Text-to-Speech (Audio Transcripts)
	Alternate Response Options
	Calculator 6-8, 11
	Multiplication table 4th and up
	100's number table 4th and up
	Abacus

NUMBER AND QUANTITY

CCSS.MATH.CONTENT.HSN.RN.A.1
Explain how the definition of the meaning of rational exponents follows from extending the properties of integer exponents to those values, allowing for a notation for radicals in terms of rational exponents. For example, we define 51/3 to be the cube root of 5 because we want (51/3)3 = 5(1/3)3 to hold, so (51/3)3 must equal 5.

CCSS.MATH.CONTENT.HSN.RN.A.2
Rewrite expressions involving radicals and rational exponents using the properties of exponents.

CCSS.MATH.CONTENT.HSN.RN.B.3
Explain why the sum or product of two rational numbers is rational; that the sum of a rational number and an irrational number is irrational; and that the product of a nonzero rational number and an irrational number is irrational.

CCSS.MATH.CONTENT.HSN.Q.A.1
Use units as a way to understand problems and to guide the solution of multi-step problems; choose and interpret units consistently in formulas; choose and interpret the scale and the origin in graphs and data displays.

CCSS.MATH.CONTENT.HSN.Q.A.2
Define appropriate quantities for the purpose of descriptive modeling.

CCSS.MATH.CONTENT.HSN.Q.A.3
Choose a level of accuracy appropriate to limitations on measurement when reporting quantities.

CCSS.MATH.CONTENT.HSN.CN.A.1
Know there is a complex number i such that i2 = -1, and every complex number has the form a + bi with a and b real.

CCSS.MATH.CONTENT.HSN.CN.A.2
Use the relation i2 = -1 and the commutative, associative, and distributive properties to add, subtract, and multiply complex numbers.

CCSS.MATH.CONTENT.HSN.CN.A.3
(+) Find the conjugate of a complex number; use conjugates to find moduli and quotients of complex numbers.

CCSS.MATH.CONTENT.HSN.CN.B.4
(+) Represent complex numbers on the complex plane in rectangular and polar form (including real and imaginary numbers), and explain why the rectangular and polar forms of a given complex number represent the same number.

CCSS.MATH.CONTENT.HSN.CN.B.5
(+) Represent addition, subtraction, multiplication, and conjugation of complex numbers geometrically on the complex plane; use properties of this representation for computation. For example, (-1 + √3 i)3 = 8 because (-1 + √3 i) has modulus 2 and argument 120°.

CCSS.MATH.CONTENT.HSN.CN.B.6
(+) Calculate the distance between numbers in the complex plane as the modulus of the difference, and the midpoint of a segment as the average of the numbers at its endpoints.

CCSS.MATH.CONTENT.HSN.CN.C.7
Solve quadratic equations with real coefficients that have complex solutions.

CCSS.MATH.CONTENT.HSN.CN.C.8
(+) Extend polynomial identities to the complex numbers. For example, rewrite x2 + 4 as (x + 2i)(x - 2i).

CCSS.MATH.CONTENT.HSN.CN.C.9
(+) Know the Fundamental Theorem of Algebra; show that it is true for quadratic polynomials.

CCSS.MATH.CONTENT.HSN.VM.A.1
(+) Recognize vector quantities as having both magnitude and direction. Represent vector quantities by directed line segments, and use appropriate symbols for vectors and their magnitudes (e.g., v, |v|, ||v||, v).

CCSS.MATH.CONTENT.HSN.VM.A.2
(+) Find the components of a vector by subtracting the coordinates of an initial point from the coordinates of a terminal point.

CCSS.MATH.CONTENT.HSN.VM.A.3
(+) Solve problems involving velocity and other quantities that can be represented by vectors.

CCSS.MATH.CONTENT.HSN.VM.B.4
(+) Add and subtract vectors.

CCSS.MATH.CONTENT.HSN.VM.B.4.A
Add vectors end-to-end, component-wise, and by the parallelogram rule. Understand that the magnitude of a sum of two vectors is typically not the sum of the magnitudes.

CCSS.MATH.CONTENT.HSN.VM.B.4.B
Given two vectors in magnitude and direction form, determine the magnitude and direction of their sum.

CCSS.MATH.CONTENT.HSN.VM.B.4.C
Understand vector subtraction v – w as v + (–w), where –w is the additive inverse of w, with the same magnitude as w and pointing in the opposite direction. Represent vector subtraction graphically by connecting the tips in the appropriate order, and perform vector subtraction component-wise.

CCSS.MATH.CONTENT.HSN.VM.B.5
(+) Multiply a vector by a scalar.

CCSS.MATH.CONTENT.HSN.VM.B.5.A
Represent scalar multiplication graphically by scaling vectors and possibly reversing their direction; perform scalar multiplication component-wise, e.g., as c(vx, vy) = (cvx, cvy).

CCSS.MATH.CONTENT.HSN.VM.B.5.B
Compute the magnitude of a scalar multiple cv using ||cv|| = |c|v. Compute the direction of cv knowing that when |c|v ≠ 0, the direction of cv is either along v (for c > 0) or against v (for c < 0).

CCSS.MATH.CONTENT.HSN.VM.C.6
(+) Use matrices to represent and manipulate data, e.g., to represent payoffs or incidence relationships in a network.

CCSS.MATH.CONTENT.HSN.VM.C.7
(+) Multiply matrices by scalars to produce new matrices, e.g., as when all of the payoffs in a game are doubled.

CCSS.MATH.CONTENT.HSN.VM.C.8
(+) Add, subtract, and multiply matrices of appropriate dimensions.

CCSS.MATH.CONTENT.HSN.VM.C.9
(+) Understand that, unlike multiplication of numbers, matrix multiplication for square matrices is not a commutative operation, but still satisfies the associative and distributive properties.

CCSS.MATH.CONTENT.HSN.VM.C.10
(+) Understand that the zero and identity matrices play a role in matrix addition and multiplication similar to the role of 0 and 1 in the real numbers. The determinant of a square matrix is nonzero if and only if the matrix has a multiplicative inverse.

CCSS.MATH.CONTENT.HSN.VM.C.11
(+) Multiply a vector (regarded as a matrix with one column) by a matrix of suitable dimensions to produce another vector. Work with matrices as transformations of vectors.

CCSS.MATH.CONTENT.HSN.VM.C.12
(+) Work with 2 × 2 matrices as a transformations of the plane, and interpret the absolute value of the determinant in terms of area.

ALGEBRA

CCSS.MATH.CONTENT.HSA.SSE.A.1
Interpret expressions that represent a quantity in terms of its context.*

CCSS.MATH.CONTENT.HSA.SSE.A.1.A
Interpret parts of an expression, such as terms, factors, and coefficients.

CCSS.MATH.CONTENT.HSA.SSE.A.1.B
Interpret complicated expressions by viewing one or more of their parts as a single entity. For example, interpret P(1+r)n as the product of P and a factor not depending on P.

CCSS.MATH.CONTENT.HSA.SSE.A.2
Use the structure of an expression to identify ways to rewrite it. For example, see a4 - y4 as (a2)2 - (y2)2, thus recognizing it as a difference of squares that can be factored as (a2 - y2)(a2 + y2).

CCSS.MATH.CONTENT.HSA.SSE.B.3
Choose and produce an equivalent form of an expression to reveal and explain properties of the quantity represented by the expression.*

CCSS.MATH.CONTENT.HSA.SSE.B.3.A
Factor a quadratic expression to reveal the zeros of the function it defines.

CCSS.MATH.CONTENT.HSA.SSE.B.3.B
Complete the square in a quadratic expression to reveal the maximum or minimum value of the function it defines.

CCSS.MATH.CONTENT.HSA.SSE.B.3.C
Use the properties of exponents to transform expressions for exponential functions. For example the expression 1.15t can be rewritten as (1.151/12)12t ≈ 1.01212t to reveal the approximate equivalent monthly interest rate if the annual rate is 15%.

CCSS.MATH.CONTENT.HSA.SSE.B.4
Derive the formula for the sum of a finite geometric series (when the common ratio is not 1), and use the formula to solve problems. For example, calculate mortgage payments.*

CCSS.MATH.CONTENT.HSA.APR.A.1
Understand that polynomials form a system analogous to the integers, namely, they are closed under the operations of addition, subtraction, and multiplication; add, subtract, and multiply polynomials.

CCSS.MATH.CONTENT.HSA.APR.B.2
Know and apply the Remainder Theorem: For a polynomial p(x) and a number a, the remainder on division by x - a is p(a), so p(a) = 0 if and only if (x - a) is a factor of p(x).

CCSS.MATH.CONTENT.HSA.APR.B.3
Identify zeros of polynomials when suitable factorizations are available, and use the zeros to construct a rough graph of the function defined by the polynomial.

CCSS.MATH.CONTENT.HSA.APR.C.4
Prove polynomial identities and use them to describe numerical relationships. For example, the polynomial identity (x2 + y2)2 = (x2 - y2)2 + (2xy)2 can be used to generate Pythagorean triples.

CCSS.MATH.CONTENT.HSA.APR.C.5
(+) Know and apply the Binomial Theorem for the expansion of (x + y)n in powers of x and y for a positive integer n, where x and y are any numbers, with coefficients determined for example by Pascal's Triangle.

CCSS.MATH.CONTENT.HSA.APR.D.6
Rewrite simple rational expressions in different forms; write a(x)/b(x) in the form q(x) + r(x)/b(x), where a(x), b(x), q(x), and r(x) are polynomials with the degree of r(x) less than the degree of b(x), using inspection, long division, or, for the more complicated examples, a computer algebra system.

CCSS.MATH.CONTENT.HSA.APR.D.7
(+) Understand that rational expressions form a system analogous to the rational numbers, *closed under addition, subtraction, multiplication, and division by a nonzero rational expression; add, subtract, multiply, and divide rational expressions.*

CCSS.MATH.CONTENT.HSA.CED.A.1
Create equations and inequalities in one variable and use them to solve problems. Include equations arising from linear and quadratic functions, and simple rational and exponential functions.

CCSS.MATH.CONTENT.HSA.CED.A.2
Create equations in two or more variables to represent relationships between quantities; graph equations on coordinate axes with labels and scales.

CCSS.MATH.CONTENT.HSA.CED.A.3
Represent constraints by equations or inequalities, and by systems of equations and/or inequalities, and interpret solutions as viable or nonviable options in a modeling context. For example, represent inequalities describing nutritional and cost constraints on combinations of different foods.

CCSS.MATH.CONTENT.HSA.CED.A.4
Rearrange formulas to highlight a quantity of interest, using the same reasoning as in solving equations. For example, rearrange Ohm's law V = IR to highlight resistance R.

CCSS.MATH.CONTENT.HSA.REI.A.1
Explain each step in solving a simple equation as following from the equality of numbers asserted at the previous step, starting from the assumption that the original equation has a solution. Construct a viable argument to justify a solution method.

CCSS.MATH.CONTENT.HSA.REI.A.2
Solve simple rational and radical equations in one variable, and give examples showing how extraneous solutions may arise.

CCSS.MATH.CONTENT.HSA.REI.B.3
Solve linear equations and inequalities in one variable, including equations with coefficients represented by letters.

CCSS.MATH.CONTENT.HSA.REI.B.4
Solve quadratic equations in one variable.

CCSS.MATH.CONTENT.HSA.REI.B.4.A
Use the method of completing the square to transform any quadratic equation in x into an equation of the form (x - p)2 = q that has the same solutions. Derive the quadratic formula from this form.

CCSS.MATH.CONTENT.HSA.REI.B.4.B
Solve quadratic equations by inspection (e.g., for x2 = 49), taking square roots, completing the square, the quadratic formula and factoring, as appropriate to the initial form of the equation. Recognize when the quadratic formula gives complex solutions and write them as a ± bi for real numbers a and b.

CCSS.MATH.CONTENT.HSA.REI.C.5
Prove that, given a system of two equations in two variables, replacing one equation by the sum of that equation and a multiple of the other produces a system with the same solutions.

CCSS.MATH.CONTENT.HSA.REI.C.6
Solve systems of linear equations exactly and approximately (e.g., with graphs), focusing on pairs of linear equations in two variables.

CCSS.MATH.CONTENT.HSA.REI.C.7
Solve a simple system consisting of a linear equation and a quadratic equation in two variables algebraically and graphically. For example, find the points of intersection between the line y = -3x and the circle x2 + y2 = 3.

CCSS.MATH.CONTENT.HSA.REI.C.8
(+) Represent a system of linear equations as a single matrix equation in a vector variable.

CCSS.MATH.CONTENT.HSA.REI.C.9
(+) Find the inverse of a matrix if it exists and use it to solve systems of linear equations (using technology for matrices of dimension 3 × 3 or greater).

CCSS.MATH.CONTENT.HSA.REI.D.10
Understand that the graph of an equation in two variables is the set of all its solutions plotted in the coordinate plane, often forming a curve (which could be a line).

CCSS.MATH.CONTENT.HSA.REI.D.11
Explain why the x-coordinates of the points where the graphs of the equations y = f(x) and y = g(x) intersect are the solutions of the equation f(x) = g(x); find the solutions approximately, e.g., using technology to graph the functions, make tables of values, or find successive approximations. Include cases where f(x) and/or g(x) are linear, polynomial, rational, absolute value, exponential, and logarithmic functions.*

CCSS.MATH.CONTENT.HSA.REI.D.12
Graph the solutions to a linear inequality in two variables as a half-plane (excluding the boundary in the case of a strict inequality), and graph the solution set to a system of linear inequalities in two variables as the intersection of the corresponding half-planes.

FUNCTIONS

CCSS.MATH.CONTENT.HSF.IF.A.1
Understand that a function from one set (called the domain) to another set (called the range) assigns to each element of the domain exactly one element of the range. If f is a function and x is an element of its domain, then f(x) denotes the output of f corresponding to the input x. The graph of f is the graph of the equation y = f(x).

CCSS.MATH.CONTENT.HSF.IF.A.2
Use function notation, evaluate functions for inputs in their domains, and interpret statements that use function notation in terms of a context.

CCSS.MATH.CONTENT.HSF.IF.A.3
Recognize that sequences are functions, sometimes defined recursively, whose domain is a subset of the integers. For example, the Fibonacci sequence is defined recursively by f(0) = f(1) = 1, f(n+1) = f(n) + f(n-1) for n ≥ 1.

CCSS.MATH.CONTENT.HSF.IF.B.4
For a function that models a relationship between two quantities, interpret key features of graphs and tables in terms of the quantities, and sketch graphs showing key features given a verbal description of the relationship. Key features include: intercepts; intervals where the function is increasing, decreasing, positive, or negative; relative maximums and minimums; symmetries; end behavior; and periodicity.*

CCSS.MATH.CONTENT.HSF.IF.B.5
Relate the domain of a function to its graph and, where applicable, to the quantitative relationship it describes. For example, if the function h(n) gives the number of person-hours it takes to assemble n engines in a factory, then the positive integers would be an appropriate domain for the function.*

CCSS.MATH.CONTENT.HSF.IF.B.6
*Calculate and interpret the average rate of change of a function (presented symbolically or as a table) over a specified interval. Estimate the rate of change from a graph.**

CCSS.MATH.CONTENT.HSF.IF.C.7
Graph functions expressed symbolically and show key features of the graph, by hand in simple cases and using technology for more complicated cases.*

CCSS.MATH.CONTENT.HSF.IF.C.7.A
Graph linear and quadratic functions and show intercepts, maxima, and minima.

CCSS.MATH.CONTENT.HSF.IF.C.7.B
Graph square root, cube root, and piecewise-defined functions, including step functions and absolute value functions.

CCSS.MATH.CONTENT.HSF.IF.C.7.C
Graph polynomial functions, identifying zeros when suitable factorizations are available, and showing end behavior.

CCSS.MATH.CONTENT.HSF.IF.C.7.D
(+) Graph rational functions, identifying zeros and asymptotes when suitable factorizations are available, and showing end behavior.

CCSS.MATH.CONTENT.HSF.IF.C.7.E
Graph exponential and logarithmic functions, showing intercepts and end behavior, and trigonometric functions, showing period, midline, and amplitude.

CCSS.MATH.CONTENT.HSF.IF.C.8
Write a function defined by an expression in different but equivalent forms to reveal and explain different properties of the function.

CCSS.MATH.CONTENT.HSF.IF.C.8.A
Use the process of factoring and completing the square in a quadratic function to show zeros, extreme values, and symmetry of the graph, and interpret these in terms of a context.

CCSS.MATH.CONTENT.HSF.IF.C.8.B
Use the properties of exponents to interpret expressions for exponential functions. For example, identify percent rate of change in functions such as y = (1.02)t, y = (0.97)t, y = (1.01)12t, y = (1.2)t/10, and classify them as representing exponential growth or decay.

CCSS.MATH.CONTENT.HSF.IF.C.9
Compare properties of two functions each represented in a different way (algebraically, graphically, numerically in tables, or by verbal descriptions). For example, given a graph of one quadratic function and an algebraic expression for another, say which has the larger maximum.

CCSS.MATH.CONTENT.HSF.BF.A.1
Write a function that describes a relationship between two quantities.*

CCSS.MATH.CONTENT.HSF.BF.A.1.A
Determine an explicit expression, a recursive process, or steps for calculation from a context.

CCSS.MATH.CONTENT.HSF.BF.A.1.B
Combine standard function types using arithmetic operations. For example, build a function that models the temperature of a cooling body by adding a constant function to a decaying exponential, and relate these functions to the model.

CCSS.MATH.CONTENT.HSF.BF.A.1.C
(+) Compose functions. For example, if T(y) is the temperature in the atmosphere as a function of height, and h(t) is the height of a weather balloon as a function of time, then T(h(t)) is the temperature at the location of the weather balloon as a function of time.

CCSS.MATH.CONTENT.HSF.BF.A.2
Write arithmetic and geometric sequences both recursively and with an explicit formula, use them to model situations, and translate between the two forms.*

CCSS.MATH.CONTENT.HSF.BF.B.3
Identify the effect on the graph of replacing f(x) by f(x) + k, k f(x), f(kx), and f(x + k) for specific values of k (both positive and negative); find the value of k given the graphs. Experiment with cases and illustrate an explanation of the effects on the graph using technology. Include recognizing even and odd functions from their graphs and algebraic expressions for them.

CCSS.MATH.CONTENT.HSF.BF.B.4
Find inverse functions.

CCSS.MATH.CONTENT.HSF.BF.B.4.A
Solve an equation of the form f(x) = c for a simple function f that has an inverse and write an expression for the inverse. For example, f(x) =2 x3 or f(x) = (x+1)/(x-1) for x ≠ 1.

CCSS.MATH.CONTENT.HSF.BF.B.4.B
(+) Verify by composition that one function is the inverse of another.

CCSS.MATH.CONTENT.HSF.BF.B.4.C
(+) Read values of an inverse function from a graph or a table, given that the function has an inverse.

CCSS.MATH.CONTENT.HSF.BF.B.4.D
(+) Produce an invertible function from a non-invertible function by restricting the domain.

CCSS.MATH.CONTENT.HSF.BF.B.5
(+) Understand the inverse relationship between exponents and logarithms and use this relationship to solve problems involving logarithms and exponents.

CCSS.MATH.CONTENT.HSF.LE.A.1
Distinguish between situations that can be modeled with linear functions and with exponential functions.

CCSS.MATH.CONTENT.HSF.LE.A.1.A
Prove that linear functions grow by equal differences over equal intervals, and that exponential functions grow by equal factors over equal intervals.

CCSS.MATH.CONTENT.HSF.LE.A.1.B
Recognize situations in which one quantity changes at a constant rate per unit interval relative to another.

CCSS.MATH.CONTENT.HSF.LE.A.1.C
Recognize situations in which a quantity grows or decays by a constant percent rate per unit interval relative to another.

CCSS.MATH.CONTENT.HSF.LE.A.2
Construct linear and exponential functions, including arithmetic and geometric sequences, given a graph, a description of a relationship, or two input-output pairs (include reading these from a table).

CCSS.MATH.CONTENT.HSF.LE.A.3
Observe using graphs and tables that a quantity increasing exponentially eventually exceeds a quantity increasing linearly, quadratically, or (more generally) as a polynomial function.

CCSS.MATH.CONTENT.HSF.LE.A.4
For exponential models, express as a logarithm the solution to abct = d where a, c, and d are numbers and the base b is 2, 10, or e; evaluate the logarithm using technology.

CCSS.MATH.CONTENT.HSF.LE.B.5
Interpret the parameters in a linear or exponential function in terms of a context.

CCSS.MATH.CONTENT.HSF.TF.A.1
Understand radian measure of an angle as the length of the arc on the unit circle subtended by the angle.

CCSS.MATH.CONTENT.HSF.TF.A.2
Explain how the unit circle in the coordinate plane enables the extension of trigonometric functions to all real numbers, interpreted as radian measures of angles traversed counterclockwise around the unit circle.

CCSS.MATH.CONTENT.HSF.TF.A.3
(+) Use special triangles to determine geometrically the values of sine, cosine, tangent for π/3, π/4 and π/6, and use the unit circle to express the values of sine, cosine, and tangent for x, π + x, and 2π - x in terms of their values for x, where x is any real number.

CCSS.MATH.CONTENT.HSF.TF.A.4
(+) Use the unit circle to explain symmetry (odd and even) and periodicity of trigonometric functions.

CCSS.MATH.CONTENT.HSF.TF.B.5
Choose trigonometric functions to model periodic phenomena with specified amplitude, frequency, and midline.*

CCSS.MATH.CONTENT.HSF.TF.B.6
(+) Understand that restricting a trigonometric function to a domain on which it is always increasing or always decreasing allows its inverse to be constructed.

CCSS.MATH.CONTENT.HSF.TF.B.7
(+) Use inverse functions to solve trigonometric equations that arise in modeling contexts; evaluate the solutions using technology, and interpret them in terms of the context.*

CCSS.MATH.CONTENT.HSF.TF.C.8
Prove the Pythagorean identity sin2(θ) + cos2(θ) = 1 and use it to find sin(θ), cos(θ), or tan(θ) given sin(θ), cos(θ), or tan(θ) and the quadrant of the angle.

CCSS.MATH.CONTENT.HSF.TF.C.9
(+) Prove the addition and subtraction formulas for sine, cosine, and tangent and use them to solve problems.

GEOMETRY

CCSS.MATH.CONTENT.HSG.CO.A.1
Know precise definitions of angle, circle, perpendicular line, parallel line, and line segment, based on the undefined notions of point, line, distance along a line, and distance around a circular arc.

CCSS.MATH.CONTENT.HSG.CO.A.2
Represent transformations in the plane using, e.g., transparencies and geometry software; describe transformations as functions that take points in the plane as inputs and give other points as outputs. Compare transformations that preserve distance and angle to those that do not (e.g., translation versus horizontal stretch).

CCSS.MATH.CONTENT.HSG.CO.A.3
Given a rectangle, parallelogram, trapezoid, or regular polygon, describe the rotations and reflections that carry it onto itself.

CCSS.MATH.CONTENT.HSG.CO.A.4
Develop definitions of rotations, reflections, and translations in terms of angles, circles, perpendicular lines, parallel lines, and line segments

CCSS.MATH.CONTENT.HSG.CO.A.5
Given a geometric figure and a rotation, reflection, or translation, draw the transformed figure using, e.g., graph paper, tracing paper, or geometry software. Specify a sequence of transformations that will carry a given figure onto another.

CCSS.MATH.CONTENT.HSG.CO.B.6
Use geometric descriptions of rigid motions to transform figures and to predict the effect of a given rigid motion on a given figure; given two figures, use the definition of congruence in terms of rigid motions to decide if they are congruent.

CCSS.MATH.CONTENT.HSG.CO.B.7
Use the definition of congruence in terms of rigid motions to show that two triangles are congruent if and only if corresponding pairs of sides and corresponding pairs of angles are congruent.

CCSS.MATH.CONTENT.HSG.CO.B.8
Explain how the criteria for triangle congruence (ASA, SAS, and SSS) follow from the definition of congruence in terms of rigid motions

CCSS.MATH.CONTENT.HSG.CO.C.9
Prove theorems about lines and angles. Theorems include: vertical angles are congruent; when a transversal crosses parallel lines, alternate interior angles are congruent and corresponding angles are congruent; points on a perpendicular bisector of a line segment are exactly those equidistant from the segment's endpoints.

CCSS.MATH.CONTENT.HSG.CO.C.10
Prove theorems about triangles. Theorems include: measures of interior angles of a triangle sum to 180°; base angles of isosceles triangles are congruent; the segment joining midpoints of two sides of a triangle is parallel to the third side and half the length; the medians of a triangle meet at a point.

CCSS.MATH.CONTENT.HSG.CO.C.11
Prove theorems about parallelograms. Theorems include: opposite sides are congruent, opposite angles are congruent, the diagonals of a parallelogram bisect each other, and conversely, rectangles are parallelograms with congruent diagonals.

CCSS.MATH.CONTENT.HSG.CO.D.12
Make formal geometric constructions with a variety of tools and methods (compass and straightedge, string, reflective devices, paper folding, dynamic geometric software, etc.). Copying a segment; copying an angle; bisecting a segment; bisecting an angle; constructing perpendicular lines, including the perpendicular bisector of a line segment; and constructing a line parallel to a given line through a point not on the line.

CCSS.MATH.CONTENT.HSG.CO.D.13
Construct an equilateral triangle, a square, and a regular hexagon inscribed in a circle.

CCSS.MATH.CONTENT.HSG.SRT.A.1
Verify experimentally the properties of dilations given by a center and a scale factor:

CCSS.MATH.CONTENT.HSG.SRT.A.1.A
A dilation takes a line not passing through the center of the dilation to a parallel line, and leaves a line passing through the center unchanged.

CCSS.MATH.CONTENT.HSG.SRT.A.1.B
The dilation of a line segment is longer or shorter in the ratio given by the scale factor.

CCSS.MATH.CONTENT.HSG.SRT.A.2
Given two figures, use the definition of similarity in terms of similarity transformations to decide if they are similar; explain using similarity transformations the meaning of similarity for triangles as the equality of all corresponding pairs of angles and the proportionality of all corresponding pairs of sides.

CCSS.MATH.CONTENT.HSG.SRT.A.3
Use the properties of similarity transformations to establish the AA criterion for two triangles to be similar.

CCSS.MATH.CONTENT.HSG.SRT.B.4
Prove theorems about triangles. Theorems include: a line parallel to one side of a triangle divides the other two proportionally, and conversely; the Pythagorean Theorem proved using triangle similarity.
CCSS.MATH.CONTENT.HSG.SRT.B.5
Use congruence and similarity criteria for triangles *to solve problems* and to prove relationships in geometric figures.
CCSS.MATH.CONTENT.HSG.SRT.B.5
Use congruence and similarity criteria for triangles to solve problems and to prove relationships in geometric figures.
CCSS.MATH.CONTENT.HSG.SRT.C.6
Understand that by similarity, side ratios in right triangles are properties of the angles in the triangle, leading to definitions of trigonometric ratios for acute angles.
CCSS.MATH.CONTENT.HSG.SRT.C.6
Understand that by similarity, side ratios in right triangles are properties of the angles in the triangle, leading to definitions of trigonometric ratios for acute angles.
CCSS.MATH.CONTENT.HSG.SRT.C.7
Explain and use the relationship between the sine and cosine of complementary angles.
CCSS.MATH.CONTENT.HSG.SRT.C.8
Use trigonometric ratios and the Pythagorean Theorem to solve right triangles in applied problems.*
CCSS.MATH.CONTENT.HSG.SRT.D.9
(+) Derive the formula A = 1/2 ab sin(C) for the area of a triangle by drawing an auxiliary line from a vertex perpendicular to the opposite side.
CCSS.MATH.CONTENT.HSG.SRT.D.10
(+) Prove the Laws of Sines and Cosines and use them to solve problems.
CCSS.MATH.CONTENT.HSG.SRT.D.11
(+) Understand and apply the Law of Sines and the Law of Cosines to find unknown measurements in right and non-right triangles (e.g., surveying problems, resultant forces).
CCSS.MATH.CONTENT.HSG.C.A.1
Prove that all circles are similar.
CCSS.MATH.CONTENT.HSG.C.A.2
Identify and describe relationships among inscribed angles, radii, and chords. Include the relationship between central, inscribed, and circumscribed angles; inscribed angles on a diameter are right angles; the radius of a circle is perpendicular to the tangent where the radius intersects the circle.
CCSS.MATH.CONTENT.HSG.C.A.3
Construct the inscribed and circumscribed circles of a triangle, and prove properties of angles for a quadrilateral inscribed in a circle.
CCSS.MATH.CONTENT.HSG.C.A.4
(+) Construct a tangent line from a point outside a given circle to the circle.
CCSS.MATH.CONTENT.HSG.C.B.5
Derive using similarity the fact that the length of the arc intercepted by an angle is proportional to the radius, and define the radian measure of the angle as the constant of proportionality; derive the formula for the area of a sector.
CCSS.MATH.CONTENT.HSG.GPE.A.1
Derive the equation of a circle of given center and radius using the Pythagorean Theorem; complete the square to find the center and radius of a circle given by an equation.
CCSS.MATH.CONTENT.HSG.GPE.A.2
Derive the equation of a parabola given a focus and directrix.
CCSS.MATH.CONTENT.HSG.GPE.A.3
(+) Derive the equations of ellipses and hyperbolas given the foci, using the fact that the sum or difference of distances from the foci is constant.
CCSS.MATH.CONTENT.HSG.GPE.B.4
Use coordinates to prove simple geometric theorems algebraically. For example, prove or disprove that a figure defined by four given points in the coordinate plane is a rectangle; prove or disprove that the point (1, √3) lies on the circle centered at the origin and containing the point (0, 2).
CCSS.MATH.CONTENT.HSG.GPE.B.5
Prove the slope criteria for parallel and perpendicular lines and use them to solve geometric problems (e.g., find the equation of a line parallel or perpendicular to a given line that passes through a given point).
CCSS.MATH.CONTENT.HSG.GPE.B.6
Find the point on a directed line segment between two given points that partitions the segment in a given ratio.
CCSS.MATH.CONTENT.HSG.GPE.B.7
Use coordinates to compute perimeters of polygons and areas of triangles and rectangles, e.g., using the distance formula.*
CCSS.MATH.CONTENT.HSG.GMD.A.1
Give an informal argument for the formulas for the circumference of a circle, area of a circle, volume of a cylinder, pyramid, and cone. Use dissection arguments, Cavalieri's principle, and informal limit arguments.
CCSS.MATH.CONTENT.HSG.GMD.A.2
(+) Give an informal argument using Cavalieri's principle for the formulas for the volume of a sphere and other solid figures.
CCSS.MATH.CONTENT.HSG.GMD.A.3
Use volume formulas for cylinders, pyramids, cones, and spheres to solve problems.*
CCSS.MATH.CONTENT.HSG.GMD.B.4
Identify the shapes of two-dimensional cross-sections of three-dimensional objects, and identify three-dimensional objects generated by rotations of two-dimensional objects.
CCSS.MATH.CONTENT.HSG.MG.A.1
Use geometric shapes, their measures, and their properties to describe objects (e.g., modeling a tree trunk or a human torso as a cylinder).*
CCSS.MATH.CONTENT.HSG.MG.A.2
Apply concepts of density based on area and volume in modeling situations (e.g., persons per square mile, BTUs per cubic foot).*
CCSS.MATH.CONTENT.HSG.MG.A.3
Apply geometric methods to solve design problems (e.g., designing an object or structure to satisfy physical constraints or minimize cost; working with typographic grid systems based on ratios).*

STATISTICS AND PROBABILITY

CCSS.MATH.CONTENT.HSS.ID.A.1
Represent data with plots on the real number line (dot plots, histograms, and box plots).
CCSS.MATH.CONTENT.HSS.ID.A.2
Use statistics appropriate to the shape of the data distribution to compare center (median, mean) and spread (interquartile range, standard deviation) of two or more different data sets.
CCSS.MATH.CONTENT.HSS.ID.A.3
Interpret differences in shape, center, and spread in the context of the data sets, accounting for possible effects of extreme data points (outliers).
CCSS.MATH.CONTENT.HSS.ID.A.4
Use the mean and standard deviation of a data set to fit it to a normal distribution and to estimate population percentages. Recognize that there are data sets for which such a procedure is not appropriate. Use calculators, spreadsheets, and tables to estimate areas under the normal curve.
CCSS.MATH.CONTENT.HSS.ID.B.5
Summarize categorical data for two categories in two-way frequency tables. Interpret relative frequencies in the context of the data (including joint, marginal, and conditional relative frequencies). Recognize possible associations and trends in the data.
CCSS.MATH.CONTENT.HSS.ID.B.6
Represent data on two quantitative variables on a scatter plot, and describe how the variables are related.
CCSS.MATH.CONTENT.HSS.ID.B.6.A
Fit a function to the data; use functions fitted to data to solve problems in the context of the data. Use given functions or choose a function suggested by the context. Emphasize linear, quadratic, and exponential models.
CCSS.MATH.CONTENT.HSS.ID.B.6.B
Informally assess the fit of a function by plotting and analyzing residuals.
CCSS.MATH.CONTENT.HSS.ID.B.6.C
Fit a linear function for a scatter plot that suggests a linear association.
CCSS.MATH.CONTENT.HSS.ID.C.7
Interpret the slope (rate of change) and the intercept (constant term) of a linear model in the context of the data.
CCSS.MATH.CONTENT.HSS.ID.C.8
Compute (using technology) and interpret the correlation coefficient of a linear fit.
CCSS.MATH.CONTENT.HSS.ID.C.9
Distinguish between correlation and causation.
CCSS.MATH.CONTENT.HSS.IC.A.1
Understand statistics as a process for making inferences about population parameters based on a random sample from that population.
CCSS.MATH.CONTENT.HSS.IC.A.2
Decide if a specified model is consistent with results from a given data-generating process, e.g., using simulation. For example, a model says a spinning coin falls heads up with probability 0.5. Would a result of 5 tails in a row cause you to question the model?
CCSS.MATH.CONTENT.HSS.IC.B.3
Recognize the purposes of and differences among sample surveys, experiments, and observational studies; explain how randomization relates to each.
CCSS.MATH.CONTENT.HSS.IC.B.4
Use data from a sample survey to estimate a population mean or proportion; develop a margin of error through the use of simulation models for random sampling.
CCSS.MATH.CONTENT.HSS.IC.B.5
Use data from a randomized experiment to compare two treatments; use simulations to decide if differences between parameters are significant.
CCSS.MATH.CONTENT.HSS.IC.B.6
Evaluate reports based on data.
CCSS.MATH.CONTENT.HSS.CP.A.1
Describe events as subsets of a sample space (the set of outcomes) using characteristics (or categories) of the outcomes, or as unions, intersections, or complements of other events ("or," "and," "not").
CCSS.MATH.CONTENT.HSS.CP.A.2
Understand that two events A and B are independent if the probability of A and B occurring together is the product of their probabilities, and use this characterization to determine if they are independent.
CCSS.MATH.CONTENT.HSS.CP.A.3
Understand the conditional probability of A given B as P(A and B)/P(B), and interpret independence of A and B as saying that the conditional probability of A given B is the same as the probability of A, and the conditional probability of B given A is the same as the probability of B.
CCSS.MATH.CONTENT.HSS.CP.A.4
Construct and interpret two-way frequency tables of data when two categories are associated with each object being classified. Use the two-way table as a sample space to decide if events are independent and to approximate conditional probabilities. For example, collect data from a random sample of students in your school on their favorite subject among math, science, and English. Estimate the probability that a randomly selected student from your school will favor science given that the student is in tenth grade. Do the same for other subjects and compare the results.
CCSS.MATH.CONTENT.HSS.CP.A.5
Recognize and explain the concepts of conditional probability and independence in everyday language and everyday situations. For example, compare the chance of having lung cancer if you are a smoker with the chance of being a smoker if you have lung cancer.
CCSS.MATH.CONTENT.HSS.CP.B.6
Find the conditional probability of A given B as the fraction of B's outcomes that also belong to A, and interpret the answer in terms of the model.
CCSS.MATH.CONTENT.HSS.CP.B.7
Apply the Addition Rule, P(A or B) = P(A) + P(B) - P(A and B), and interpret the answer in terms of the model.
CCSS.MATH.CONTENT.HSS.CP.B.8
(+) Apply the general Multiplication Rule in a uniform probability model, P(A and B) = P(A)P(B|A) = P(B)P(A|B), and interpret the answer in terms of the model.
CCSS.MATH.CONTENT.HSS.CP.B.9
(+) Use permutations and combinations to compute probabilities of compound events and solve problems.
CCSS.MATH.CONTENT.HSS.MD.A.1
(+) Define a random variable for a quantity *of interest by assigning a numerical value to each event in a sample space; graph the corresponding probability distribution using the same graphical displays as for data distributions.*
CCSS.MATH.CONTENT.HSS.MD.A.2
(+) Calculate the expected value of a random variable; interpret it as the mean of the probability distribution.
CCSS.MATH.CONTENT.HSS.MD.A.3
(+) Develop a probability distribution for a random variable defined for a sample space in which theoretical probabilities can be calculated; find the expected value. For example, find the theoretical probability distribution for the number of correct answers obtained by guessing on all five questions of a multiple-choice test where each question has four choices, and find the expected grade under various grading schemes.
CCSS.MATH.CONTENT.HSS.MD.A.4
(+) Develop a probability distribution for a random variable defined for a sample space in which probabilities are assigned empirically; find the expected value. For example, find a current data distribution on the number of TV sets per household in the United States, and calculate the expected number of sets per household. How many TV sets would you expect to find in 100 randomly selected households?
CCSS.MATH.CONTENT.HSS.MD.B.5
(+) Weigh the possible outcomes of a decision by assigning probabilities to payoff values and finding expected values.
CCSS.MATH.CONTENT.HSS.MD.B.5.A
Find the expected payoff for a game of chance. For example, find the expected winnings from a state lottery ticket or a game at a fast-food restaurant.
CCSS.MATH.CONTENT.HSS.MD.B.5.B
Evaluate and compare strategies on the basis of expected values. For example, compare a high-deductible versus a low-deductible automobile insurance policy using various, but reasonable, chances of having a minor or a major accident.
CCSS.MATH.CONTENT.HSS.MD.B.6
(+) Use probabilities to make fair decisions (e.g., drawing by lots, using a random number generator).
CCSS.MATH.CONTENT.HSS.MD.B.7
(+) Analyze decisions and strategies using probability concepts (e.g., product testing, medical testing, pulling a hockey goalie at the end of a game).

AMPS

HONOR HARD WORK

Appendix J

Amethod Public Schools

English Language Learner Strategies

How to Teach
Core content to all English Learners

AMPS

HONOR HARD WORK

ELL Strategies

Visuals and Modeling always for every lesson: (How To)

Lower affective filter

1. **Daily objectives**
   - *Content*
   - *Language*
2. **Structured schedule**
3. **Consistent procedures for:**
   - *Transitions*
   - *Supplies*
   - *Homework*
   - *Cooperative groups*
4. **Clear expectations**

Synthesize new vocabular

- Frontload Language
- Tap-A-Word
- Vocabulary Bingo
- Picture This
- Semantic Word Map*
- Frayer Model*
- Vocabulary Cards
- Choral Response
- Model sentences
- Sentence Frames
- Cloze Sentences
- Who Has
- Guess Who

Allow processing time

- Repeat & rephrase
- Brainstorming
- Clustering/ Webbing
- Idea Starts
- Think-Pair-Share
- Quickdraw
- Quickwrite

Check for understandin g

- Thumbs up/down
- White- board-response
- Think-Pair-Share
- Translation buddy
- Exit Ticket
- Early Risers
- Graphs

Scaffold Text

- Anticipatory Guide
- Branching Diagram
- In-Text Questions
- Quote w/ Coop. Poster
- Picture This
- Ranking and Consensus Building
- Posters
- Cooperative Dialogue
- Comparison-Contrast
- Fishbone Diagram*
- Flowchart*
- Matrix Diagram*
- Multi-level Text Set

Beginning ELL Strategies, Techniques, and Activities

Anticipatory Guide Students are given a series of statements that relate to a reading selection, lecture, or video. Students indicate AGREE or DISAGREE. After the information has been presented, students check to see if they were correct.

Brainstorming is a prewriting or INTO strategy. Begin with a stimulus such as a word, phrase, picture, or object and record all responses to that stimulus without prejudgment. The students give ideas on a topic while a recorder writes them down. The students should be working under time pressure to create as many ideas as possible.

Branching Diagrams -Organization charts, hierarchical relationships systems, family trees.

Carousel Brainstorming Each small group has a poster with a title related to the topic of the lesson. Each group uses a different colored marker to write 4 to 5 concepts that relate to their title. Students rotate to all the other posters, reading them and adding 2 to 3 more concepts. Students discuss the results. Beginning ELs should pair w/ translation buddy for this exercise.

Choral Response all students in the class or group respond orally in unison to a teacher prompt

Cloze Sentences a portion of text with certain words removed

Clustering/Webbing is a prewriting or INTO strategy. Students begin with a word circled in the center, then connect the word to related ideas, images, and feelings which are also circled.

Colored Cards Each student has a green, yellow, and red card to hold up in response. This engages all students in answering *yes, no, maybe* or *agree, disagree, unsure* questions for efficient comprehension checking.

Comparison-Contrast Matrix Students determine similarities and differences between two people, things, solutions, organisms stories, ideas, or cultures.

Cooperative Dialogue Following the timeline from an article that was previously read and graphically organized, pairs/triads of students write a dialogue between two characters in the passage. Pairs are selected to present dialogues in chronological order to the class. "The characters" may be nonhuman, such as *nucleus* and *mitochondrion*.

Exit Ticket is a 2-5 minute exercise used as closure to sum up the day's learning. In addition to holding each student accountable for their learning by having to submit it in order to leave, it is an effective tool for the teacher to check individual and group understanding.

Fishbone Diagram -Cause and effect, timeline. For examples, see p. 16.

Flowcharts - Sequential events, directions, decision making, writing reports, study skills. For examples, see page 14.

Frontload Language - The teacher provides students with new vocabulary and with sentence models and frames *before* the lesson. The charts stay up and are referred to throughout the lesson. It is designed to teach students the sentence structures and vocabulary they need to engage in learning content-area skills and concepts.

Frayer Model a four-cell box arrangement that summarizes the essential characteristics of and provides examples of a central idea, usually a concept or process. For examples, see pages 20-21.

Guess Who is a vocabulary game used to teach descriptive character traits or emotions. Students choose from character sketches that portray qualities, such as artistic, brunette, enthusiastic. The opponent who has a sheet with all of the characters asks questions such as, 'Is your character

female?" and "Is she pessimistic?" Students eliminate wrong characters until they can guess who's on their opponent's card.

Idea Starts Use a prompt for writing, such as a quote, a photo, words from a vocabulary list, an article, a poem, opening lines to a story, an unusual object, a film, or a guest speaker to get students started.

In-Text Questions Students answer teacher-constructed questions about a reading selection as they read it. Questions are designed to guide students through the reading and provide a purpose for reading. Students preview In-Text Questions first, then answer them as they read the article. Students review their answers with their small group, then share them with the whole group

Learning Log Double-entry journal with quotes, summaries, notes on the left and responses reactions, predictions, questions, memories on the right.

Matrix Diagram Schedules, statistics, problem solving, comparisons with multiple criteria. For examples, see page 15.

Model Sentence Demonstrating clear examples of what is requested of students for imitation. Model sentences allow English learners to see and hear the correct grammatical structure before speaking or writing their own sentence.

Multi-level Text Set Assorted text materials including a range of levels around a common topic or theme. The teacher provides a variety of books, articles, trade books, web pages, brochures, photos, etc.

Picture This -This activity is useful as a vocabulary or concept review. A blank paper is divided into eight sections. Students draw pictures or symbols to represent words or major concepts. Students are not to label the drawings. Students exchange papers with a partner and partners try to correctly label each other's drawings.

Posters As a BEYOND activity students create a poster in small groups. The following list describes several types of posters that the teacher may assign.

Illustrated Timeline Tell the plot or sequence on a timeline, with pictures that depict the events.

Movie Poster Advertise the content from a lesson by creating a movie poster complete with ratings, pictures, actors, descriptions, and comments by a critic.

Comic Strip Create a 6-paneled comic strip of the lesson content.

Image and Quote Choose an image and quote from the lesson content that are representative or important. Poster should include a title.

Advertisement Choose an item from the lesson content and make a newspaper or magazine ad for it.

Quickdraw Students sketch ideas related to a topic. Prewriting or INTO strategy.

Quickwrite Students respond quickly to a prompt without self-editing. If students get stuck they can repeat phrases over and over until a new idea comes to mind. Prewriting or INTO strategy.

Quote with Cooperative Poster Groups of four are formed. Students read a selection. Each chooses a quote and an image that have impact for them. Round Robin share. Groups come to consensus on favorite image and quote. Each student takes one colored pen. With all members participating, and each using their chosen color, they draw the group image and write the group quote on a piece of butcher or easel paper. Each member signs the poster with his or her pen. Posters are shared with the class.

Ranking and Consensus Building Students individually rank items in a list from least important to most important. Each group or pair comes to a consensus on the order.

Repeat, rephrase Teacher repeats, rephrases, explains and emphasizes new concepts and vocabulary repeatedly.

Semantic Word Map A visual organizer (such as Frayer Model) to develop depth and dimension of word knowledge. Word maps for beginning ELLs should include the term in English, the term in the primary language (if available), a sketch, and characteristics or non-examples.

Send-A-Problem Each student on a team makes up a review question and writes it on a 3x5 card. The writer asks the question of the other members of the team. When everyone agrees on an answer it is written on the back of the card. The teams then send their review questions to another team. Teams respond by having one student read the first question. Each team member writes down an answer. Team members then compare and discuss their answers. If they agree, they turn the card over to see if they concur with the sending team. If not, they write their answer on the back of the card as an alternative answer. A second student reads the next question, and so on. The stacks of cards are sent to a third, then a fourth group until all teams have had a chance to answer all questions. When the cards return to the senders, the teacher should provide an opportunity to discuss and clarify.

Sentence Frames Teacher provides the grammar and syntax needed to help students use learned vocabulary to express their thinking. Sentence frames allow students to express thoughts and ideas that are more complex than their current English proficiency level.

Tap-A-Word Students practice pronouncing words or phrases by using a combination of claps, hitting the table, and snapping the fingers. the teacher. In Round Table style, each member uses a word from the list, in the order given, in a sentence to create a collaborative story.

Think-Pair-Share When asked to consider an idea or answer a question, students write their ideas on paper (think). Each student turns to another student nearby (pair) and *tells* his or her own responses (share). This is an oral exchange, not a reading of each other's papers. This technique allows 30 students to answer orally in the time it would take to call on just one.

Thumbs up/down To engage all students in answering *yes, no, maybe* or *agree, disagree, unsure* questions (see colored cards)

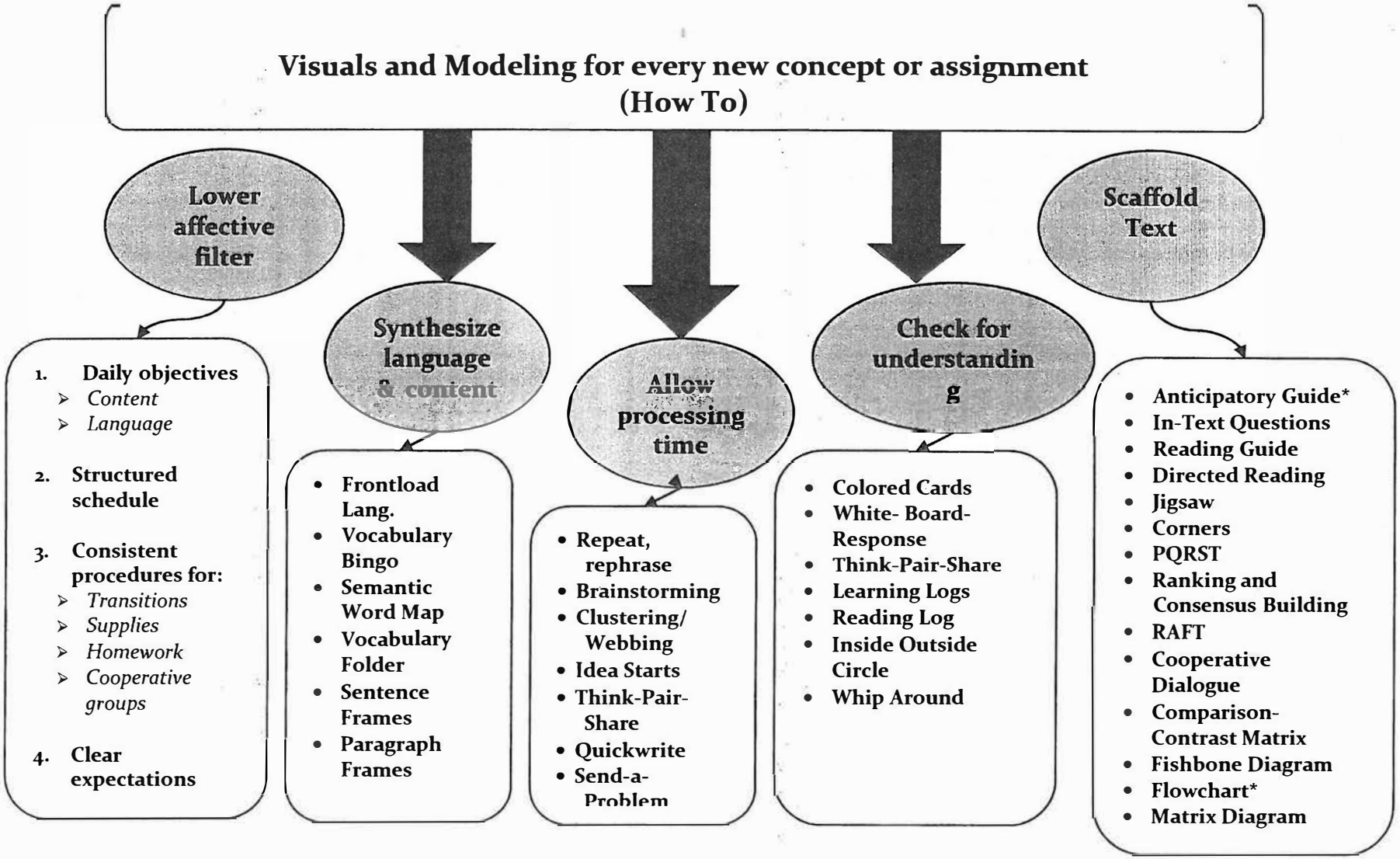
Translation Buddy Pairing with a student with a higher level of English proficiency and the same home language for translation and comprehension checking of major concepts and important details.

Vocabulary Bingo A blank paper is divided into eight sections. Students draw a sketch, symbol, or example to represent new terms in each square without writing the term. The teacher calls out the vocabulary terms as students place markers in the appropriate squares. When a student wins, the student states each term in the row and the card is held up for the class to verify that each square adequately represents the correct term. Example: ☑ could represent "verify". (You may use the papers from "Picture This")

Vocabulary Cards Each student selects a difficult vocabulary word from the story and creates a card in the following manner: The word and its definition in the front, and a drawing and the vocabulary word in a sentence in the back. These cards are shared with team members, then exchanged with other groups.

White Board Response To engage all students in responding to prompts with an emphasis on the process rather than the product. This strategy allows the teacher to quickly check for understanding.

Who Has is a vocabulary game where students receive a term and the definition or description of a another term. In Geometry it might go like this: "I have alternate interior angles. Who has a triangle with two sides congruent?" The student with the isosceles triangle jumps up and says, "I have... Who has...?" and so on.


Visuals and Modeling for every new concept or assignment
(How To)
Lower affective filter
Synthesize language & content
Allow processing time
Check for understanding
Scaffold Text
1. Daily objectives
➢ Content
➢ Language
2. Structured schedule
3. Consistent procedures for:
➢ Transitions
➢ Supplies
➢ Homework
➢ Cooperative groups
4. Clear expectations
• Frontload Lang.
• Vocabulary Bingo
• Semantic Word Map
• Vocabulary Folder
• Sentence Frames
• Paragraph Frames
• Repeat, rephrase
• Brainstorming
• Clustering/ Webbing
• Idea Starts
• Think-Pair-Share
• Quickwrite
• Send-a-Problem
• Colored Cards
• White- Board-Response
• Think-Pair-Share
• Learning Logs
• Reading Log
• Inside Outside Circle
• Whip Around
• Anticipatory Guide*
• In-Text Questions
• Reading Guide
• Directed Reading
• Jigsaw
• Corners
• PQRST
• Ranking and Consensus Building
• RAFT
• Cooperative Dialogue
• Comparison-Contrast Matrix
• Fishbone Diagram
• Flowchart*
• Matrix Diagram

ELL Strategies, Techniques, and Activities

Anticipatory Guide Students are given a series of statements that relate to a reading selection, lecture, or video. Students indicate AGREE or DISAGREE. After the information has been presented, students check to see if they were correct.

Brainstorming Students work as a whole group with the teacher, or in small groups. Begin with a stimulus such as a word, phrase, picture, or object and record all responses to that stimulus without prejudgment. Prewriting or INTO strategy. The students give ideas on a topic while a recorder writes them down. The students should be working under time pressure to create as many ideas as possible. All ideas count; everything is recorded. More ideas can be built on the ideas of others.

Clustering/Webbing Students, in a large group, small groups, or individually, begin with a word circled in the center, then connect the word to related ideas, images, and feelings which are also circled. Prewriting or INTO strategy.

Comparison-Contrast Matrix Students determine similarities and differences between two people, things, solutions, organisms stories, ideas, or cultures.

Cooperative Dialogue Following the timeline from an article that was previously read and graphically organized, pairs/triads of students write a dialogue between two characters in the passage. Pairs are selected to present dialogues in chronological order to the class. "The characters" may be nonhuman, such as *nucleus* and *mitochondrion*.

Corners Cooperative activity used to introduce a topic. The teacher poses a question or topic along with four choices. On a 3x5 card students write their choice and the reasons for it. Students go to the corner of the room representing their choice. In their corner, students pair up and share their reasons for selecting that corner. The topic is discussed. For example, the corners could be labeled cone, cube, pyramid, and sphere with information about each figure provided. Students go to the corner, learn about the figure, and return to teach other team members.

Directed Reading This is a group activity to get students to think about the content of a fiction or non-fiction reading selection. The steps are 1) Students predict what they will read and set purposes for reading. 2) Students read the material. 3) Students discover if their predictions and hypotheses are confirmed.

Fishbone Diagram -Cause and effect, timeline

Flowcharts - Sequential events, directions, decision making, writing reports, study skills.

Frontload Language a teaching strategy in which the teacher provides students with new vocabulary (general and content-specific) and with sentence models and frames *before* the lesson. The charts stay up and are referred to throughout the lesson. It is designed to teach students the sentence structures and vocabulary they need to engage in learning content-area skills and concepts.

Idea Starts Use a prompt for writing, such as a quote, a photo, words from a vocabulary list, an article, a poem, opening lines to a story, an unusual object, a film, or a guest speaker to get students started.

Inside-Outside Circle Students are arranged into two equal circles, one inside the other. Students from the smaller inside circle face those in the outer larger circle and vice versa. Students ask each other

questions about a review topic. These may be either teacher or student generated. Students from one of the circles rotate to either the left or right. The teacher determines how many steps and in which direction. Another question is asked and answered.

In-Text Questions Students answer teacher-constructed questions about a reading selection as they read it. Questions are designed to guide students through the reading and provide a purpose for reading. Students preview In-Text Questions first, then answer them as they read the article. Students review their answers with their small group, then share them with the whole group

Learning Logs Double-entry journals with quotes, summaries, notes on the left and responses reactions, predictions, questions, or memories on the right.

Matrix Diagram Schedules, statistics, problem solving, comparisons with multiple criteria.

Paragraph frames See sentence frames

Jigsaw 4-6 people per "home" team. Name the teams. Within each team, number off 1-4 (teacher should number paying attention to language proficiency). All ones form an "expert group," as do twos, threes, and fours. Each expert group is assigned a part to read (or do). Experts take 15 minutes to read, take notes, discuss, and prepare presentations. Return to home teams. Each expert takes 5 minutes to present to home team.

PQRST is a study strategy with four steps. **Preview**: Student skims the title, side headings, pictures and graphics to identify writer's generalization. **Question**: Student identifies questions that the writer is going to answer during the reading. **Read**: Student reads to obtain answers to the questions and takes notes. **Summarize**: Student summarizes the information regarding each question posed. **Test**: Student tests the generalization against the supporting information to see if the author has enough information to support the generalization.

Quickwrite Students respond quickly to a prompt without self-editing. If students get stuck they can repeat phrases over and over until a new idea comes to mind. Prewriting or INTO strategy.

RAFT is a post-reading strategy that helps students to analyze and reflect upon fiction or non-fiction reading through persona writing. Based on suggestions provided by the teacher or generated by the class, students choose a Role, an Audience, a Format, and a Topic on which to write in response to their reading.

Ranking and Consensus Building Students individually rank items in a list from least important to most important. Each group or pair comes to a consensus on the order.

Reading Guide 1. Headings Read -Around- Students take turns reading the headings of the reading 2. Prediction Chart- With their group, students choose two headings and predict what will be discussed in those sections. Students write their answers on a prediction chart with the following labels: "Heading", "Prediction", "Yes or No". In their groups, students take turns reading the first page aloud, and finish reading the selection in silence. They write "yes" or "no" on the prediction chart to indicate whether or not their predictions were correct. 5. Thinking Questions- Students write one thinking question (Why..., How..., Compare..., What if...), and exchange papers to answer each other's questions.

Reading Log Students complete while reading a selection. The left-hand side contains topic headings for sections of the reading. Students

are to briefly summarize each topic. On the right-hand side students reflect on the implications of each topic.

Repeat, rephrase Teacher repeats, rephrases, explains and emphasizes new concepts and vocabulary repeatedly.

Semantic Word Map A visual organizer (such as Frayer Model) to develop depth and dimension of word knowledge. Word maps for beginning ELLs should include the term in English, the term in the primary language (if available), a sketch, and characteristics or non-examples.

Send-A-Problem Each student on a team makes up a review question and writes it on a 3x5 card. The writer asks the question of the other members of the team. When everyone agrees on an answer it is written on the back of the card. The teams then send their review questions to another team. Teams respond by having one student read the first question. Each team member writes down an answer. Team members then compare and discuss their answers. If they agree, they turn the card over to see if they concur with the sending team. If not, they write their answer on the back of the card as an alternative answer. A second student reads the next question, and so on. The stacks of cards are sent to a third, then a fourth group until all teams have had a chance to answer all questions. When the cards return to the senders, the teacher should provide an opportunity to discuss and clarify.

Sentence Frames Teacher provides the grammar and syntax needed to help students use learned vocabulary to express their thinking. Sentence frames allow students to express thoughts and ideas that are more complex than their current English proficiency level. Sentence frames are especially useful with emergent writers to explicitly teach them the language structures needed to communicate their abstract and higher order thinking.

Think-Pair-Share When asked to consider an idea or answer a question, students write their ideas on paper (think). Each student turns to another student nearby (pair) and *tells* his or her own responses (share). This is an oral exchange, not a reading of each other's papers. This technique allows 30 students to answer orally in the time it would take to call on just one.

Vocabulary Folder A mandatory section in the English learner's binder to keep all new vocabulary, sentence frames, word maps, Frayer models, etc. This may be used with assignments or tests to help English learners express the content they have learned. It is a good secondary alternative to the elementary "word wall".

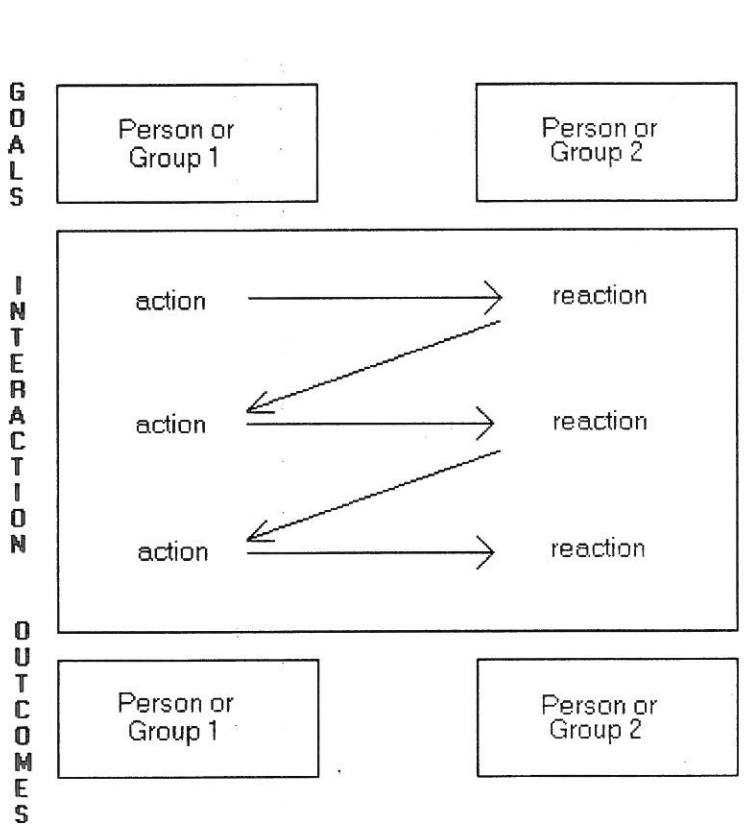
Whip Around Whole class or large group activity. Teacher emphasizes charts, labeled graphic organizers and sentence frames students might use in their responses. Teacher models use of sentence frames with vocabulary from lesson. Students listen while the teacher poses a question or task. Students are given quiet time to consider what they know and record a number of responses. Teacher "whips" around the class (down rows, around tables, etc.) allowing as many students as possible to share an idea or answer in 15 seconds or less. Once answers become repetitive, students can point out similarities in their ideas by using language structures such as: *My idea is similar to ___'s idea; I agree with ___ that ___;* This fosters active listening and validation of ideas.

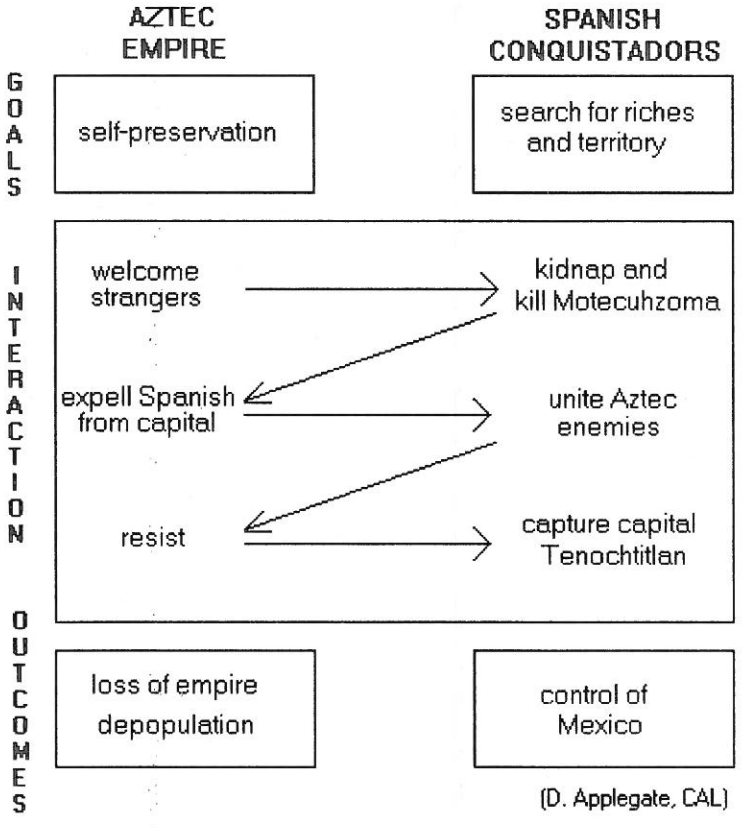
White Board Response To engage all students in responding to prompts with an emphasis on the process rather than the product. This strategy allows the teacher to quickly check for understanding.

Sample Graphic Organizers

HUMAN INTERACTION OUTLINE (Learning Strategies Database, N.D.)

Designed to organize information about interactions between two people (e.g. Churchill and Stalin) or two groups of people (e.g. Israelis and Palestinians), this strategy outlines the goals, actions, and outcomes of culture contact. The top level identifies the goals of each group, the middle level summarizes the actions and reactions between the groups, and the bottom level lists the ultimate outcomes of the interactions.





(D. Applegate, CAL)

MATRICES (Learning Strategies Database, N.D.)

Matrices or tables are a popular format for organizing information. With this strategy, the main topics are identified in column (or row) headings. The attributes described for each item may or may not be identified in row (or column) headings. Specific details are written in the resulting cells; grid lines are optional.

	ITEM 1	ITEM 2	ITEM 3
Attribute 1			
Attribute 2			
Attribute 3			
Attribute 4			

ANCIENT CIVILIZATIONS

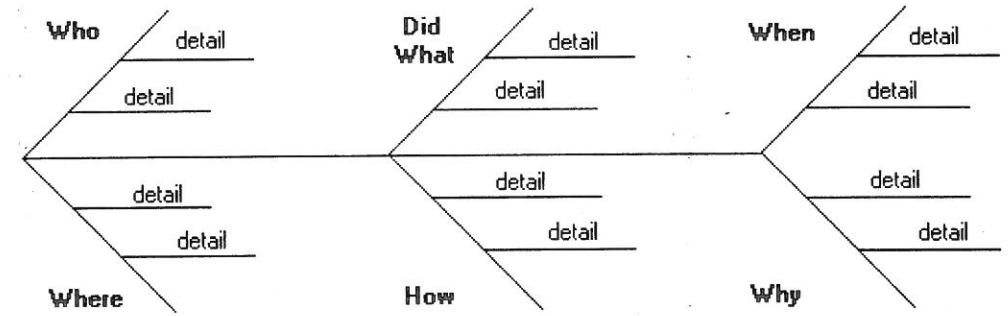
	Near East	Egypt	Peru
Monumental Architecture	ziggurats	pyramids temples	pyramids terraces
Writing	cuneiform	hieroglyphics coptic	none
Political Leaders	secular	divine	divine
Irrigation	canal	shaduf	canal

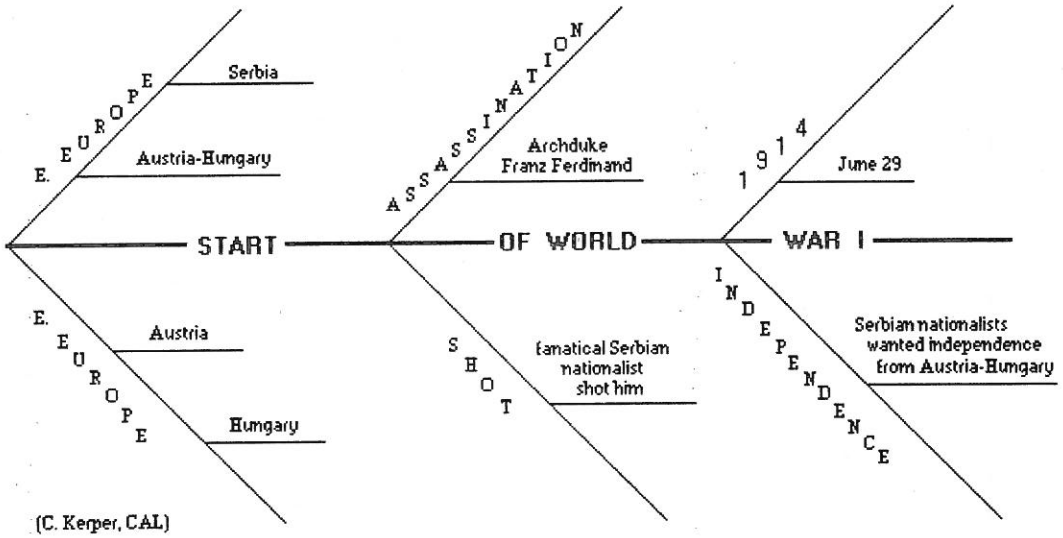
(D. Applegate, CAL)

HERRINGBONE MAPS (FISHBONE MAPS)

The herringbone technique is designed to show causal interactions of a complex event (e.g. an armed conflict) or a complex phenomenon (e.g. plate tectonics).

An advantage of the herringbone technique is it helps students encode information in a manner that enhances their ability to answer essay questions.





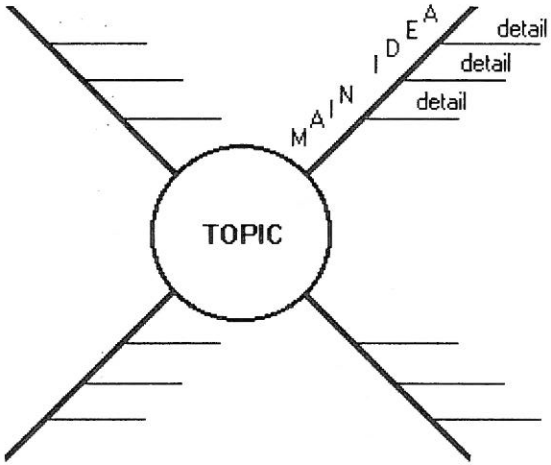
(C. Kerper, CAL)

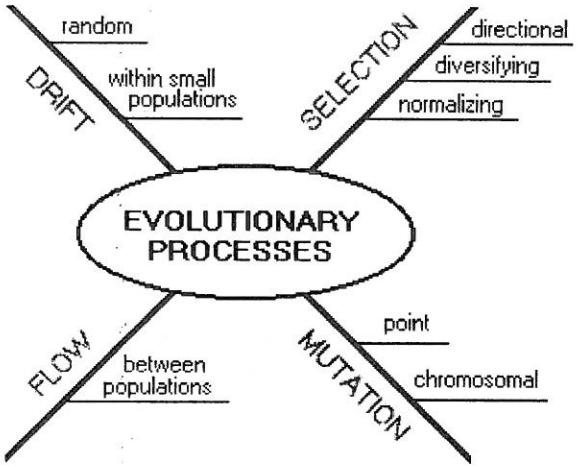
SPIDER MAPS

Spider maps are used to describe a central idea by using three key frame questions: What is the central idea? What are its attributes? What are its functions?

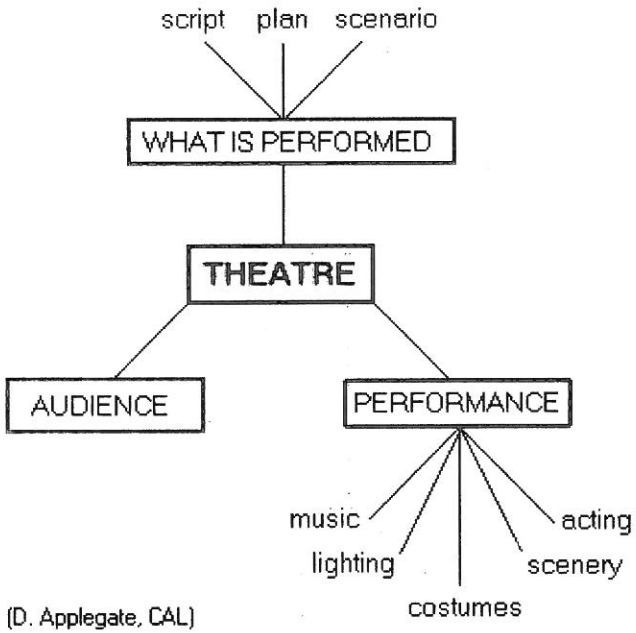
One advantage of spider maps is they help students make associations and see relationships among central concepts, main ideas, and supporting details.

As illustrated below, spider maps have three components. The major topic, concept, or theme is placed in a circle in the center of the page or note card; this represents the "body" of the spider. The "legs" of the spider represent the main ideas related to the central topic, concept, or theme. Supporting details are placed on short lines off the main idea lines.

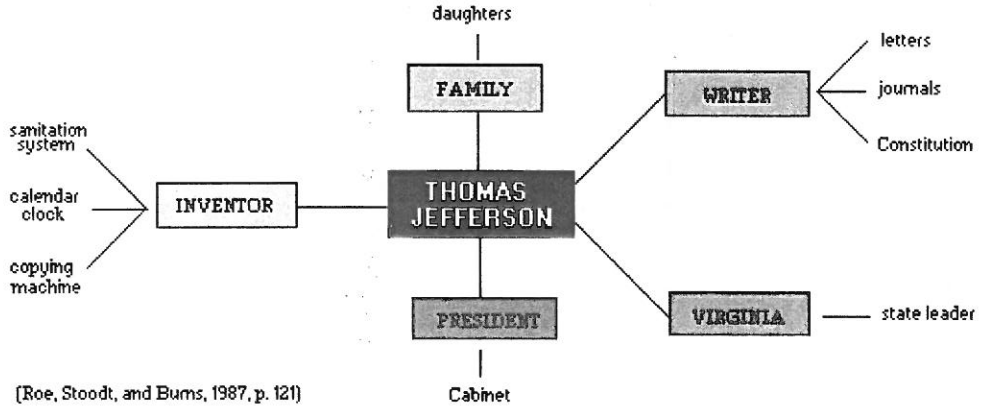




(D. Applegate, CAL)



(D. Applegate, CAL)



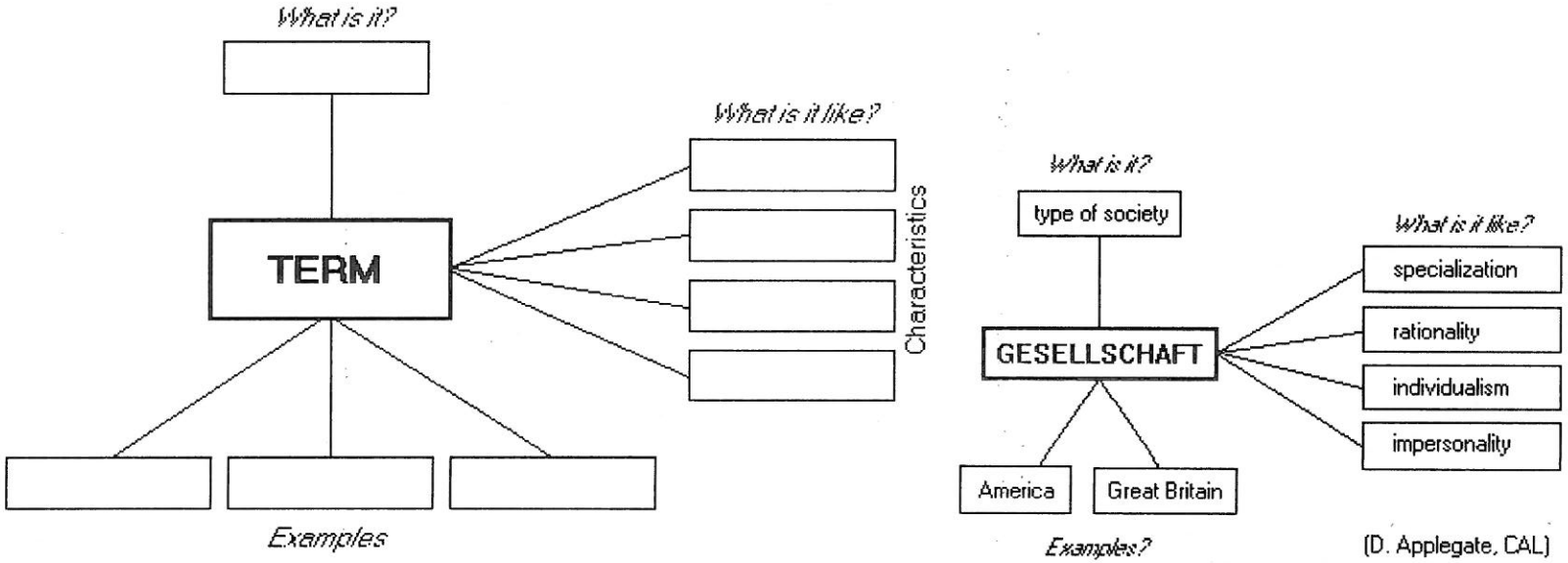
(Roe, Stoodt, and Burns, 1987, p. 121)

WORD MAP (CONCEPT MAP, SEMANTIC MAP)

Sample word maps, also called concept maps or semantic maps, help to organize new concepts and their characteristics. They summarize the traits of an item and provide examples of it. Sample word maps can be used to organize information about people, places, or ideas.

One advantage of sample word maps is they help students link essential characteristics and examples to major and minor concepts. Sample word maps also help to organize information for answering objective test questions and essays. There are four parts to a sample word map, as illustrated below.

- The term or concept is placed in a box in the middle of the page or note card.
- Directly above it is another box where the major category to which it belongs is written. This box should answer the question "What is it?"
- To the right of the term or concept are a series of boxes that indicate its essential characteristics. These boxes answer the question "What is it like?"
- Below the term or concept are a series of boxes that provide examples of the concept.

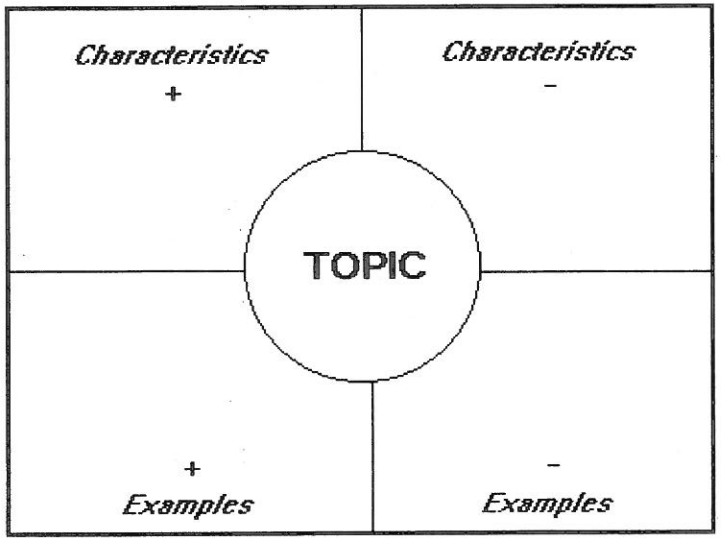


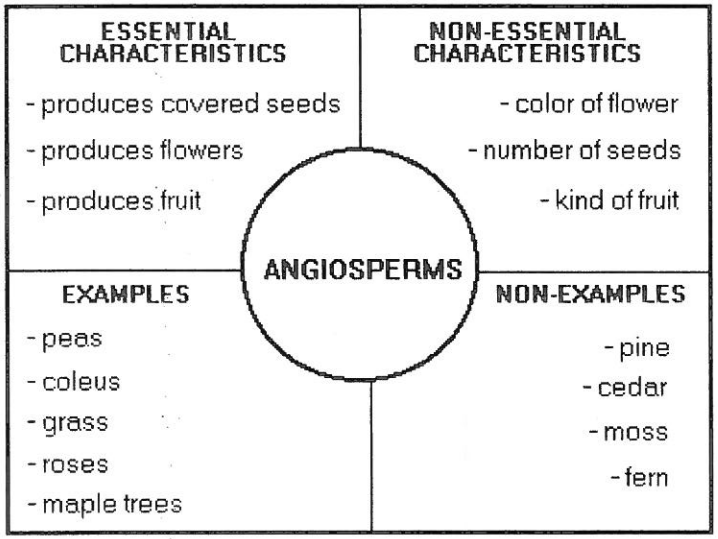
FRAYER MODEL

The Frayer model is a four-cell box arrangement that summarizes the essential characteristics of and provides examples of a central idea, usually a thing or process.

One advantage of the Frayer model is it gives characteristics and examples as well as noncharacteristics and nonexamples of the topic, helping students link the information to existing knowledge. This aids in correctly evaluating and answering objective test questions such as multiple choice and true-false.

The top row of the Frayer box is for the characteristics of the central idea, and the bottom row is for examples. The right-hand column of the Frayer box is for characteristics and examples that illustrate the central idea, and the left-hand column is for characteristics and examples that do not illustrate the central idea.





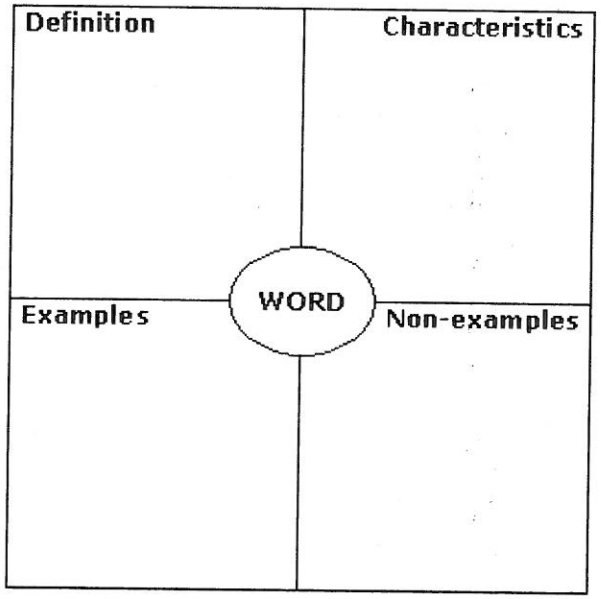
(REFERENCE)

The **Frayer Model** can also be used for word analysis and vocabulary building. This four-square model prompts students to think about and describe the meaning of a word or concept by . . .

- Defining the term,
- Describing its essential characteristics,
- Providing examples of the idea, and
- Offering non-examples of the idea.

This strategy stresses understanding words within the larger context of a reading selection by requiring students, first, to analyze the items (definition and characteristics) and, second, to synthesize/apply this information by thinking of examples and non-examples.

Frayer Model



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Thompson, Max (2004). *A plan advanced by Dr. Max Thompson for M.C.P.S.'s 70+ schools.* Retrieved July 12, 2007 from http://www.mcps.k12.md.us/schools/cabinjohnms/sd/resources/70+.htm

Walqui, A (n.d.). *SDAIE Strategies: A Glossary of Instructional Strategies.* Retrieved July 12, 2007 from http://www.suhsd.k12.ca.us/suh/---suhionline/SDAIE/glossary.html

Great Links

Graphic Organizers and Concept Maps:

Why use graphic organizers to teach content?
http://www.everythingesl.net/inservices/graphic_organizers.php

Overview of graphic organizers with examples of various types
http://www.cast.org/publications/ncac/ncac_go.html

58 Free graphic organizers
http://www.educationoasis.com/curriculum/graphic_organizers.htm

Tools to create graphic organizers, rubrics, worksheets, and lesson plans http://www.teach-nology.com/

Anticipatory Guide
http://www.ncrel.org/sdrs/areas/issues/students/learning/lr1anti.htm

Collection of Graphic Organizers with Teaching Guides
http://www.mordiallocCluster.vic.edu.au/documents/QIS_proformas/

Pre-writing organizers
http://depts.gallaudet.edu/englishworks/writing/prewriting.html

Thinking maps
http://www.nhcs.k12.nc.us/htree/Curriculum/ThinkingMaps.html
http://www.lifestreamcenter.net/DrB/Lessons/thinking_maps.htm

Frayer Model
http://www.justreadnow.com/strategies/frayer.htm
http://its.guilford.k12.nc.us/act/strategies/Frayer_Model.doc

General graphic organizers (better for middle school than high school)
http://edhelper.com/teachers/General_graphic_organizers.htm

Strategies:

Video Clips of Teaching Strategies for ELs
http://connect.ocde.us/Strategies.htm

Reading strategies for content teachers
http://www.justreadnow.com/strategies/index.htm

SDAIE teaching strategies
http://www.csus.edu/indiv/o/oreyd/sylabi/SDAIE.htm

Elements of effective SDAIE instruction
http://classes.csumb.edu/ED/ED615-03/world/Elements_SDAIE.html

Effective Instructional Strategies for English Language Learners in Mainstream Classrooms (SIOP model)
http://www.newhorizons.org/spneeds/ell/wallace.htm

Secondary English language learners
http://www.ncte.org/collections/secell

Standards:

California English Language Development Standards
http://www.cde.ca.gov/re/pn/fd/documents/englangdev-stnd.pdf

National Board for Professional Teaching Standards: English as a New Language
http://nbpts.org/the_standards/standards_by_cert?ID=13&x=62&y=10

Language Development/Literacy:

Most common words in American English
http://esl.about.com/library/vocabulary/bl1000_list1.htm

Common regular verbs
http://www.englishclub.com/vocabulary/regular-verbs-list.htm

Common irregular verbs
http://www.esldesk.com/esl-quizzes/irregular-verbs/irregular-verbs.htm
http://www.churchillhouse.com/english/verbsheet.pdf
http://www.geocities.com/fifth_grade_tpes/irregular_verbs.html

Sight words and Dulch lists
http://www.fcboe.org/schoolhp/shes/sight_words.htm
http://www.usu.edu/teachall/text/reading/Frylist.pdf

Lessonettes focused on the many tricky irregularities in the English language
http://www.everydayenglish.com/

Vocabulary development strategies
http://www.wordsurfing.co.uk/

ESL grammar and vocabulary handouts
http://owl.english.purdue.edu/handouts/esl/index.html#handouts

Signal words
http://www.nifl.gov/readingprofiles/Signal_Words.pdf

Culture and language learning teacher resources
http://www.carla.umn.edu/culture/resources/index.html
Phonograms

http://literacyconnections.com/Phonograms.html

Digraphs
http://www.firstschoolyears.com/literacy/word/phonics/digraphs/digraphs.htm

Consonant blends
http://www.mrsmcgowan.com/reading/ref.htm

R-controlled vowels
http://courses.dsu.edu/learningtools/Word%20Recognition/r-controlled_vowels.htm

Character traits
http://cte.jhu.edu/techacademy/web/2000/kochan/charactertraits.html

Spanish-English cognates
http://www.geocities.com/athens/thebes/6177/ws-cognates.html

Forms of Poetry
http://thewordshop.tripod.com/forms.html

AMPS

HONOR HARD WORK

Appendix K

The following draft provides an overview of the AMPS Data Driven Instructional Program.

Data Dives

Data Analysis Circles

Analysis Circles: *Data Dives*

(Results Meeting Discussions)

If assessments define the ultimate goal, analysis identifies that strategies and tactics to get there

THE ANALYSIS MEETING: *Teachers and Leader Side By Side At Tables.*

Many have seen the value of creating effective tools for assessment data analysis; however, an often overlooked and equally critical component is that leaders need to lead effective analysis meetings with teachers. *Too often schools assume that simply sitting down with the data is sufficient to ensure quality analysis. That assumption is fundamentally flawed.*

[1]Interim assessment analysis meetings are conferences between teachers and instructional leaders in which results gathered from the last interim assessment are analyzed and discussed. Unlike traditional post-observation conferences, analysis meetings offer insight into months of student learning. Additionally, analysis meetings allow for more specific and nuanced advice than traditional observations since yearlong trends can be systematically assessed and analyzed.

- Analysis meetings also work to increase accountability by providing school leaders with a concrete record of class achievement.
- It also provides a school leader to discuss what worked or didn't in a short period of time, out in the open. Some staff will not ask questions (similar to students) but will pick up responses and cues from a school wide data discussion.
- Finally, and most important, such meetings are integral to changing from a culture focused on what students were taught to a culture focused on what students actually learned, which is the crux of data-driven instruction.

Work with the Test in Hand:

It is absolutely essential that assessment analysis be done test-in-hand, with teachers constantly comparing results posted on the template with the assessment questions themselves. Results provide almost no meaningful information unless they can be seen in the context of the assessment itself.

a) **Question-Level Analysis-** with the test in hand, the most basic strategy for results analysis is to look over the template and identify the questions and standards on which students generally performed poorly. When combined with clear and easy-to-read data report templates, this strategy allows educators to quickly identify weaknesses and act on them.

[1] *Bambrick-Santoyo, Paul (2010-03-18). Driven by Data: A Practical Guide to Improve Instruction (Kindle Locations 1427-1438). Jossey-Bass.*

b) **<u>Standard level Analysis:</u>** Teachers ***should constantly*** ask why students bombed given questions. Did students all choose the same wrong answer? Why or why not?

- If comparing similar standards to one another or by examining trends within given standards, teachers can find the trends in student errors. Do results in fractions influence division of mixed numbers? Do systemic failures in sequence have any relation to the ability to summarize?

- By understanding the linkages between different standards, teachers can better understand why a given question posed problems to a group or individual students.

- At the level of the individual standard, consider if students performed similarly on all questions or if they found some harder than others. If so, why?

c) **<u>Search for Separators</u>**: Another important technique is to seek out questions on which the generally *stronger academic students outperform their weaker peers.* **Such questions are relevant because they reveal areas where smaller group focus or pullout groups would be highly effective at targeted instruction.** Can also guide the given support systems such as tutor, or aides in knowing what specific groups need to work on.

- If for example, three lowest-achieving students answered question 2 incorrectly. Those results clearly indicate that targeted re-teaching and support for those three students on that particular standard could help them catch up to their peers.
- On the other end of the spectrum, the top third of the class answered question 11 correctly, suggesting that they could be given a stretch assignment or independent work while the teacher focuses on re-teaching that standard to the rest of the class.
- The teacher can offer the higher performing students a more challenging application or standard or serving as tutors to their peers during that re-teaching session.

d) **<u>Scan by Student</u>**: Additionally, it's important to review performance not just between questions but also for individual students and it is *critically* important to carefully examine anomalies in individual student performance before reaching any conclusion.

Without it, a student could have been placed in endless re-teaching sessions, while she might have needed only a good night's sleep before an assessment.

- In short, without a student-level analysis like this, it's easy to reach significantly wrong conclusions as to why a student is struggling.
- Student-by-student analysis like this helps teachers identify the right approach for each student.

e) **Fast Turnaround**—*(Laying the Foundation For Effective Action):* Finally, for analysis to be useful it must be timely. Assessment results that are not returned and analyzed in a timely manner are wasted.

- Ideally, schools should design their calendar to ensure that interim assessments are :
  - ✓ Analyzed within forty-eight hours of being scored-
  - ✓ Analyzed 1 week for discussions.
- By keeping the analysis process under a week, schools can ensure that information gained from data-driven analysis is quickly applied to the classroom and those re-teaching targets weaknesses while material is still fresh in students' minds.

Who Should Conduct the Meeting? : The school principal should conduct data analysis meetings, since this makes it possible to directly supervise the implementation of data-driven instruction and feedback. Also, this is a setting for some difficult conversations and school leaders can demonstrate school wide adherence and importance to data. It absolutely matters!

Good assessments provide a tremendous amount of raw data, but great analysis is impossible unless that data is recorded and presented in a readily useful form.

Effective data report charts are those that organize student results in a way that allows for analysis at many important levels:

1. **Question level** (*the most overlooked level of analysis*). Same as you should expect teachers to have for their students, you must have questions at hand in the meeting;
2. **Standard level** *(all questions measuring the same standard)* ;
3. **Individual student level;***(Student by student snapshot);*
4. **Whole class level** *(By Teachers)* : It is essential that the data report template keep the ultimate users—teachers and school leaders—in mind.

- To that end, report templates must have a teacher-friendly learning curve. Templates need not be overly simplistic, but they must be designed so that most teachers can, with

reasonable effort, master their complexities. Templates that are too difficult to be useful will lead to frustration, not to results.

AT THE ANALYSIS (DATA DIVE) MEETING

Key Ideas For Leading Analysis Meetings

1. **You MUST know data yourself to lead the meeting effectively!**
2. **Let The Data Do The Talking**
3. **Let the Teachers do the talking *(If necessary, push them to do so)***
4. **Always go back to specific questions on test**
5. **Don't fight the battles on ideological lines(time lost, ultimately you lose)**
6. **Keep in mind the difference between first and third IA**
7. **Make sure that analysis is connected to a concrete action plan you can verify.**

1. **Know the Data Yourself:** Arm yourself with nuanced knowledge about classroom data. If you were the teacher, what would you look at, next steps and so forth, then think how you as a leader can guide that
2. **Let Data Do the Talking:** Simply point to the data at hand and ask teachers what they believe it means. The data is the central focus of the meeting. The data should be central and presented as results of objective facts.
3. **Let the Teachers do the Talking:** Teachers must own the process of assessment and analysis and it is therefore critical that they reach their own conclusions. Leaders can prompt staff to explain their interpretation of data.
4. **Always go Back to Specific Questions on the Test:** All should have copies of the test in front of them. This allows for a more detailed and productive analysis session
5. **Don't Fight the Battles on Ideological Lines:** arguments in pedagogical philosophies boggle down time and the defined task at hand. Data analysis meetings are, meant to shift the discussion from irresolvable ideological dilemmas to pragmatic and objective facts.
6. **Keep in Mind the Difference Between the First and Third IA: Though** analysis are always teacher led discussions, the leader MUST be willing to change their tone if a marked improvement has not been seen. **THIS IS YOUR JOB!** When weaknesses persist after 3 IA, then this must be acknowledge with teacher(s), more observations, and evaluations should be occurring and outside assistance called in preparation for some very difficult decisions.
7. **Make Sure Analysis is Connected to a Concrete, Verifiable Plan:** All solutions, plans and commitments MUST BE WRITTEN DOWN and put into action as part of a concrete and verifiable plan. Even the best insights or ideas will be meaningless if they aren't documented and put into practice.

REFLECTION PART OF MEETING

The following questions are scripted to engage teachers in reviewing the data.

As you read through it, they do seem over simplistic and you will add your own, however be leery of teachers who feel attacked by the data, and those who will argue the importance of it, etc.

- ✓ ***The analysis is all about being reflective of what is going on with every student in the school. The bottom line is that we must get students to progress through the academic year, and teachers to guide and deliver that progression.***

- ✓ **The goal is to effect teacher practice, student practice, all in the goal of excelling student achievement.** By arguing or taking blame stances; the end goal will not be as clear to others.

- ✓ You can have individual conversations as needed (only after), but in the meeting with the group adhere to the underlying practice below:

TEACHER QUESTIONS

Getting started: For many, simply getting started is the most challenging aspect of data meetings. Those who lead the meeting should understand that data meetings can be difficult at times but ultimately the leader must take the student's best interest.

Moment of Truth
Pass out copies of the data plan to your colleagues and staff……

- Give 5 minutes for each team/group to review the data.
- Have them look over the patterns in performance

The following are a few start up questions for the meetings:

1. *So what's the data telling you*
2. *Congratulations to the _____grade/department, scores have increased_____. You should feel proud, let's talk a little about what you did or say differently*
3. *So the data in _____regressed or did not move enough. Any thoughts? So how do we begin our action plan- any ideas?*

---

1. **(Global Questions):**
   - *"What's the data telling you?"*
   - *"How did class do as a whole?"*
   - *"What are strengths weaknesses in standards? Where do we need to work the most?"*

- *"How did class do overall on old versus new standards?"" Are they forgetting or improving an old material?"*
- *"Who are the strong and weak students" any surprises this go round?"*
- *"How are the results different for different type of questions? (Open ended , multiple choice, essay?"*
- *How well did the class do as a whole?*
- *What are the strengths and weaknesses in the standards: where do we need to work the most?*

2. **<u>(Dig In Questions):</u>**
   - **Bombed questions:** *"Did students all choose same wrong answer?" Why/why not?"*
   - **Break Down Standard:** *" Did students perform similarly on every question within standard or were some questions harder?"*
   - **Compare similar standards:** *"Do results in one influence the other?"*
   - **Sort data by students' scores***: Are there questions that separate proficient and non proficient students?"*
   - **Look horizontally at students:** *Are there any anomalies occurring with any students?"*

3. **(By class, subject, or grade): Praise for standard mastered.** *Students performed really well on that standard. Was there any specific focus or strategy that prepared them to gain a better understanding of that subject or standard?"*

4. **(Test in hand analysis/side by side) :** *Surfacing concern areas*

5. **Action Planning/Action Plan evaluation**

WHAT DO YOU DO WHEN THE STUDENTS HAVE DONE POORLY ON EVERY ASPECT OF AN INTERIM ASSESSMENT?

You cannot really re-teach all of it; however this is an excellent question.

When students fail on almost all the questions of an assessment, there are obviously major problems. However, our goal is for all students to be proficient, and as we all know, many students arrive well below grade level. So…..expect the question……how do you address the need to cover more than a year's worth of learning in one year?

<u>The reasons behind bombed performance probably include one or more of the following:</u>

1. The test was well above what the students were able to master in the prescribed time period.
2. The test doesn't assess what the teacher taught during that time period.
3. The students arrived years below grade level, so a grade-level assessment is beyond their reach at the moment.
4. The teaching was inadequate. One of the core premises of assessment is that you must start at the students' learning level.

5. Deeper cognitive matters *(this will need multiple assessments to verify however)*

Action Planning

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

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

Successful action plans share several key characteristics:

- ***Correct analysis:*** If analysis is not sound, then plans won't improve student
- ***New strategies:*** Action plans are only worth creating when a school believes it has room for improvement. If an action plan calls for a continuation of the status quo, then it is a waste of time and resources since more of the same will not yield different results. Plan with purpose, not for the sake of planning in itself.
- ***Specific time of implementation:*** Any and all suggested changes should be clearly marked with a date and a time for implementation; if a plan is made without a specific and well-defined time for action then it will probably be neglected due to the perpetual demands competing for a teacher's time.

Action Plan on the Cheap

Overly complex strategies and plans will get teachers tied up and frustrated. We have to keep it cheap for them. Sample Action Plan (Math): The table I below is a sample of where we can eventually get with it. A very simple way is to add a reflection/Reteach section to the lesson plan template that we use, and have teachers highlight what they will focus on during the week, *(See Table II Below)*. You may want to add this (with added boxes into the template) for multiple subjects and then begin to incorporate the Action Plan detailed in the table below.

Glossary

- **Scaled Scores-**
  When a student takes a CST, CAPA, CMA, or STS (all abbreviations used are featured at the end of this lesson), he or she receives a raw score (number of items correct) for the test that is transformed into a scale score (also called scaled score) through an equating process that allows a test (same subject, same grade level, etc.) to represent the same level of difficulty from one year to the next. Scale scores translate into performance levels (Far Below Basic, Below Basic, Basic, Proficient, and Advanced).

- **Cut Scores-**
  This lesson contains the performance level cut points (scale score ranges) that relate to each performance level for each STAR test. Note that while the range for Basic remains the same for each non-CAPA test (and this the maximum score for Below Basic and the Minimum score for Proficient), and for each CAPA test, all other ranges differ from one test (i.e., different test type, subject, or grade/level) to the next.

- **CAPA** - California Alternate Performance Assessment (alternative to CST for students with severe cognitive disabilities; much easier than CST)

- **CDE** - California Department of Education

- **CMA** - California Modified Assessment (alternative to CST for qualifying Special Education students; much harder than CAPA but easier than CST)

- **CST** - California Standards Test (for all students who do not qualify for the CAPA or CMA)

- **EOC** - End-of-Course (secondary STAR tests based on History-Social Science, Math, and Science course rather than grade level standards)

- **STAR** - Standardized Testing and Reporting (STAR Program includes CAPA, CMA, CST, and STS and orchestrates EAP testing)

- **STS** - Standards-based Test in Spanish (required for Spanish-speaking English Learners receiving instruction in Spanish or in U.S. < 1 year)

AMPS

HONOR HARD WORK

Appendix L

AMPS ASSESSMENT BLUEPRINT

Grades	Assessments	Frequency	Purpose	Windows
ELEMENTARY ASSESSMENTS				
K-5	SIPPS (Mid K-5)	1x	Diagnostic	9/25 - 10/4 (makeup date, 10/9)
	DRA	2x's	Diagnostic and Growth (Reading)	DRA 1: September DRA 2: May
	AMPS Elementary Writing Assessment	2x	Growth	A1: 9/28 A2: 5/31
K-2	Dibels	3x	Growth	A1: 9/25 - 10/4 (makeup date, 10/9) A2: 2/5 - 2/14 (makeup date, 2/9) A3: 5/29 - 6/6 (makeup date, 6/11)
	Envision Math (serves as Math Interim Assessments)	As prescribed by the curriculum	Standards Mastery	Follows curriculum pacing guide
	Open Court ELA (serves as ELA Interim Assessments)	As prescribed by the curriculum	Standards Mastery	Follows curriculum pacing guide
2-5	NWEA Reading NWEA Math	3x	Growth	A1: 9/25 - 10/4 (makeup date, 10/9) A2: 2/5 - 2/14 (makeup date, 2/9) A3: 5/29 - 6/6 (makeup date, 6/11)
3-5	Interim Assessments	4x	Standards Mastery	A1: 11/5 - 11/9 A2: 1/29 - 2/1 A3: 3/25 - 3/29 A4: 6/3 - 6/7
	CAASPP	1x	Summative	April 2019
MIDDLE SCHOOL ASSESSMENTS				
6-8	NWEA Reading	3x	Growth	A1: 9/25 - 10/4

	NWEA Math			(makeup date, 10/9) A2: 2/5 - 2/14 (makeup date, 2/9) A3: 5/29 - 6/6 (makeup date, 6/11)
	Interim Assessments	4x	Standards Mastery	A1: 11/5 - 11/9 A2: 1/29 - 2/1 A3: 3/25 - 3/29 A4: 6/3 - 6/7
	CAASPP	1x	Summative	April - May 2019
HIGH SCHOOL ASSESSMENTS				
9-10	Interim Assessments	4x	Standards Mastery	A1: 10/29 - 11/2 A2: 1/22 - 1/25 A3: 3/25 - 3/29 A4: 6/3 - 6/7
	ACT Aspire	3x	Growth	A1: 9/25 - 10/4 (makeup date, 10/9) A2: 2/5 - 2/14 (makeup date, 2/9) A3: 5/13 - 5/23 (makeup date, 5/28)
11-12	Interim Assessments (11th)	4x's	Standards Mastery	A1: 10/29 - 11/2 A2: 1/22 - 1/25 A3: 3/25 - 3/29 A4: 6/3 - 6/7
	CAASPP (11th)	1x	Summative	April/May 2019
	PSAT	1x	College Readiness	10/10
	SAT	1x	College Readiness	3/9, 5/4, or 6/1
	AP Exams	At the end of the AP course	College Credit	5/6 - 5/17
ENGLISH LANGUAGE PROFICIENCY (ALL GRADES)				
K-12	ELPAC Initial Assessment (To be determined "TBD" status on English Proficiency)	1x	Diagnostic	July 1, 2018 - June 14, 2019

K-12	ELPAC Summative Assessment (Only for students with "English Learner (EL)" status on English Proficiency	1x	Summative	Feb 1,2019 - March 31, 2019

Other AMPS-wide Supplemental Assessments

- Achieve 3000 & Smarty Ants (for K-2); provides reading growth data.
- MDTP; a math diagnostic assessment that we will pilot grades 6-12.

AMPS

HONOR HARD WORK

Appendix M

(AMENDED)
BYLAWS OF
AMETHOD PUBLIC SCHOOLS
(Formerly Oakland Charter Academy)
A California Nonprofit Public Benefit Corporation

Amended by
The Board of Directors
DATE: _____, 2018

Adopted by
The Board of Directors DATE:
June 16, 2006

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BYLAWS OF

AMETHOD PUBLIC SCHOOLS
(Amendment Date: _____, 2018)

A California Nonprofit Public Benefit Corporation

ARTICLE I
NAME

Section 1. NAME. The name of this corporation is Amethod Public Schools, a California Nonprofit Public Benefit Corporation ("Corporation"), (formerly Oakland Charter Academy, Inc.).

ARTICLE II
PRINCIPAL OFFICE OF THE CORPORATION

Section 1. PRINCIPAL OFFICE OF THE CORPORATION. The principal office for the transaction of the activities and affairs of the Corporation shall be within the City of Oakland, Alameda County, California. The Board of Directors of the Corporation ("Board") may change the location of the principal office. Any such change of location must be noted by the Secretary of the Board; alternatively, this Section may be amended to state the new location.

Section 2. OTHER OFFICES OF THE CORPORATION. The Board may, at any time, establish branch or subordinate offices at any place or places where the Corporation is qualified to conduct its activities.

ARTICLE III
GENERAL AND SPECIFIC PURPOSES

Section 1. GENERAL PURPOSE AND SPECIFIC PURPOSES. The Corporation is a nonprofit public benefit corporation and is not organized for the private gain of any person. It is organized under the Nonprofit Corporation law of California for public and charitable purposes. The specific purposes for which this Corporation is organized are to manage, operate, guide, direct and promote one or more California public charter schools ("Charter Schools").

The Corporation is organized and operated exclusively for educational and charitable purposes pursuant to and within the meaning of Section 501 (c) (3) of the Internal Revenue Code or the corresponding provision of any future United States Internal Revenue law. Notwithstanding any other provision of these articles, the Corporation shall not, except to an insubstantial degree, engage in any other activities or exercise of power that do not further the purposes of the Corporation. The Corporation shall not carry on any other activities not permitted to be carried on by: (a) a corporation exempt from federal income tax under Section 501(c) (3) of the Internal Revenue code, or the corresponding section of any future federal tax code; or (b) by a corporation, contributions to which are deductible under Section 170(c) (2) of the Internal Revenue Code, or the corresponding section of any future federal tax code.

ARTICLE IV

DEDICATION AND DISTRIBUTION OF ASSETS

Section 1. DEDICATION OF ASSETS. The Corporation's assets are irrevocably dedicated to public benefit and/or charitable purposes. No part of the net earnings, properties, or assets of the Corporation, on dissolution or otherwise, shall inure to the benefit of any private person or individual, or to any Director or officer of the Corporation.

Section 2. DISTRIBUTION OF ASSETS UPON DISSOLUTION. Upon dissolution or winding up of the Corporation, its assets remaining after payment of all debts and liabilities of the Corporation shall be distributed to a nonprofit fund, foundation, or corporation which is organized and operated exclusively for educational, public or charitable purposes and which has established it tax exempt status under section 501(c)(3) of the Internal revenue Code, or the corresponding section of any future federal tax code, or shall be distributed to the federal government, or to a state or local government, for public purposes. Any such assets not so disposed of shall be disposed of by a court of competent jurisdiction of the county in which the principal office of the Corporation is then located, exclusively for educational, public or charitable purposes or to such organization or organizations, as said court shall determine, which are organized and operated exclusively for such educational, public or charitable purposes.

ARTICLE V
CORPORATION WITHOUT MEMBERS

Section 1. CORPORATION WITHOUT MEMBERS. The Corporation shall have no "members" as that term is used in the California Nonprofit Public Benefit Corporation Law. All rights, which would otherwise vest in the members, shall vest in the Board. Any action which would otherwise require approval by a majority of all members or approval by the members shall require only approval of the Board. All rights which would otherwise vest in the members shall vest in the Board. The Board may, in its discretion, admit individuals to one or more classes of nonvoting members; the class or classes shall have such rights and obligations as the Board finds appropriate.

Section 2. ASSOCIATES. Nothing in Article V, Section l shall be construed as limiting the right of the Corporation to refer to persons associated with it as "members" even though such persons are not members within the meaning of section 5056 of the California Nonprofit Corporation Law, and no such reference shall constitute anyone a member, within the same meaning. The Corporation may confer by amendment of its Articles or of these Bylaws some or all of the rights of a member, as set forth in the California Nonprofit Corporation law, upon any person or persons who is without the right to vote in the election of Directors or on a disposition of substantially all of the assets of the Corporation or on a merger or on a dissolution or on changes to the Corporation's Articles or Bylaws. No such person, however, shall be a member within the meaning of said section 5056.

ARTICLE VI
BOARD OF DIRECTORS

Section 1. GENERAL POWERS. Subject to the provisions and limitations of the California Nonprofit Public Benefit Corporation Law, the Articles of Incorporation of the Corporation, these Bylaws. The Charter Schools Act of 1992, and any other applicable laws, the Corporation's activities, business, and affairs shall be managed, and all corporate powers shall be

exercised, by or under the direction of the Board, except as provided in Section 3 hereof. The Board may not delegate the responsibilities of budget approval or approval of fiscal and performance audits.

Section 2. SPECIFIC POWERS. Without prejudice to the general powers set forth in Section 1 above, but subject to the same limitations, the Board shall have the power to:

a. To select and remove, at the pleasure of the Board, the Chief Executive Officer ("CEO"), and his/her subordinates, prescribe powers and duties for him/her, as may be consistent with law, the Articles of Incorporation, and these Bylaws; to fix his/her compensation and to require from her/him security for faithful performance.

b. To conduct, manage, and control the affairs and activities of the Corporation and to make such rules and regulations for this purpose, consistent with law, the Articles of Incorporation, and these Bylaws, as it deems best;

c. Fix the compensation for corporate officers and employees; and to require from them security for faithful service;

d. To adopt, make and use a corporate seal, and alter the form of the seal from time to time, as it deems best;

e. To borrow money and incur indebtedness on behalf of the Corporation, and cause to be executed and delivered for the Corporation's purposes, in the corporate name, promissory notes, debentures, bonds, deeds of trust, mortgages, hypothecations, pledges, and other evidence of debt or securities;

f. To act as trustee under any trust incidental to the principal object of the Corporation, and to receive, hold, administer, exchange and expend funds and property to such trust;

g. To acquire by purchase, exchange, lease, gift, devise, bequest, and to hold, improve, sublease, mortgage, transfer in trust, encumber, convey or otherwise dispose of real personal property;

h. To assume any obligations, enter into any contracts or other instruments, and do any and all other things incidental or expedient to the attainment of any corporate purpose.

i. To carry out such other duties as are described in the Charter of each school.

Section 3. DELEGATION OF MANAGEMENT. The Board may delegate the management of the Corporation's activities to any person or persons, management company, or committees, however composed, provided the activities and affairs of the Corporation shall be managed and all corporate powers shall be exercised under the ultimate direction of the Board. No

assignment, referral, or delegation of authority by the Board or anyone acting under such delegation shall preclude the Board from exercising full authority over the conduct of the Corporation's activities, and the Board may rescind any such assignment, referral, or delegation at any time.

Section 4. NUMBER OF DIRECTORS. The authorized number of Directors shall be no less than five (5) and no more than eleven (11), with the exact number to be fixed by the Board by resolution from time to time.

Section 5. RESTRICTION ON INTERESTED PERSONS AS DIRECTORS. No more than 49 percent of the persons serving on the Board may be interested persons. An interested person is:

a. Any person compensated by the Corporation for services rendered to it within the previous 12 months, whether as a full-time or part-time employee, independent contractor, or otherwise, excluding any reasonable compensation paid to a Director as Director; and/or

b. Any brother, sister, ancestor, descendant, spouse, brother-in-law, sister-in-law, son-in-law, daughter-in-law, mother-in-law, or father-in-law of such person.

However, any violation of this paragraph shall not affect the validity or enforceability of transactions entered into by the Corporation. The Board may adopt other policies circumscribing potential conflicts of interest.

Section 6. NOMINATIONS BY COMMITTEE. In the event that there is a vacancy pursuant to Section 9 below, the Chair, will appoint an ad hoc advisory committee to nominate qualified candidates for election to the Board ("Nominating Committee"), which in turn will select a Chairman of the committee. The Nominating Committee's shall not be less than three (3) members and its duties are as follows:

(1) Identify a need/priority for the Corporation based on the Board composition and the expertise need described in Section 4 herein;

(2) Review every candidate(s) thoroughly, including meeting the candidate(s) in person, at which meeting a majority of the Nominating Committee is present;

(3) Vote as a majority to move the candidate(s) forward; if there is no majority then the candidate(s) cannot move forward.

(4) Schedule a meeting between the candidate(s) and the CEO; the meeting shall occur no later than thirty (30) days after the candidate(s) meets with the Nominating Committee;

(5) The candidate(s) who is voted to move forward shall attend a board meeting and meet the current Board Members;

(6) The Nominating Committee shall make an oral presentation on the candidate(s) to the Board at a regularly scheduled meeting.

Section 7. TERM OF OFFICE. Each Director shall hold office for a term of four (4) years or until the Director's death, removal, or resignation, whichever occurs first. Upon completion of an initial four (4) year term, each Director may serve one (1) additional four (4) term, subject to approval by a majority of the Board of Directors. No Directors shall serve in excess of two (2) consecutive terms, except as set forth herein. Nothing shall prevent a former Director from rejoining the Board as long as that Director has not been a member of the Board with the preceding twelve (12) months. In the event that the Board consists of three (3) members or fewer, then those Directors shall hold office until their respective successors are duly elected.

Section 8. BOARD ROSTER. The Secretary shall maintain and update the Board roster as necessary after each election. Any director who is elected on or before June 30 shall be treated as though elected January 1 of that year for the purpose of term limits. Any Director who is elected after June 30 of a given year shall be treated as though elected in January of the following year, effectively giving that Director up to an additional six months during the Director's first term.

Section 9. EVENTS CAUSING VACANCIES ON BOARD. A vacancy or vacancies on the Board of Directors shall occur in the event of:

The death, resignation, or removal of any Director;

The declaration by Board resolution of a vacancy of the office of a Director who has been declared of unsound mind by an order of court or convicted of a felony or found by final order or judgment of any court to have breached a duty under California Non -Profit Public Benefit Corporation Law, Chapter 2, Article 3; or found to have neglected or violated his or her duties and responsibilities provided that notice of that meeting at which vote is taken and of the removal questions are given to each member of the Board and to the Director subject to the removal questions are given at least 10 days prior to the meeting. Any vacancy caused by the removal of a Director shall be filled as provided in these Bylaws.

Any Director who does not attend three (3) successive board meetings will automatically be removed from the Board without Board resolution unless the Director suffers from an illness or disability that prevents him or her from attending meetings and the Board adopts a resolution waiving the automatic removal procedure of this subsection. A Director that has been removed from the Board pursuant to this subsection may be reinstated as a Director by resolution of the Board if the Director's seat on the Board remains vacant.

Section 10. RESIGNATION OF DIRECTORS. Except as provided below, any Director may resign by giving oral or written notice to the Chairman of the Board, or to the Secretary of the Board. The resignation shall be effective when the notice is given unless the notice specifies a later time for the resignation to become effective. If oral notice is given, confirmation of the resignation will be confirmed in writing by the Chairman of the Board within 72 hours of receiving oral notice. If a Director's resignation is effective at a later time, the Board may elect a successor to take office as of the date when the resignation becomes effective.

Section 11. DIRECTOR MAY NOT RESIGN IF NO DIRECTOR REMAINS. Except on notice to the California Attorney General, no Director may resign if the Corporation would be

left without a duly elected director or directors.

Section 12. NO REMOVAL ON REDUCTION OF NUMBER OF DIRECTORS. No reduction of the authorized number of Directors shall have the effect of removing any Director before that Director's term of office expires unless the reduction also provides for the removal of that specified Director in accordance with these Bylaws and California Nonprofit Corporation Law.

Section 13. REMOVAL OF DIRECTORS. Any Director may be removed, with or without cause, by the vote of the majority of the members of the entire Board at a special meeting called for that purpose, or at a regular meeting, provided that notice of that meeting and of the removal questions are given in compliance with the provisions of the Ralph M. Brown Act (Chapter 9 [commencing with Section 54950] of Division 2 of Title 5 of the Government Code). Any vacancy caused by the removal of a Director shall be filled as provided by the Bylaws.

Section 14. VACANCIES FILLED BY BOARD. Vacancies on the Board may be filled by approval of the Board of Directors or, if the number of Directors then in office is less than a quorum, by:

(a) the unanimous consent of the Directors then in office;

(b) the affirmative vote of a majority of the Directors then in office at a meeting held according to notice or waivers of notice complying with Corporations Code Section 5211; or

(c) a sole remaining Director.

Section 15. COMPENSATION AND REIMBURSEMENT. Directors shall serve without compensation except that they shall be allowed reasonable advancement or reimbursement of actual reasonable expenses incurred in carrying out his or her duties. Directors shall not otherwise be compensated.

Section 16. NON-LIABILITY OF DIRECTORS. No Director shall be personally liable for the debts, liabilities, or other obligations of the Corporation.

Section 17. COMPLIANCE WITH LAWS GOVERNING STUDENT RECORDS. The Corporation and the Board shall comply with all applicable provisions of the Family Education Rights Privacy Act ("FERPA") as set forth in Title 20 of the United States Code Section 1232g and attendant regulations as they may be amended from time to time.

ARTICLE VII
MEETINGS OF THE BOARD OF DIRECTORS

Section 1. LOCATION OF BOARD OF DIRECTORS MEETINGS. The Board may designate that a meeting be held at any place within California, where the Corporation operates a charter school. All meetings of the Board shall be called, held and conducted in accordance with the terms and provisions of the Ralph M. Brown Act, California Government Code Sections 54950, *et seq.*, as said chapter may be modified by subsequent legislation.

1.1. Meetings by Telephone or Similar Communication Equipment. A teleconference meeting is a meeting in which one or more Directors attend the meeting from a remote location via telephone or other electronic means, transmitting audio or audio/video. Any meeting may be held by conference telephone or other communications equipment permitted by California Nonprofit Corporation Law, and all Directors shall be deemed to be present in person at such meeting as long as all Directors participating in the meeting can communicate with one another and all other requirements of California Nonprofit Corporation Law are satisfied. Such meeting must also be noticed and conducted in compliance with Section 54953(b) of the Brown Act, including without limitation the following:

(a) At a minimum, a quorum of the Board shall participate in the teleconference meeting from locations within the school's jurisdiction;

(b) All votes taken during a teleconference meeting shall be by roll call;

(c) The Board shall post agendas at all teleconference locations with each such location being identified in the notice and agenda of the meeting;

(d) All locations where a Director participates in a teleconference meeting must be fully accessible to members of the public and shall be listed on the agenda.

(e) Members of the public must be able to hear what is said during the meeting and shall be provided with an opportunity to address the Board directly at each teleconference location; and

(f) The agenda shall indicate that members of the public attending a meeting conducted via teleconference need not give their name when entering the conference call.

Section 2. ANNUAL MEETINGS. Pursuant to sufficient notice, the Board shall hold an annual meeting for the purposes of organization, selection of directors and officers, and the transaction of other business.

Section 3. REGULAR MEETINGS. Regular meetings of the Board shall be held at regularly scheduled times as established by the majority of the Board, unless otherwise noted. Such meeting shall comply with the notice and open meeting requirements of the Brow Act (Govt. Code section 5490, *et seq.*)

Section 4. SPECIAL MEETINGS. Special meetings of the Board for any purpose may be called at any time by the Chair of the Board, if there is such an officer, the Vice-Chair, the Secretary, or any two Directors. The party calling a special meeting shall determine the place, date, and time thereof.

Section 5. NOTICE OF MEETINGS.

5.1. Notice of Regular Meetings. At least seventy-two (72) hours before an annual meeting or a regular meeting, the Board, or its designee, shall post an agenda containing a brief

general description of each item of business to be transacted or discussed at the meeting, including items to be discussed in closed session. A brief general description of an item generally need not exceed twenty (20) words. The agenda shall specify the time and location of the meeting and shall be posted in a location that is freely accessible to members of the public, as well as on either the Corporation's or the charter school's website, if any. The posting of the agenda and the contents of the agenda shall be in accordance with Section 54954.2 of the Brown Act. No action or discussion shall be undertaken at any annual or regular meeting on any item not appearing on the posted agenda, except as set forth in Section 54954.2 of the Brown Act.

5.2. Notice of Special Meetings.

5.2.1 Manner of Giving Notice. Notice of the time and place of all regular and special meetings shall be given to each Director by one of the following methods:

(a) Personal Delivery of written notice;

(b) First-class mail, postage paid;

(c) Telephone, including a voice messaging system or other system or technology designed to record and communicate messages; or

(d) Facsimile, electronic mail ("e-mail") or other means of electronic transmission if the recipient has consented to accept notices in this manner.

All such notices shall be given or sent to the Director's address, phone number, facsimile number or e-mail address as shown on the records of the Corporation.

Notice of the time and place of all regular and special meetings shall be given to members of the public in the following ways:

(a) Posting on the Corporation's website, if any;

(b) Posting in a location freely accessible to members of the public.

5.2.2. Time Requirements. Notices of special meetings of the Board sent by first-class mail shall be deposited in the United States mail at least 72 hours before the time set for the meeting. Notices given by personal delivery, telephone, or electronic transmission shall be delivered, telephoned, or transmitted at least twenty four (24) hours before the time set for the meeting. In addition to the foregoing, notice of the meeting shall comply with Section 54956 of the Brown Act, and the call of the meeting and notice shall also be posted at least twenty four (24) hours prior to the special meeting in a location that is freely accessible to members of the public.

5.2.3. Notice of Content. The call and notice of a special meeting of the Board shall state the time and place of the special meeting and the business to be transacted or discussed. No other business shall be considered at the special meeting. The notice of a special meeting shall comply with the requirements for special meetings set forth in The Brown Act.

Section 6. EMERGENCY MEETINGS. If there is an "emergency situation," as defined in Section 54956.5 of the Brown Act, involving matters upon which prompt action is necessary due to the disruption or threatened disruption of public facilities, the Board may hold an emergency meeting without complying with either the 24 hour posting requirement of Section 54956 of the Brown Act or both of the notice and posting requirements. The emergency meeting must be noticed and held in compliance with Section 54956.5 of the Brown Act.

Section 7. QUORUM AND ACTION OF THE BOARD.

7.1. **Quorum.** A majority of the voting Directors then in office shall constitute a quorum for the transaction of business, except adjournment.

7.2. **Minimum Vote Requirements for Valid Board Action.** Every action taken or decision made by a majority vote of the Directors then in office at a duly held meeting at which a quorum is present shall be the act of the Board, unless a greater number is expressly required by California Nonprofit Corporation Law, the Articles of Incorporation or these Bylaws. A meeting at which a quorum is initially present but due to the withdrawal of Directors, is no longer present, may not transact business; those Directors present may either: (a) elect to continue as a committee; or (b) adjourn to a future date. Directors may not vote by proxy.

Section 8. WAIVER OF NOTICE. Notice of a meeting need not be given to any Director who, either before or after the meeting, signs a waiver of notice, a written consent to the holding of the meeting, or an approval of the minutes of the meeting. The waiver or notice or consent need not specify the purpose of the meeting. All such waivers, consents, and approvals shall be filed with the corporate records or made a part of the minutes of the meetings. Notice of a meeting need not be given to any Director who attends the meeting and does not protest, before or at the commencement of the meeting, the lack of notice to him or her.

Section 9. ADJOURNMENT. A majority of the Directors present, whether or not a quorum is present, may adjourn any Board of Directors meeting to another time or place. If a meeting is adjourned for more than twenty-four (24) hours, notice of such adjournment to another time or place shall be given, prior to the time schedule for the continuation of the meeting, to the Directors who were not present at the time of the adjournment, and to the public in the manner prescribed by any applicable public open meeting law.

Section 10. CONFLICT OF INTEREST. Any Director, officer, key employee, or committee member having an interest in a contract, or transaction , or program presented to or discussed by the Board or committee for authorization , approval, or ratification shall make a prompt and clear disclosure of his or her interest to the board or committee prior to its acting on such contract or transaction.

Such disclosure shall include all relevant and material facts known to such person about the contract or transaction which might reasonably be construed to exist. If a conflict is deemed to exist, such person shall not vote on, nor use his or her personal influence on, nor be present during in the discussion or deliberations with respect to, such contract or transaction. The minutes of the

meeting shall reflect the disclosure made the vote thereon and, where applicable, the abstention from voting.

The policy requires:

Regular annual statements from Directors, officers, key employees to disclose existing and potential conflict of interest, and; Corrective and disciplinary actions with respect to transgressions of such policies.

Section 11. STANDARD OF CARE. A Director shall perform all duties of a Director, including duties as a member of any committee of the Board on which the Director may serve, in good faith, in a manner the Director believes to be in the best interests of the Corporation and with such care, including the duty to make reasonable inquiries, as an ordinarily prudent person in a like situation would use under similar circumstances.

In performing the duties of a Director, a Director may rely on information, opinions, reports or statements, including financial statements and other financial data, in each case prepared or presented by:

a. One or more officers or employees of the Corporation whom the Director believes to be reliable and competent in the matters presented;

b. Legal counsel, independent accountants or other persons as to matters that the Director believes to be within such person's professional or expert competence; or

c. A committee of the Board upon which the Director does not serve as to matters within its designated authority, provided the Director believes that the committee merits confidence and the Director acts in good faith, after reasonable inquiry when the need therefore is indicated by the circumstances, and without knowledge that would cause such reliance to be unwarranted.

Except with respect to assets that are directly related to the Corporation's charitable programs, the Board shall avoid speculation in investing, reinvesting, purchasing, acquiring, exchanging, selling and managing the Corporation's investments. Instead, the Board is to consider the permanent disposition of funds, the probable income, the probable safety of the Corporation's capital, and is to comply with the express terms of the instrument or agreement, if any, pursuant to which the assets were contributed to the Corporation.

Section 12. CONDUCT OF MEETINGS. Meetings of the Board shall be presided over by the Chair, or, if there is no Chair or the Chair is absent, the Vice-Chair or, in the absence of each of these persons, by a chair of the meeting, chosen by a majority of the Directors present at the meeting. The Secretary shall act as secretary of all meetings of the Board, provided that, if the Secretary is absent, the presiding officer shall appoint another person to act as secretary of the meeting. Meetings shall be governed by rules of procedure as may be determined by the Board from time to time, insofar as such rules are not inconsistent with or in conflict with these Bylaws, with the Articles, or with any provisions of law applicable to the Corporation.

Section 13. RULES OF PROCEDURE. All meetings of the Board and of the committees shall be conducted in accordance with Robert's Rules of Order.

Section 14. CONTRACTS WITH DIRECTORS AND OFFICERS. At all times that the Corporation has a valid charter petition to operate a charter school and the charter petition so requires, members of the Board and the officers, managers and employees and any committees of the Corporation shall comply with Government Code Sections 1090 and 8100 et seq., federal and state laws, nonprofit integrity standards and any applicable charter authorizer policies and regulations regarding ethics and conflict of interest.

Section 15. LOANS TO DIRECTORS AND OFFICERS. The Corporation shall not lend any money or property to, or guarantee the obligation of any Director or officer without the approval of the California Attorney General; provided, however that the Corporation may advance money to a Director or officer of the Corporation for expenses reasonably anticipated to be incurred in the performance of his or her duties if that Director or officer would be entitled to reimbursement for such expenses by the Corporation.

Section 16. TRAINING. Every Director who has not previously served on the Corporation's Board must commence attendance at a comprehensive, authorized training(s) regarding Board governance within 12 months of joining the Board as a Director.

ARTICLE VIII
COMMITTEES

Section 1. CREATION AND COMPOSITION OF COMMITTEES. The Board may, by resolution adopted by a majority of the Directors then in office, create one or more Board Committees ("Committees"), each consisting of two or more Directors, and no persons who are not Directors, to serve at the discretion of the Board. Any two Committees or any particular duties of a Committee may be combined, in the interest of efficiency or management. Unless otherwise directed by the Board, Committees are empowered only to consider and make recommendations upon matters referred to them by the Board. All Committees shall be composed of at least one board member. By majority vote of the Committee members, each committee shall elect one of its members who are also Board members to act as chair of the committee. Any Committee, to the extent provided in the resolution of the Board and allowed by law, may be given the authority of the Board except that no Committee may:

(a) approve any action for which the California Nonprofit Corporation Law also requires approval of the members or approval of a majority of all members;

(b) fill vacancies on the Board or in any Committee which has the authority of the Board;

(c) fix compensation of the Director for serving on the Board or on any Committee;

(d) amend or repeal any resolution of the board which by its express terms

is not so amendable or repealable;

(e) appoint any other Committees or the members of these Committees;

(f) expend corporate funds to support a nominee for Director after more persons have been nominated than can be elected; or

(g) approve any transaction (i) between the Corporation and one or more of its Directors or (ii) between the Corporation and any entity in which one or more of its directors have a material financial interest.

To facilitate the consideration and management of the Corporation under the Charter and as a corporate legal entity, the following Committee may be created as set forth within this section:

a. Executive Committee. The Executive Committee shall have the power to act in all matters pertaining to the Corporation, as directed by the Board, and, working in concert with the goals established by the committees, shall determine the Corporation's short-range and long-range goals. The Executive Committee shall review annually the conditions of employment of the Chief Executive Officer or Principal. The Executive Committee shall be composed of the Chair, Vice-Chair and such other members of the Board as the Board may elect.

b. Audit Committee: The Corporation shall have an audit committee consisting of at least one Director and may include nonvoting advisors. Directors who are employees or officers of the Corporation or who receive, directly or indirectly in any consulting, advisory or other compensatory fee from the Corporation (other than for service as a Director) may not serve on audit committee. The audit committee shall perform the duties and adhere to the guidelines set forth in the audit committee description as amended from time to time by the board. Such duties include: (1) Assisting the Board in choosing an auditor, if necessary; (2) Negotiating the auditor's compensation; (3) Conferring with the auditor regarding the Corporation's financial affairs; and (4) Reviewing and accepting or rejecting the audit.

c. Finance Committee: The Board Chair shall select the chair of the finance committee. The Treasurer should be a member of the committee. The Finance Committee shall be responsible for developing, recommending, and reviewing fiscal procedures, for the preparation and review of financial reports and projections of revenues and expenses, subject to approval by the board.

d. Other Committees of the Board: Other committees may, from time to time, be designated by resolution of the Board. Such other Committees may consist of persons who are not also members of the board. These additional Committees shall act in an advisory capacity only to the board and shall be clearly titled "advisory" committees.

Section 2. MEETINGS AND ACTION OF COMMITTEES. Meetings and action of Committees shall be governed by, and held and taken in accordance with, the provisions of Article VIII concerning meetings of Directors, with such changes in the context of Article VIII as are necessary to substitute the Committee and its members for the Board and its members, except that the time for regular meetings of Committees may be determined by resolution of the Board, and special meetings of Committees may also be called by resolution of the Board. Minutes shall be kept of each meeting of any Committee and shall be filed with the corporate records. The Committee

shall report to the Board from time to time as the Board may require. The Board may adopt rules for the governance of any Committee not inconsistent with the provisions of these Bylaws. In the absence of rules adopted by the Board, the Committee may adopt such rules.

Section 3. QUORUM RULES FOR COMMITTEES. A majority of the Committee members shall constitute a quorum for the transaction of Committee business, except to adjourn. A majority of the Committee members present, whether or not constituting a quorum, may adjourn any meeting to another time and place. Every act taken or decision made by a majority of the Committee members then in office at a meeting duly held at which a quorum is present shall be regarded as an act of the Committee, subject to the provisions of the California Nonprofit Corporation Law relating to actions that require a majority vote of the entire Board. Each Committee will hold its meetings in compliance with the Brown Act.

Section 4. REVOCATION OF DELEGATED AUTHORITY. The Board may, at any time, revoke or modify any or all of the authority that the Board has delegated to a Committee, increase or decrease (but not below two) the number of members of a Committee, and fill vacancies in a Committee from the members of the Board.

Section 5. ADVISORY COMMITTEES. The Board may create one or more advisory committees to serve at the pleasure of the Board. The action to create such advisory committees must be made pursuant to Brown Act requirements, meaning at a publicly noticed meeting with the item on the agenda. Appointments to such advisory committees need not, but may be Directors. The Board shall appoint and discharge advisory committee members. All actions and recommendations of an advisory committee shall require ratification by the Board before being given effect. These advisory committee meetings are not subject to the notice and posting requirements of the Brown Act so long as the committee is comprised solely of Board members; consists of less than the number of Board members who, if present at a meeting, would be able to make a decision; has a defined purpose and a time frame to accomplish that purpose; and is advisory.

ARTICLE IV
OFFICERS OF THE CORPORATION

Section 1. OFFICERS OF THE CORPORATION. The officers of the Corporation ("Officers") shall be a Chair, Vice-Chair, Chief Executive Officer ("CEO"), Secretary and Treasurer. The Corporation may also have, at the Board's discretion, one or more assistant secretaries, one or more assistant treasurers and such other officers as the Board may appoint. Other than the Chair and Vice-Chair, these persons may, but need not be, selected from among the Directors.

Section 2. DUPLICATION OF OFFICE HOLDERS. Any number of offices may be held by the same person, except that neither the Secretary, nor the Treasurer, may serve concurrently as the Chair of the Board.

Section 3. ELECTION OF OFFICERS. The Officers shall be chosen annually by the Board during the first meeting of the fiscal year, and shall serve at the discretion of the Board until his or her successor shall be elected, or his or her earlier resignation or removal.

Section 4. TERM OF CHAIR AND VICE-CHAIR. The Chair and the Vice-Chair shall serve for a term of one (1) year. The Chair and Vice-chair may serve a maximum of two (2) consecutive terms in the same office. Any officer may be removed at any time, with or without cause, by the affirmative vote of a majority of the Board.

Section 5. REMOVAL OF OFFICERS. Subject to the rights, if any, of an Officer under any contract of employment, any Officer may be removed, with or without cause (i) by the Board, at any regular or special meeting of the Board or at the annual meeting of the Corporation; or (ii) by an Officer on whom such power of removal may be conferred by the Board.

Section 6. RESIGNATION OF OFFICERS. Any officer may resign at any time by giving written notice to the Corporation. The resignation shall take effect on the date the notice is received or at any later time specified in the notice; and, unless otherwise specified in the notice, the resignation need not be accepted to be effective. Any resignation shall be without prejudice to the rights, if any, of the Corporation under any contract to which the Officer is a party.

Section 7. VACANCIES IN OFFICE. A vacancy in any office due to death, resignation, removal, disqualification, or any other cause shall be filled in the manner prescribed in these Bylaws for regular appointment to that office, provided that such vacancies shall be filled as they occur and not on an annual basis.

Section 8. RESPONSIBILITIES OF OFFICERS.

Section 8.1. Chair. The Chair of the Corporation shall preside at all meetings of the Board and exercise and perform such other powers and duties as may from time to time be assigned to him by the Board or prescribed by these bylaws. Subject to the supervisory powers as the Board may give to the Chair of the Board, if any, the Chair shall, subject to the control of the Board, and in conjunction with the officers of the Charter School, shall assist in supervising and directing the business, activities, affairs and the Officers of the Corporation.

Section 8.2. Vice-Chair. In the absence or disability of the Chair, the Vice-Chair, if any, shall perform all duties of the Chair. When so acting, the Vice-Chair shall have all powers of and be subject to all restrictions on the Chair. The Vice-Chair shall have such other powers and perform such other duties as the board or the Bylaws may prescribe.

Section 8.3. CEO. Subject to the control of the Board, the CEO shall be the chief executive officer and general manager of the corporation and shall have general supervision, direction and control of the business and officers of the corporation. He or she shall have the general power and duties of management usually vested in the office of chief executive officer of a corporation and shall have such other powers or duties as may be prescribed by the Board or these Bylaws. Subject to such limitations as may be imposed by the Board, any powers or duties vested in the CEO may be delegated by him or her to such subordinates as he or she may choose.

Section 8.4. Secretary. The Secretary of the Corporation attend to the following:

8.4.1. Bylaws. The Secretary shall certify and keep or cause to be kept at the principal office of the Corporation the original or a copy of these Bylaws as amended to date.

8.4.2. Minute Book. The Secretary shall keep or cause to be kept a minute book as described herein in Article XV.

8.4.3. Notices. The Secretary shall give, or cause to be given, notice of all meetings of the board in accordance with these Bylaws.

8.4.5. Corporate Records. Upon request, the Secretary shall exhibit or cause to be exhibited at all reasonable times to any Director, or to his or her agent or attorney, these Bylaws and the minute book.

8.4.6. Corporate Seal. The Secretary shall keep or cause to be kept the seal of the Corporation, if any, in safe custody, and shall have such other powers and perform such other duties incident to office of Secretary as may be prescribed by the Board or these Bylaws.

Section. 8.5. Treasurer. The Treasurer of the Corporation shall attend to the following:

8.5.1. Books of Account. The Treasurer shall keep and maintain, or cause to be kept and maintained, adequate and correct books and records of accounts of the Corporation's properties and business transactions, including accounts of its assets, liabilities, receipts, disbursements, gains, losses, capital, retained earnings, and other matters customarily included in financial statements. The books of account shall be open to inspection by any Director at all reasonable times.

8.5.2. Financial Reports. The Treasurer shall send or cause to be given to the Directors such financial statements and reports as are required to be given by law, by these Bylaws, or by the Board.

8.5.3. Deposit And Disbursement Of Money And Valuables. The Treasurer shall deposit, or cause to be deposited, all money and other valuables in the name and to the credit of the Corporation with such depositories as the Board may designate, shall disburse the Corporation's funds as the Board may order, shall render to the Chair, and the Board, when requested, an account of all transactions as Treasurer and of the financial condition of the Corporation, and shall have such other powers and perform such other duties as the Board or the Bylaws may prescribe.

8.5.4. Bond. If required by the Board, the Treasurer shall give the Corporation a bond in the amount of and with the or sureties specified by the board for faithful performance of the duties of his or her office and for restoration t the Corporation of all its books, papers, vouchers, money, and other property of every kind in his or her possession or under his or her control on his or her death, resignation, retirement, or removal from the office.

Section 9. COMPENSATION OF OFFICERS.

9.1. Salaries Fixed By Board. The salaries of Officers of the Corporation shall be fixed from time to time by resolution of the Board. In all cases, any salaries received by Officers

of the Organization Corporation shall be reasonable and given in return for services actually rendered for the Corporation. No salaried Officer of the Corporation may serve as a Director.

9.2. Fairness Of Compensation. The Board shall periodically review the fairness of compensation, including benefits, paid to every person, regardless of title, with powers, duties, or responsibilities comparable to the CEO, or chief financial officer: (i) once such person is hired; (ii) upon any extension or renewal of such person's term of employment, and (iii) when such person's compensation is modified.

ARTICLE X
INDEMNIFICATION

Section 1. DEFINITIONS. For the purpose of this Article XII,

1.1. Agent. "Agent" means any person who is or was a Director, officer, employee, or other agent of the Corporation, or is or was serving at the request of the Corporation as a Director, officer, employee, or agent of another foreign or domestic corporation, partnership, joint venture, trust, or other enterprise, or was a director, officer, employee, or agent of a foreign or domestic corporation which was a predecessor corporation of the Corporation or of another enterprise at the request of such predecessor corporation.

1.2. Proceeding. "Proceeding" means any threatened, pending or completed action or proceeding, whether civil, criminal, administrative, or investigative.

1.3. Expenses. "Expenses" includes, without limitation, all reasonable attorneys' fees, costs and any other expenses reasonably incurred in the defense of any claims or proceedings against an Agent by reason of his or her position or relationship as Agent and all attorneys' fees, costs and other expanses reasonably incurred in establishing a right to indemnification under this Article XII.

Section 2. APPLICABILITY OF INDEMNIFICATION PROVISIONS.

2.1. Successful Defense by Agent. To the extent that an Agent has been successful on the merits in the defense of any proceeding referred to in this Article XII, or in the defense of any claim, issue, or matter therein, the Agent shall be indemnified against expenses actually and reasonably incurred by the Agent in connection with the claim.

2.2. Settlement or Unsuccessful Defense by Agent. If an Agent either settles any proceeding referred to in this Article XII, or any claim, issue, or matter therein, or sustains a judgment rendered against him, then the provisions of Section 3 through Section 7 shall determine whether the Agent is entitled to indemnification.

Section 3. ACTIONS BROUGH BY PERSONS OTHER THAN THE CORPORATION. This Section 3 applies to any proceeding other than an action "by or on behalf

of the Corporation" as defined in Section 4 below. Such proceedings that are not brought by or on behalf of the Corporation are referred to in this Section 3 as "Third Party proceedings."

3.1. Scope of Indemnification in Third Party Proceedings.
Subject to the required findings to be made pursuant to Section 3.2 the Corporation may indemnify any person who was or is a party, or is threatened to be made a party, to any Third Party proceeding, by reason of the fact that such person is or was an Agent, for all expenses, judgments, fines, settlements, and other amounts actually and reasonably incurred in connection with the proceeding**.**

3.2. Required Standard Of Conduct For Indemnification in Third Party Proceedings. Any indemnification granted to an Agent in Section 3.1 above is conditioned on the following: the Board must determine, in the manner provided in Section 7hereof, that the Agent seeking reimbursement acted in good faith, in a manner he or she reasonably believed to be in the best interest of the Corporation, and, in the case of a criminal proceeding, he or she must have had no reasonable cause to believe that his or her conduct was unlawful. The termination of any proceeding by judgment, order, settlement, conviction, or on a plea of *nolo contendere* or its equivalent shall not, of itself, create a presumption that the person did not act in good faith or in a manner he or she reasonably believed to be in the best interest of the Corporation or that he or she had reasonable cause to believe that his or her conduct was unlawful.

Section 4. ACTION BROUGHT BY OR ON BEHALF OF THE CORPORATION.
This Section 4 applies to any proceeding brought (i) by or in the right of the Corporation, or (ii) by an Officer, Director or person granted relator status by the Attorney General, or by the Attorney General, on the ground that the defendant Director was or is engaging in self-dealing within the meaning of section 5233 of the California Nonprofit Corporation Law, or (iii) by the Attorney General or person granted relator status by the Attorney General for any breach of duty relating to assets held in charitable trust (any such proceeding is referred to in these Bylaws as a proceeding "by or on behalf of the Corporation").

4.1. Scope Of Indemnification In Proceeding By Or On Behalf Of The Corporation. Subject to the required findings to be made pursuant to Section 4.2 and except as provided in Sections 4.3 and 4.4, the Corporation may indemnify any person who was or is a party, or is threatened to be made a party, to any proceeding by or on behalf of the Corporation, by reason of the fact that such person is or was an Agent, for all expenses actually and reasonably incurred in connection with the defense or settlement of such action.

4.2. Required Standard Of Conduct For Indemnification In Proceeding By Or On Behalf Of The Corporation. Any indemnification granted to an Agent in Section 4.1 is conditioned on the following. The Board must determine, in the manner provided in Section 5 hereof, that the Agent seeking reimbursement acted in good faith, in a manner he or she believed to be in the best interest of the Corporation and with such care, including reasonable inquiry, as an ordinarily prudent person in a like position would use under similar circumstances.

4.3. Claims Settled Out Of Court. If any Agent settles or otherwise disposes of a threatened or pending action brought by or on behalf of the Corporation, with or without court approval, the Agent shall receive no indemnification for amounts paid pursuant to the terms of the

settlement or other disposition. Also, in cases settled or otherwise disposed of without court approval, the Agent shall receive no indemnification for expenses reasonably incurred in defending against the proceeding, unless the proceeding is settled with the approval of the Attorney General.

4.4. Claims And Suits Awarded Against Agent. If any Agent is adjudged to be liable to the Corporation in the performance of the Agent's duty to the Corporation, the Agent shall receive no indemnification for amounts paid pursuant to the judgment, and any indemnification of such Agent under Section 4.1 for expenses actually and reasonably incurred in connection with the defense of that action shall be made only if both of the following conditions are met:

(a) the determination of good faith conduct required by Section 4.2 must be made in the manner provided for in Section 5 hereof; and

(b) upon application, the court in which the action was brought must determine that, in view of all of the circumstances of the case, the Agent is fairly and reasonably entitled to indemnity for the expenses incurred. If the Agent is found to be so entitled, the court shall determine the appropriate amount of expenses to be reimbursed.

Section 5. DETERMINATION OF AGENT 'S GOO D FAITH CONDUCT. The indemnification granted to an Agent in Section 3 and Section 4, hereof, is conditioned on the findings required by those Sections being made by:

(a) the Board by a majority vote of the Directors then in office, not counting any vote of parties to the proceeding; or

(b) the court in which the proceeding is or was pending. Such determination may be made on application brought by the Corporation or the Agent or the attorney or other person rendering a defense to the Agent, whether or not the application by the Agent, attorney, or other person is opposed by the Corporation.

Section 6. LIMITATIONS. No indemnification or advance shall be made under this Article XII, except as provided in Section 2 or Section 7(b), in any circumstances when it appears:

(a) that the indemnification or advance would be inconsistent with a provision of the Articles of Incorporation, as amended, or an agreement in effect at the time of the accrual of the alleged cause of action asserted in the proceeding in which the expenses were incurred or other amounts were paid, which prohibits or otherwise limits indemnification; or

(b) that the indemnification would be inconsistent with any condition expressly imposed by a court in approving a settlement.

Section 7. ADVANCE OF EXPENSES. Expenses incurred in defending any proceeding may be advanced by the Corporation before the final disposition of the proceeding on receipt of an undertaking by or on behalf of the Agent to repay the amount of the advance unless it is

determined ultimately that the Agent is entitled to be indemnified as authorized in this Article XII.

Section 8. CONTRACTUAL RIGHTS OF NON-DIRECTORS AND NON-OFFICERS. Nothing contained in this Article XII shall affect any right to indemnification to which persons other than Directors and Officers of the Corporation, or any of its subsidiaries, may be entitled by contract or otherwise.

Section 9. INSURANCE. The Board may adopt a resolution authorizing the purchase and maintenance of insurance on behalf of any Agent, as defined in this Article XII, against any liability asserted against or incurred by any Agent in such capacity or arising out of the Agent's status as such, whether or not the Corporation would have the power to indemnify the Agent against the liability under the provisions of this Article XII.

Pursuant to the purchase and maintenance of such insurance, any indemnification under this Article shall be made by the Corporation only if authorized in the specific case, upon a determination that indemnification of the Agent is proper in the circumstances because the Agent has met the applicable standard of conduct set forth in Section 7 of this Article XII, by:

a majority vote of the Directors then in office, not counting any vote of parties to such proceeding; or

the court in which such proceeding is or was pending upon application made by the Corporation or the agent or the attorney or other person rendering services in connection with the defense, whether or not such application by the agent, attorney, or other person is opposed by the Corporation.

ARTICLE XI
MAINTENANCE OF CORPORATE RECORDS

Section 1. MAINTENANCE OF CORPORATE RECORDS. The Corporation shall keep:

a. Adequate and correct books and records of account;

b. Written minutes of the proceedings of its members, Board, and committees of the Board; and

c. Such reports and records as required by law.

Section 2. INSPECTION BY DIRECTORS. Every Director shall have the absolute right at any reasonable time to inspect the Corporation's books, records, documents of every kind, physical properties, and the records of each subsidiary, if any, as permitted by California and federal law. The inspection may be made in person or by the Director's agent or attorney. The right of inspection includes the right to copy and make extracts of documents as permitted by California and federal law. This right to inspect may be circumscribed in instances where the right to inspect conflicts with California or federal law (e.g., restrictions on the release of educational records under

FERPA) pertaining to access to books, records, and documents.

Section 3. ACCOUNTING RECORDS AND MINUTES. On written demand on the Corporation, any Director may inspect, copy, and make extracts of the accounting books and records and the minutes of the proceedings of the Board and committees of the Board at any reasonable time for a purpose reasonably related to the Director's interest as a Director. Any such inspection and copying may be made in person or by the Director's agent or attorney. This right of inspection extends to the records of any subsidiary of the Corporation.

Section 4. MAINTENANCE AND INSPECTION OF ARTICLES AND BYLAWS. This corporation shall keep at its principal California office the original or a copy of the articles of incorporation and bylaws, as amended to the current date, which shall be open to inspection by the Directors at all reasonable times during office hours. If the corporation has no business office in California, the Secretary shall, on the written request of any Director, furnish to that Director a copy of the articles of incorporation and bylaws, as amended to the current date.

ARTICLE XII
ENDORSEMENT OF DOCUMENTS; CONTRACTS

Section 1. ENDORSEMENT OF DOCUMENTS; CONTRACTS. Any contract or conveyance made in the name of the Corporation, which is authorized or ratified by the Board or done within the scope of authority conferred by the Board or within the agency power of the Officer executing it, except as the Board's authority is limited by law, binds the Corporation and the Corporation acquires rights thereunder whether the contract is executed wholly or in part.

ARTICLE XIII
REQUIRED REPORTS

Section 1. ANNUAL REPORTS. The Board of Directors shall cause an annual report to be sent to itself (the Board) within 120 days after the end of the Corporation's fiscal year. That report shall contain the following information, in appropriate detail:

a. The assets and liabilities, including the trust funds, or the Corporation as of the end of the fiscal year;

b. The principal changes in assets and liabilities, including trust funds;

c. The Corporation's revenue or receipts, both unrestricted and restricted to particular purposes;

d. The Corporation's expenses or disbursement for both general and restricted purposes;

e. Any information required under these bylaws; and

f. An independent accountant's report or, if none, the certificate of an authorized officer of the Corporation that such statements were prepared without audit from the Corporation's books and records.

This requirement of an annual report shall not apply if the Corporation receives less than $25,000 in gross receipts during the fiscal year, provided, however, that the information specified above for inclusion in an annual report must be furnished annually to all Directors and to any member who requests it in writing.

Section 2. ANNUAL STATEMENT OF CERTAIN TRANSACTIONS AND INDEMNIFICATIONS. As part of the annual report to the Board, or as a separate document if no annual report is issued, the Corporation shall, within 120 days after the end of the Corporation's fiscal year, annually prepare and mail or deliver to each Director and furnish to each Director a statement of any transaction or indemnification of the following kind:

a. Any transaction (i) in which the Corporation, or its parent or subsidiary, was a party, (ii) in which an "interested person" had a direct or indirect material financial interest, and (iii) which involved more than $50,000 or was one of several transactions with the same interested person involving, in the aggregate, more than $50,000. For this purpose, an "interested person" is either:

(1) Any Director or officer of the Corporation, its parent, or subsidiary (but mere common directorship shall not be considered such an interest); or

(2) Any holder of more than 10 percent of the voting power of the Corporation, its parent, or its subsidiary. The statement shall include a brief description of the transaction, the names of interested persons involved, their relationship to the Corporation, the nature of their interest, provided that if the transaction was with a partnership in which the interested person is a partner, only the interest of the partnership need be stated.

b. Any indemnification or advances aggregating more than $10,000 paid during the fiscal year to any officer or Director of the Corporation as permitted under these by bylaws, unless the indemnification has already been approved by the Directors under Corporation's code section 5238(d)(2).

ARTICLE XIV
OTHER PROVISIONS

Section 1. CONSTRUCTION AND DEFINITIONS. Unless the context requires otherwise the general provisions, rules of construction, and definitions in the California Nonprofit Corporation Law and in the California Nonprofit Public Benefit Law shall govern the construction of these Bylaws. Without limiting the generality of foregoing, words in these Bylaws shall be read as the masculine or feminine gender and as the singular or plural, as the context requires. The term "person" includes both a legal entity and a natural person. The captions and headings in these Bylaws are for convenience of reference only and are not intended to limit or define the scope or effect of any provision.

Section 2. AMENDMENT OF BYLAWS. The Board may adopt, amend, or repeal these Bylaws by a majority vote of the Directors then in office at a meeting duly held at which a quorum is present.

Section 3. VALIDITY OF INSTRUMENT. Subject to the provisions of applicable law, any note, mortgage , evidence of indebtedness, contract, conveyance or other written instrument and any assignment or endorsement thereof executed or entered into between the Corporation and any other person, shall be valid and binding on the Corporation when signed by the Chair, Vice-Chair, CEO, Chief Financial Officer, Secretary or Treasurer of the Corporation unless the other person has actual knowledge that the signing officers had no authority to execute the same. Any such instruments may be signed by any other person(s) and in such manner and from time to time shall be determined by the Board and, unless so authorized by the Board, no officer, agent or employee shall have any power or authority to bind the Corporation by any contract or engagement, to pledge its credit, or to render it liable for any purpose or amount.

Section 4. FISCAL YEAR. The fiscal year of the Corporation shall be will be July I, through June 30 or as set by the Board.

CERTIFICATE OF SECRETARY

I certify that I am the duly elected and acting Secretary of the Amethod Public Schools, a California Nonprofit Public Benefit Corporation; that these Bylaws, are the Bylaws of this Corporation as adopted by the Board of Directors on June 6, 2006, and amended on

Executed on _____, 2018 at Oakland, California.

_____

Secretary, Board of Directors

AMPS

HONOR HARD WORK

Appendix N

DYANA CURRERI – ERMATINGER

5563 Brookdale Avenue Oakland, CA 94605/ 510-686-0119 (cell)/ dyana.curreri@gmail.com

RESUME

SUMMARY:

- Associate Director with 10+ years of progressive experience in securing grants of $25,000+ for identified priorities
- 20+ years project management expertise in the service of colleges, universities, and community-based non-profit organizations.
- Administrative expertise in "start-up" program environments, managing multiple complex projects on time and within budget (to $3.5 million).

CORE COMPETENCIES

- Fund development analysis, planning, and research for new grant and contract opportunities.
- Providing direction to staff and leadership with a calendar of deadlines and deliverables; coordinating grant writing, documents and attachments and on-time final submission.
- Supporting the Executive Director, staff, and board as they develop relationships with foundations and agencies.
- Broad knowledge and experience in developing and tracking grant budgets, providing updates and revenue projections as needed.
- Development of appropriate infrastructure to support the above activities.
- Recognized capacity to successfully develop and manage relationships with internal and external contacts.
- Knowledge of current funding trends (Foundation, Corporate, Local/State/Federal).
- Significant experience reporting on grant/contract-funded programs in excess of $1 million.
- Proficiency in Raiser's Edge, MS Word, PowerPoint, Excel, Publisher and Outlook and several web-based grant research applications.

CAREER HIGHLIGHTS

- Raised over $1.6 million in institutional grants in the first year of appointment to the position at Mills College
- Promoted from Grantwriter to Associate Director at San Francisco Conservation Corps in 2014, a new position supporting $3.5 million in grant and contract development and coordination in the Program area.

DYANA CURRERI – ERMATINGER

5563 Brookdale Avenue Oakland, CA 94605/ 510-686-0119 (cell)/ dyana.curreri@gmail.com

- In the face of organizational turmoil, successfully submitted and managed over $3 million in federal and state grants for the Oakland Police Department

- During an economic downturn (2007-10), planned and implemented annual fund campaigns and targeted fundraising to increase revenue by 20% and created visibility by rebranding website to attract new donors to the San Francisco Center for the Book.

- As a consultant, organized and analyzed data to identify and research potential funding prospects, trained board members in approaches for cultivation, solicitation, and recognition and assisted the Executive Director in developing a cultivation and stewardship plan for the Wesley Foundation to reach their capital campaign goal of $697,482.

- Received a lead gift of $1 million in support of a new museum project at Washington State University.

RECENT WORK EXPERIENCE

1. Assistant Director, Foundation and Corporate Relations
Mills College
March 2016 – Present

With direction from the V.P. of Institutional Advancement, the Assistant Director implements a comprehensive strategy for the College's fundraising from corporations, private, selected family and other foundations. This position also contributes to constituent research and overall best practices.

Essential skills:

- supporting, renewing or enhancing Mills' relationships with program officers and directors at foundations and corporations in the Bay Area and beyond
- creating a comprehensive corporate engagement program
- identifying new institutional prospects
- developing and writing proposals tailored to these funders
- and ensuring effective stewardship of corporate and foundation donors through timely and accurate reporting of grants and gifts received
- Securing current and endowed grants of $25,000+ to the College for identified priorities.
- Developing and managing a portfolio of 50 corporate and foundation prospects and donors, including written cultivation and/or solicitation plans for 15-20 high-priority prospects. Following up in a timely manner on new leads from prospect identification, volunteers, and all other sources.Using best practices for moves management.
- Representing the College and its CFCR needs to the surrounding business community.
- Collaborating with colleagues across campus in developing corporate engagement program, including Career Services and the Office of the Provost.
- Mobilizing trustees, other lead volunteers and College Officers to help with fundraising from institutions.Identifying and utilizing these individuals' connections to foundations and corporations.
- Collaborating with academic leaders across campus to develop and prepare funding opportunities and proposals for specific funders.
- Working with campus partners in developing and writing letters of inquiry, proposals and reports.Reviewing, editing and rewriting (as necessary) these documents when written by faculty and administrators.
- Creating and maintaining all relevant systems for CFR management.
- Designing stewardship and engagement opportunities for top institutional donors.

- Representing the College and its programs effectively to a variety of external audiences.
- Serving as a sitting member of the College's External Funding Review Committee.

2. Associate Director, Grants, and Contracts
San Francisco Conservation Corps
July 2013 – March, 2016

Promoted to A.D. Grants and Contracts following success in developing over $300,000 in new revenue streams from local and national foundations for project specific and general operation support in one year.
Responsibilities currently include:

- Triage potential funding in coordination with Executive Director and Deputy Director and act as team leader and lead writer on proposals to support education, workforce development and job training/placement for at-risk youth.
- Support relevant research and data gathering for specific proposals, and analyze and interpret complex RFP documents, outlining templates for collection of data.
- Translate complex program information and technical data into funder language for proposals.
- Edit letters of intent, abstracts and/or full proposals ensuring accuracy, completeness, adherence to agency guidelines and policies and procedures, accurate budgets, and consistency with organizational strategic plan.
- External relations support for Grants/Contracts: facilitating partnership and systems creation proposed under new grants; for a grant project funded by EnergyUpCalifornia, providing leadership to launch information dissemination on programs via web, print and collateral material; developing and sustaining collaborative working relationships with funders, community partners and other stakeholders.
- Administrative support: ensuring compliance with grant and government regulations, policies, agency guidelines, and generally accepted accounting principles; managing the responsible reporting of awarded funds; providing grant interpretation guidance to program managers; training and coaching staff in submission and follow-up on grant award reporting.

3. Grant Administrator
City of Oakland
Police Division/Fiscal Services
October 2011 – February 2013
Provided direction to departmental staff and external relations support to grant partners (Mayor's Office, Oakland Unified School District, McCullum Youth Court, CenterForce, Safe Passages) on grant administration and management and performed a broad range of grant management activities, requiring considerable discretion and latitude of judgment in the formulation and development of grants policies and procedures. This position required an extensive background check to qualify for employment. Responsibilities include:

- Researching, identifying and compiling grant opportunities for support of programs directed to at-risk youth from relevant websites, publications, organizations and other sources.
- Managing all aspects of grant development, submission and reporting for the department, and in collaboration with other city agencies.
- Drafting and editing grant proposals, grant reports, letters of intent, legislative reports and resolutions for City Council, writing content in a deadline-driven environment.
- Preparing all application attachments such as budgets, financial reports, cover letters.
- Maintaining a grant solicitation calendar that is developed based on stated needs of various departments to communicate a comprehensive list of funding opportunities.
- Developing and maintaining a citywide grants and donations tracking system.
- Meeting quarterly with all project managers.

- Training accountants in providing budget reports.
- Preparing budgets for grant applications using principles and practices of governmental and grants accounting, applicable federal, state and local legislation and knowledge of grant requirements.
- Post-award grant maintenance: tracking expenditures (Oracle), applying key budget principles and terminology and using effective grants management techniques.
- Tracking, monitoring and reporting on all grant-related activities to foundations and corporate sponsors.
- Developing procedures for forecasting grant revenues and expenditures.
- Establishing and implementing policies and procedures related to grants and contracts.
- Assisting with the preparation and presentation of the annual budget.
- Compiling data and preparing narrative reports on grant and donation activities.

4. Executive Director
San Francisco Center for the Book (SFCB)
July 2007 – September 2010

- Provided organizational scaling to need in a school and open studio for book arts/artists. Hired and fired staff, negotiated contracts, worked with legal representation on EDD issues and contracts.
- Led strategic planning.
- Developed and managed 12 public programs and exhibition projects annually.
- Provided over $200,000 in new revenue through events annually.
- Experience in developing complex budgets and financial reports (Excel/Quickbooks for Non-profits)
- Increased individual giving through creative marketing; also increased benefits and unique recognition opportunities; Increased membership by expanding to two annual campaigns targeting new students and stakeholders; Increased corporate sponsorships including a major sponsorship of a signature event by Whole Foods Stores.
- Implemented a robust database using open source programs that combined development and marketing functions
- Created a new brand for the website and collateral material, including e-mail newsletter that focused on free programs and fee-based workshops and provided opportunities for giving.
- Planned and implemented bi-annual fund campaigns and three annual targeted fundraising events i.e art auction, cocktail party benefit and special event “Five Treasures”, a signature recognition benefit which acknowledged the work of outstanding book artists, designers, publishers and poets (including writer Dave Eggers for 826 Valencia youth programs).
- Created a finance committee to develop long-range financial direction and advise the community-based (non-fundraising) board.

CONTRACT POSITIONS, SELECTED CLIENTS (2003-2011)

Director of Museum Operations, International Art Museum (IAMA)
San Francisco, CA
December, 2010 – December, 2011 (Contract Position)

Provided administrative oversight for start-up, soft opening and grand opening of a 34,000 sq. ft facility located in San Francisco’s mid-market area. The position required me to operate a fast paced, deadline driven environment which included build out and furnishing of galleries and administrative offices. Other responsibilities included:worked with founding trustees to complete facility; hired staff; established administrative policies, procedures and practices; oversight of installation of permanent collection; identification of high-level contacts with City funding agencies,

foundations and individual donors;created security, operations and staffing plan for first year; hired consultants to complete project goals; hired and supervised staff and volunteers; provided administration, programming and marketing oversight; prepared and monitored budgets; maintained insurance and vendor contracts; set up information technology systems for administrative offices (hardware/software and protocols); hired and provided oversight of security contract employees to provide a secure and safe environment for delivery and installation of artwork,and ongoing operations for administration, galleries and museum shop in the Central Market Street area.

Flyaway Productions: Aerial Dance Company
San Francisco, CA
January - July 2007
Developed a comprehensive fundraising plan to support the company's mission to make public art (dance) that lives at the intersection of acrobatic spectacle and social justice. Grantwriting to secure funding for program scholarships for an Art and Activism program for at risk High School girls.

Wesley Student Center/Wesley Foundation
University of California, Berkeley
February - July 2007
Provided consultation and administrative support for a capital campaign to build a sustainable housing development for students including solicitation and cultivation of prospects, collateral material and strategy development with Executive Director and board. Organized and analyzed data to identify and research potential funding prospects, developed recommendations, and proposals; trained board members in approaches for cultivation, solicitation, and recognition; strategic planning and goal setting. Developed and implemented a cultivation and stewardship plan for foundation staff. Developed a robust database system utilizing Salesforce. Campaign goal reached: $697,482

Pittsburgh Glass Center
Pittsburgh, PA.
May 2002 – November 2003
Provided interim leadership for a start-up non-profit art school and educational center located in a redevelopment district in downtown Pittsburgh, PA. Worked with the founders and board to raise additional funding ($280,000) to complete operational aspects of the facility, hire staff, complete build out of glass studio and artist in residence housing, develop and market programming.

RELATED PROGRAM MANAGEMENT EXPERIENCE

Executive Director
ARTSPAN/SF Open Studios/Art for City Youth
June 2005 - December 2006
ArtSpan is the progenitor of all Bay Area Open Studio programs, representing the work of more than 300 artists living in San Francisco with an annual budget of $400,000.
Responsibilities included overseeing day to day operations, presentation of the annual event, editing, and publication of a full-color catalog, developing an art in schools residency program, strategic planning with board and Artist's Committee.

Director, Museum of Art
Washington State University, Pullman, WA.
December 1998 – February 2001
Director/ Chief Curator of a university art museum that served as the primary visual arts resource in southwestern Washington state.
Provided administrative, curatorial and board support; worked with the WSU Office of the President to raise $1.1million in funding for museum operations and exhibitions and co-led a 23 member pre-design committee for a

new museum (lead gift and design phase funding from the State of Washington); curated and managed 10-12 exhibition projects annually, developed public programming and publications, and taught as an Adjunct Professor in the honors program.

Founding Director, Steven Oliver Art Center (OAC)
Oakland, CA
September 1989- December 1997
Founding Director for OAC; initiated programming at two satellite spaces: San Francisco Design Gallery (progenitor to Wattis Institute for Contemporary Arts) and Downtown Oakland Community Gallery (DTO)
Provided program start-up and administration, programming and marketing; wrote and produced all educational material; organized adjunct gallery advisory boards to develop long-range exhibition planning, maintaining close contact with working artists, community groups, and professional art organizations. Grant writing and other fundraising activities including auctions, individual and direct solicitation to corporations and foundations. Taught as Adjunct Professor of Arts Administration/Professional Practices.

SELECTED CREDENTIALS AND TRAINING

- Lifetime Community College Teaching Credential (CA)
- Kellogg Foundation Fellowship; The Team Approach: Strategies for Effective Programming in Education; Field Museum of Natural History, Chicago (1984)
- University of California, Berkeley- Extension Program; Arts Administration and Management certificate (1986)
- JFK University/Western Museum Conference Institute, Strategic Planning for Non-Profits (1990)
- J.P. Getty Leadership Institute, Los Angeles, CA (2000)
- The Grantsmanship Center, Los Angeles, CA; Grantsmanship Training Program (2003)
- Seeking Corporate Funding; The Foundation Center, San Francisco (2008)
- Title II Grant Training; the State of California, Sacramento (2012)
- Federal Grant Financial Management Training; State of California (CSI), Sacramento (2012)
- GrantwritingUSA Grant Workshop, Hayward, CA (2012)
- EMTRAIN, Preventing Workplace Harassment, webinar training (2015)

EDUCATION

- BA (Art), California State University, Sacramento 1977
- MA (Art), California State University, Sacramento 1979

ADDENDUM: SIGNIFICANT GRANTS AND OTHER FUNDING RECEIVED BY INSTITUTION

San Francisco Conservation Corps
July 2013 – Present
Successful grants from State/Local/Federal, Foundation and Corporate Sources (2013-2016): CalRecycle RLC 30 Recycling: Tire, Oil and E-Waste Operations job training (2015-17) $1,585,725; Proposition 39 (State of California), Multi-Craft Core Curriculum Partnership: Emerald Cities, SF Building & Construction Trades Council, NorCal Laborers Joint Apprenticeship Training Committee (2013-15; 18 mo.), $500,000; renewed (2015-16, 12 months); $300,000; Port of San Francisco, Job Training for Youth, $505,000 (2 yrs.); Office of Economic and Workforce Development, RAMP-Youth (WIA/General Fund) Workforce Development), $400,000; OEWD; State of CA/Emergency Drought Relief Program, $200,500; Basic Education & Vocational Training Programs, $150,000;

Employment Training Panel, State of California, Pre-Apprenticeship Training programs, $156,000; CalRecycle RLC28A: Bottle bill, $103,083; Dept. Public Works, CS-361 Service Project- N. San Andreas Fuel Mgmt. and Training program, $150,000; SF Environment, Zero Waste Diversion projects, $105,000; San Francisco Foundation, Job Training, $100,000 (2 yrs.) and HOPE S.F. Organizational Development, $80,000; National Fish and Wildlife Foundation-Wells Fargo Environmental Solutions, Community Garden Rehabilitation, $62,449; EnergyUpgradeCalifornia (State of California), Community Ambassador Grant, $64,295; Wells Fargo Foundation, Job Training/Workforce Development, $45,000 (3 yrs.); The Max And Victoria Dreyfus Foundation (N.Y.) Foundation, General operations, $15,000 (2 yrs.); GAP Foundation, Job Placement Services, $20,000 (2 yrs.); PG&E, Education, $5,000; GGS Foundation: Corpsmember Barrier Removal, $30,000; Union Bank: Career Development support for Corpsmembers, $30,000.

City of Oakland
Police Division/Fiscal Services
October 2011 – February 2013
Federal grant writing included: Department of Justice Federal Project Safe Neighborhoods Grant, the Byrne Innovation Grant ($1 million) developed with the Mayor's Advisor on Community Safety (Reygan Harmon)and the Neighborhood Services Division; Department of Justice- National Institute of Justice grants and reports prepared with assistance of DNA testing-Crime Lab staff; Federal COPS Hiring Grants, BJA SMART Policing Initiative and others prepared with assistance of program police staff and supervisors.
Management of successful grants includes: National Institute of Justice DNA Research and Forensic Science Training ($600,000); Title II Restorative Justice grant (3 year; Year 1:$170,000); Juvenile Accountability Block Grants ($140,000) for Youth Court programs; Technology/ Training grants to Community Oriented Policing programs ($1.5 million); Juvenile Accountability Block Grant ($64,000); Office of Traffic Safety grants; and others.

San Francisco Center for the Book
July 2007 – September 2010
Secured funding from the Jobs Now! Program ($93,600) to hire and train development director and office manager (new positions)
Successful grants from foundation sources: Kahle-Austin Foundation (07-10: $700,000); Grants for the Arts/ Tourism funding (07-10: $144,000); The San Francisco Foundation (08: $10,000 Matching grant) for the annual fund campaign; The Raymond Family Foundation (08 and 09: $25,000 Matching grant) for the annual fund campaign; youth program development including the Spoken City Book Youth Project funded by The San Francisco Foundation (09: $10,000); event and special project funding: $24,000.
Created new revenue streams including a membership program, fundraising events (Macy's Community Shopping Day, Art Auction, Open Studios Gala).
Funded and administered arts in schools program staffed with a resident artist, funded by federal Americorps grant (3 yrs; $72,000).
Grantwriting, administration for federal and local grants received: The Grants for the Arts/Hotel Tax Fund, Americorps program, San Francisco Foundation, SF Arts Commission, Potrero Nuevo, Miranda Lux, Tides Foundation: $124,000; Corporate giving and sponsorship of S.F. Open Studios events and publication from Blick Art Material, KGO TV CH 7, 7x7 Magazine, Torani Liquor, Hanger Vodka and Virgin Airlines, 1 year: $180,000.

Flyaway Productions: Aerial Dance Company (Consultant)
San Francisco, CA
January – July, 2007
Grants received: Zellerbach Foundation $4,000; Philanthropic Ventures/Silicon Valley Community Foundations/PG&E: $1,200; Potrero Nuevo/Tides Foundation:$10,000; Hewlett Foundation (3 year): $30,000; SF Arts Commission San Francisco Arts Commission Cultural Equity Initiative Grant (3 year): $30,000; Creative Work

Fund Grant: $15,000; Kimball Foundation: $15,000; NEA Access to Artistic Excellence: $10,000; San Francisco Arts Commission Cultural Equity Initiative Grant (3 year): $30,000; Creative Work Fund Grant: $10,000.

Pittsburgh Glass Center
Pittsburgh, PA.
May 2002 – November 2003
Developed new funding sources: Neighborhood Assistance tax credit program for corporate sponsors; enabled completion of studio spaces ($49,000) through application to URA capital loan program to support final phases of construction; Grants Received: The Heinz Endowments: 180,000 (2002-2005); The Grable Family Foundation: 30,000; Bayer Foundation:10,000; The Mary Hillman Jennings Foundation:50,000.

Museum of Art, Washington State University
Pullman, WA.
December 1998 – February 2001
Museum received $125,000 grant from the state legislature for pre-design of a new museum on the Pullman campus; Received $1 M gift by an alumna as the lead gift for the new museum.

HERNAN VARGAS

http://www.linkedin.com/in/hernanvargasvalueforall hernanvictorvargas@gmail.com Cell ph.: (925) 594-0915

CFO / DIRECTOR OF FINANCE / CONTROLLER

Finance Executive, with over 15 years of experience performing senior roles in corporate finance, government finance, and nonprofit and social enterprise finance. Direct responsibility for the management of complex enterprises, budgets, programs, grants and projects, designing and implementing the accounting, financial and administrative infrastructure that facilitated successful expansions for growing companies, identifying and developing new business opportunities, raising capital, and leading high-performing teams of professionals. The largest annual P&L and budget I have been directly responsible for is $ 500 Million. The last 8 years I have been spearheading or actively engaged in several scalable Social Enterprise and Impact Investing initiatives. I want to use my diverse experience in public, private, for profit, nonprofit, startup, small and large organizations, domestic and global, to help create profitable, impactful, value-added systemic change. I hold a B.S., Accounting, I'm a former CPA, and earned an MBA degree in Finance.

Skills: finance, accounting, financial modeling, financial analysis, strategic planning, forecasting, budgeting, GAAP, IFRS, SASB, fundraising, financing, consulting, KPIs, sustainability, social enterprise, audits, ROI, IRR, DCF, NPV, internal controls, policies, MS Office (Excel, Word, PowerPoint), Netsuite, Xero, Peoplesoft, Quicken, Google Docs.

EXPERIENCE

Controller
San Francisco Symphony - San Francisco, CA February 2017 to Present

- ✓ Participates in the direction of the institution supporting key management decisions with the Executive Committee and Board providing financial reporting, accounting, audit, payroll and treasury services

Controller
Mission Hub LLC. - San Francisco, CA April 2016 – February 2017
Largest operator of Impact Hubs in the US, creator and convener of the SOCAP conference, and member of the largest social enterprise and impact investing network in the world. Responsible for Finance, HR, Operations and Legal areas

- ✓ Participates in the direction of the company coordinating key financial, operational and human capital decisions with the Co-Founders/Executive Committee and Senior Management team
- ✓ Provides expertise and leadership in the design, revision, and implementation of the company's strategic goals and objectives, major contractual matters and financial reporting systems and procedures
- ✓ Updated financial records and financial reports in compliance with regulatory mandates
- ✓ Maintains strict control on cash management, improving billing and collections procedures and metrics
- ✓ Leads or participates in critical capital raising efforts, preparing and presenting information to investors
- ✓ Manages all aspects of the Human Resources function, including recruitment and separation of key personnel

Advisory Board Member – Finance and Strategy
BC CHARGING, Inc. - San Leandro, CA August 2015 to Present
BC Charging is a startup/very early stage company in the Electric Vehicle infrastructure space in the cleantech sector. The company is innovating with a fast charger for around town charge that boasts the lowest total cost in the industry.

- ✓ I provide business planning, financial modeling, valuation and strategic planning advice to this early stage / startup in the electric vehicle infrastructure space.

Advisory Board Member – Finance and Sustainability
ECO FRIENDLY FOODS INITIATIVE, INC.. (EFFI Foods), Santa Monica, CA April 2013 to Present
EFFI Foods, Inc. is an early stage company that creates and produces organic, holistic foods and nutraceuticals.

- ✓ Connected the company to a sustainable foods investor network, leading to the opportunity to do a pilot at Whole Foods, and provides support and guidance in preparation for a potential investment round.
- ✓ Revised the legal and organizational development infrastructure, suggesting a number of changes to take the company to the next stage in its progression.

Chief Financial Officer (Part-time)
RENACER, Oakland, CA, co-founder, mobile business accelerator whose mission seeks to strengthen sustainable cluster development inclusive of disadvantaged entrepreneurs in underserved markets 2009 - to date

- ✓ Led the planning, coordination and execution of the corporate mission and goals charter, by laws, documents of incorporation, tax exemption documentation with IRS and CA FTB, major programs and technical materials, business development, strategic partnerships and major research activities of the organization
- ✓ Structuring an innovative multi-stakeholder partnership-based technical assistance program, focused on the development and growth of triple bottom line small businesses in specific clusters and industries significant to the regional economy and low and moderate income disadvantaged entrepreneurs
- ✓ Planning, budgeting, financial analysis, risk management, legal and taxation compliance and financial monitoring activities of the company.

Advisory Board Member – Social Impact and Finance
Community Finance, Inc., / Socially Conscious Investments, LLC - Oakland, CA Dec 2015 - Feb 2016
Responsible for preparing company for capital raising, and designing and recommending a viable social impact strategic partner network.

Budget Manager (Budget / FP&A Department)
Alameda-Contra Costa Transit District, Oakland, CA late 2006 – Dec 2015

- ✓ Coordinates Agency-level Annual Operating and Capital Budget process for the entity for Fiscal Year 2015-16 including a process to review major strategic priorities, goals and objectives with the Board.
- ✓ Actively collaborates in the design and development of a comprehensive Long Range planning process– the 2015-2025 SRTP or Short Range Transit Plan
- ✓ Designed and established the calendar and process for the Fiscal Year 2014-15 Annual Operating and Capital Plan process, in coordination and integration with the Long Range SRTP process, and the utilization of performance management in evaluating key departmental programs, projects and initiatives.
- ✓ Performed a key role in the preparation and coordination with investment bankers of the information, debt capacity analyses, and offering statements leading to structuring and issuing three fully subscribed series of muni bonds for a total of $ 88 Million
- ✓ Instrumental in financial modeling, valuation using NPV, IRR, and ROI, and negotiation and deal structuring of PPAs, an innovative financing structure for tax exempt companies, in support of the agency's strategic program to build renewable energy infrastructure to reduce GHG emissions and gain significant cost savings (leading to 2013 CA GEELA award). Involved in the budgeting and capital project evaluation of important aspects associated with solar technologies and nationally leading Hybrid Fuel Cell Fleet program.
- ✓ Performed a key role in the preparation of the materials and analyses leading to the successful presentation to Standard and Poor's credit risk evaluation in 2014 which resulted in an affirmed rating at A+ and an outlook of stable and the removal of a credit watch contingency.
- ✓ Leads the preparation of Staff Reports for the Quarterly, Mid-Year Review and Monthly Budget process to the Board Directors, under the supervision of the CFO and CEO/GM, to report to the Board's Finance and Audit Committee. Reviews Staff Reports from other areas to verify adherence to budget targets.
- ✓ Actively involved in the financial statement reporting month end process with the Controller, improving accuracy, transparency and timeliness in reporting operating results, enhancing fund and restricted net asset reporting.
- ✓ Performed a significant role in several major audits, both financial and operational, conducted by external auditors from accounting firm, auditors from the Federal Transit Administration (OMB Circular A133), and evaluations performed by the Metropolitan Transportation Commission and the GFOA. All audits produced clean opinions.

Senior Financial Analyst 2001-2005, both Temp (contract) and FT Employee Financial Analyst 2001, AC Transit

- ✓ Managed FP&A and budgetary activities and variances analysis and control for Maintenance Ops Budget

Senior Financial Analyst, The Walt Disney Company, Americas Subsidiary, Peru 1996 - 2000

- ✓ Led the implementation and execution of financial reporting, contract administration system, human resources policies, legal and risk management policies, information technology and systems, and internal controls as key element of international expansion plans of Disney's Consumer Products in Latin American Region. Supervised CPA firm, managed relationships with external auditors PWC and implemented GAAP accounting policies and assured compliance with taxation rules. Clean opinions were always reported by auditors.
- ✓ Successfully coordinated the 5 year strategic planning and one year annual operating planning processes, under the direction of the Country Manager and the supervision of Regional CFO, helping identify and coordinate strategic initiatives, set high-performance goals and assessing resources needed.
- ✓ Coordinator of the hiring and onboarding process of personnel, including Marketing Director, that were instrumental in surpassing aggressive revenue growth targets that approached 100% per year the first two years and achieved the highest percentage gross margin in the entire Latin American region
- ✓ Identified and reviewed, in coordination with the Country Manager, Local and Regional Marketing, and Corporate Legal, suppliers small and large, local and international, in strict adherence to Disney's International Labor Standards, Corporate Social Responsibility guidelines, as well as Disney's Intellectual Property policies and Financial policies, which resulted in 100% growth rates in royalty revenues.
- ✓ Responsible for due diligence and valuation of potential licensing deals in the territory, advising on the go-no go decision to license. 100% of recommended deals at the least achieved, if not surpassed, set targets.
- ✓ Managed treasury, AP, disbursements, remittances and other banking functions with local subsidiary of corporate bank (Citibank).

Budgets and Cost Accounting Head, Owens-Illinois/VINSA, Manufacturer, Americas Subsidiary, Peru 1994

- ✓ Led the implementation of cost accounting reporting and internal controls as part of international expansion plans of Owens-Illinois in Latin America, after the acquisition of VINSA, a large local manufacturer. Helped achieve new increased productivity and lower cost goals while introducing successful new product lines that increased the market share of the subsidiary by 20%

Financial Planning and Analysis Head, NCR Corporation, Computer and Software, Americas Subsidiary, Peru 1990 - 1992

- ✓ Led the implementation of financial planning and financial controls as part of international expansion plans of NCR Corporation in Latin America. Supervised 1 Senior Financial Analyst and prepared management reports based on GAAP accounting policies, and international currency translation reporting
- ✓ Prepared Quarterly Review package for Senior Corporate management team, coordinating major overview of all departmental goals, performance evaluation, KPIs, financial plans and outcomes
- ✓ Consolidated and reported operating results for Latin American region, including preparation of regional presentation package for Senior Regional and Corporate Management team.

EDUCATIONAL BACKGROUND, AWARDS AND PROFESSIONAL AFFILIATIONS

Master of Business Administration (MBA)
William E. Simon Graduate School of Business, University of Rochester, Rochester, NY
Bachelor of Science, Accounting
Pontificia Universidad Catolica, Lima, Peru

- ➢ 2013 California Governor Environmental & Economic Leadership Award (for solar and fuel cell investments at AC Transit)
- ➢ 2011 United States Hispanic Chamber of Commerce Foundation, Green Builds Business Technical Award, Miami, FL USA
- ➢ 2016 Latinos in Finance, nonprofit organization, Executive member, Board of Directors, San Francisco, CA, USA

Professional references:

- Ralph Martini, Controller, peer at AC Transit, (510) 891-7144 email: rmartini@actransit.org
- Carina Ayden, Founder, CEO EFFI Foods, Inc. (310) 994-3747 email: karikarina@gmail.com
- Jim Willson, Founder, CTO BC Charging (510) 430-0350 email: energy@jwwriter.com

RESUME

Nicolás C. Vaca
Law Offices of Nicolás C. Vaca
1655 North Main St., Suite 260
Walnut Creek, CA 94596
Telephone: (925) 876-8709
Facsimile: (925) 256-6761
E-mail: nickvaca@pacbell.net

EDUCATION

J.D. 1981 Harvard Law School
Ph.D. 1976 University of California, Berkeley
M.A. 1970 University of California, Berkeley
A.B. 1966 University of California, Berkeley

EXPERIENCE SUMMARY

Immigration

Represented clients in bond hearings, cancellation of removal hearings, asylum, withholding of removal, and relief under Convention Against Torture hearings. Filed writs of *error coram nobis* and *habeas corpus* for clients who were not properly advised by their counsel of the immigration consequences of their plea. Filed motions to change venue, motions to re-open, motions for early bond hearings, motions for termination of proceedings and other similar types of motions. Filed I-130 and I-485 applications based on martial and family status.

Commercial Litigation

Prosecuted and defended actions involving defaulted debt, defaults under commercial real estate leases, breach of contract, breach of partnership agreement, involuntary dissolution of a corporation, fraud and conspiracy to commit fraud.

Municipal Law

Served as special counsel to the City of Antioch, City of Pittsburg, Contra Costa County and East Bay Municipal Utility District (EBMUD). Represented the foregoing public entities in litigation in such diverse areas as defense of police actions, the Americans with Disabilities Act (ADA), actions brought under the Comprehensive Environmental Response, Compensation and Liability Act (CERCLA), construction defects, premises liability and zoning law.

Employment Law

Defended institutional clients in actions brought by employees alleging wrongful termination. Also, counseled business clients on all aspects of hiring, promoting, demoting and terminating employees.

Products Liability

Represented institutional clients, including the Clorox Company and Nautilus, Inc., in the areas of products liability ranging from toxic torts to design defects. Represented Dow Corning in breast implant litigation.

Construction Defect

Represented institutional clients in construction defect case involving multi-parties and damages in excess of $1.5 million.

Tort (Defense)

Defended institutional clients, including Pacific Gas & Electric Company and AT&T, in actions ranging from premises liability, electrocutions, electrical fires, explosions, vehicle accidents and construction defects.

Tort (Plaintiff)

Represented clients in actions involving premises liability, automobile accidents, and wrongful death.

TEACHING (LEGAL)

08/15/11 thru 08/19/11—Villahermosa, Mexico-- Training Mexican prosecutors, public defenders, private defense counsel and judges on how to conduct oral advocacy in criminal proceedings. Presented section on police investigation and how to conduct a direct examation. The training was conducted in Spanish under the auspicious of the *Poder Judicial* (The Judiciary) of the State of Tabasco;

10/24/10 thru 10/29/10--Guanajuato, Mexico--Training Mexican prosecutors, public defenders, private defense counsel and judges on how to conduct oral advocacy in criminal proceedings. Presented section on police investigation and how to conduct a direct examation. The training was conducted in Spanish under the auspicious of the *Poder Judicial* (The Judiciary) of the State of Guanajuato;

09/27/10 through 10/30/10—Indiana, Indianapolis--Training Mexican prosecutors on how to

conduct oral advocacy in criminal proceedings. The training was conducted in Spanish under the auspicious of the Conference of Western Attorneys General;

08/29/10 through 07/23/10--Chicago, Illinois--Training Mexican prosecutors on how to conduct oral advocacy in criminal proceedings. Presented section on to make objections. The training was conducted in Spanish under the auspicious of the Conference of Western Attorney Generals;

07/19/10 through 07/23/10--Santa Fe, New Mexico--Training Mexican prosecutors on how to conduct oral advocacy in criminal proceedings. Presented section on to conduct a direct examination. The training was conducted in Spanish under the auspicious of the Conference of Western Attorney Generals;

06/28/10 through 07/02/10--Cancun, Mexico--Training Mexican prosecutors on how to conduct oral advocacy in criminal proceedings. Presented section on use and introduction of evidence. The training was conducted in Spanish under the auspicious of the Conference of Western Attorney Generals;

06/14/10 through 06/18/10--Denver, Colorado--Training Mexican prosecutors on how to conduct oral advocacy in criminal proceedings. The training was conducted in Spanish under the auspicious of the Conference of Western Attorney Generals;

05/10/10 through 05/14/10-Los Angeles, CA-- Training Mexican prosecutors on how to conduct oral advocacy in criminal proceedings. The training was conducted in Spanish under the auspicious of the Conference of Western Attorney Generals;

10/16/09 through 10/18/09-Deposition Skills Program, San Francisco, CA-Conducted by the National Institute of Trial Advocacy;

08/24/09 through 08/28/09-Oral Advocacy Training in criminal proceedings for Mexican Attorneys and faculty (conducted in Spanish), Zacatecas, Mexico-Conducted by the National Institute of Trial Advocacy;

June, 2009-Participant in training of U.S. attorneys (in Spanish) in preparation for training Mexican attorneys, judges and defense counsel in oral advocacy in criminal proceedings-Conducted by the National Institute of Trial Advocacy;

02/23/09 through 02/25/09-Trial Advocacy Skills Program-Monterey Park, CA-Conducted by the National Institute of Trial Advocacy;

06/14/08 through 06/22/08-Building Trial Skills, San Francisco, CA-Conducted by Conducted by the National Institute of Trial Advocacy;

10/13/06 through 10/15/06-Deposition Skills Program, San Francisco, CA-Conducted by Conducted by the National Institute of Trial Advocacy;

06/18/05 through 06/26/05-Building Trial Skills, San Francisco, CA-Conducted by Conducted by the National Institute of Trial Advocacy;

10/04-Deposition Skills Program, San Francisco, CA-Conducted by the National Institute of Trial Advocacy;

10/03-Deposition Skills Program, San Francisco, CA-Conducted by the National Institute of Trial Advocacy;

06/01-Building Trial Skills, San Francisco, CA-Conducted by the National Institute of Trial Advocacy;

10/00-Deposition Skills Program, San Francisco, CA-Conducted by the National Institute of Trial Advocacy;

10/99-Deposition Skills Program, San Francisco, CA-Conducted by the National Institute of Trial Advocacy.

TEACHING (ACADEMIC)

09/04 to 6/05–Visiting Lecturer, Department of Sociology, University of California, Davis;

2/01 to 2/03--Visiting Scholar, Department of Sociology, University of California, Berkeley;

1974 to1978, Assistant Research Sociologist, University of California, Berkeley, California;

1971–1973, Acting Assistant Professor, University of California, Santa Cruz, California.

SPECIAL MASTER

Appointed as Special Master and Discovery Referee by magistrate in United District Court Northern District of California in employment case.

PUBLICATIONS

The Presumed Alliance: The Unspoken Conflict Between Latinos and Blacks and What it Means for America (New York: HarperCollins, 2004);

Contributing writer to the *California Lawyer,* 2002-to 2011.

PUBLISHED DECISION

John Z. v. The Superior Court of Contra Costa County, (1991) 1 C.A. 4th 789.

MARTINDALE-HUBBELL

Rated AV by Martindale-Hubbell.

ADMITTED TO PRACTICE

State of California
United States Supreme Court
United States Court of Appeals, Ninth Circuit
United States District Court for the Northern District of California
United States District Court for the Eastern District of California
United States District Court for the Central District of California

PROFESSIONAL ACTIVITIES

Member, State Bar of California, Litigation Section
Earl Warren American Inn of Court-1999 to 2001

PUBLIC SERVICE ACTIVITIES

Member, United Latino Voice, 2009 to present
Member, Board of Directors, East Bay Perinatal Council, 2001-2004
Member, Executive Board, Latinos United for Political Empowerment, 2001 to present
Member, Contra Costa County Latino Leadership Council, 1998 to present
Chairman, Contra Costa County Advisory Council on Equal Employment Opportunity, 1992-94
Member of Board of Directors, Contra Costa County Hispanic Chamber of Commerce, 1990-1992 and 1998-1999

LIST OF REPRESENTATIVE CLIENTS

AT&T
Pacific Gas & Electric Company
Bank of America
Dow Corning
The Clorox Company
Nautilus, Inc.
Hilltop Green Homeowners Association
City of Antioch
City of Pittsburg
City of Richmond
Contra Costa County
East Bay Municipal Utility District
Raisin City School District
Alisal School District

LANGUAGE SKILLS

Complete fluency in Spanish.

Karely Ordaz

Oakland, CA 94603 | ordazkarely@gmail.com | (510) 927-1292 |www.linkedin.com/in/karelyordaz

PROFESSIONAL EXPERIENCE

City of Oakland, Office of Mayor Libby Schaaf **Oakland, CA - *March 2015 - present***
Special Assistant to the Mayor

- Serve as the Mayor's policy advisor on human trafficking, women's rights and immigration.
- Serve as the principal liaison to Spanish-speaking communities in the Bay Area; coordinate Spanish-speaking media, schedule interviews, prepare Spanish talking points and the Mayor's communication strategy to Spanish-speaking audiences.
- Lead and develop community engagement strategies to increase civic engagement; led the institutionalization of the Civic Design Lab, a civic innovation lab within City Hall that brings public-private partnerships to solve civic resiliency challenges; created the Oakland Promise Ambassador Program, a community engagement strategy that builds a coalition around the Oakland Promise.
- Managed the City of Oakland's Task Force on the Commercial Sexual Exploitation of Children (CSEC) and tripled the membership by engaging key partners; led the RFP for CSEC awareness training for city employees and the development of a trauma-informed curriculum; wrote the Task Force's annual reports; and worked with the Alameda County District Attorney to transition the Task Force to the County, increasing and coordinating resources for CSEC populations.
- Currently planning the 2018 Bay Area Women's Summit scheduled for December 2018; planned the first Bay Area Women's Summit in 2016, a regional conference focused on equity and the economic advancement of women in the workforce; raised over $3M, coordinated high profile guest speakers and conducted outreach to attract approximately 2,000 attendees; developed the Mayor's commitments to advancing equity for women which were presented at the Conference.
- Developed the City of Oakland's resilience and sustainable urban agenda presented at the United Nations Conference on Sustainable Urban Development (Habitat III) in Quito, Ecuador; coordinated the Mayor's appearances with the State Department, Rockefeller Foundation and the United Nations, among other key stakeholders; wrote the application that won the City of Oakland the Global Green City Award presented by the 11th Global Forum on Human Settlements at the UN Conference in Quito.
- Led the planning, development, launch and implementation of reportjohn.org, an IOS & Android app used to report sex buyers to the Oakland Police Department, increasing reports of sex offenders by 100% since 2016; worked with the City of San Jose to adopt the reach of the app.
- Produced and researched written and online communications, including press releases, talking points, media advisories, speeches, briefing materials, and social media posts. Translated documents from English to Spanish and vice-versa.

City of Oakland, City Council **Oakland, CA - *March 2013 - March 2015***
Policy Analyst & Constituent Liaison

- Researched and analyzed local, state and federal legislation; authored City Council legislation including the unanimously adopted Censure Policy which outlined the procedures for the Council to discipline any of its members for violations of state or federal laws, city ordinances or policies.
- Lobbied for state legislation banning sweepstake casinos in California; coordinated across city departments to close five sweepstake casinos in the Fruitvale District.
- Served as a liaison and point of contact for all neighborhoods in the Council district; cultivated and maintained relations with businesses, nonprofits, and community leaders; received, processed, and responded to requests from the public.
- Conducted strategic outreach and led engagement initiatives around public safety and education including safety walks, community clean-ups and educational forums.
- Planned, coordinated and executed community engagement events; fundraised over $50K, administered budgets, secured sponsors, and formulated outreach materials and developed social media campaigns.
- Maintained social media accounts and wrote, edited and published a bi-weekly newsletter to over 3,000 subscribers; developed and managed office systems and attended high-stakes meetings on behalf of the Councilmember.

American Indian Model Schools **Oakland, CA - *August 2012 - March 2013***
Secretary to the Board of Directors

- Prepared Board meeting agendas, minutes, and strategic plans; monitored compliance with the Ralph M. Brown Act, California Education Code, and the California Public Records Act.
- Served as the principal liaison between the Board of Directors and staff, families, the Oakland Unified School District and the Alameda County Office of Education.
- Researched, compiled, and prepared the organization's response to the Notice of Violation and Notice of Revocation, within the sixty day deadline.

EDUCATION

University of California, Berkeley
Bachelor of Arts in Environment, Policy and Public Health
Awarded a full merit scholarship to UC Berkeley

SKILLS

Bilingual (Fluent in English and Spanish) | Strategic Planning
Communications | Leadership | Project Management
Resourceful | Self Motivated | Team Player

PROFESSIONAL DEVELOPMENT

East Oakland Boxing Association, Board Member **Oakland, CA - *2016 – present***
Duties include fundraising, strategic planning, partnership cultivation, oversight of operations and growth management.

Amethod Public Charter Schools, Board Chair **Oakland, CA - *2014 – present***
Duties include fiscal oversight, implementation of the organization's five-year strategic plan and growth management.

Alameda County-Oakland Community Action Partnership, Board Member **Alameda County - *2013 – 2015***
Provided anti-poverty funding in the areas of job training & employment placement, and housing & community development, for households at or below 100% of the HHS federal poverty guidelines.

SUZANNE **LARSEN**

1110 Brown Street, Alameda, CA 94502 | C: 9494441209 | suzanne.k.larsen@gmail.com

EXECUTIVE PROFILE

Accomplished executive with over 20 years experience in complex, fast-paced, US and global human resources service delivery operations, organization effectiveness, training and development.

- Leader who serves the business objectives with an eye to value creation as a proactive business partner and internal consultant through strategic planning and execution of core staffing and operational initiatives.
- Empowers top-line organizational performance through the integration of sustainable human dynamics and organizational systems.
- Demonstrates strength based leadership, high-impact team management, and robust coaching skills.
- Highly effective interpersonal and communication skills—backed by solid business, people and technology acumen—able to influence up and out in highly political, complex environments.

SKILL HIGHLIGHTS

- Organizational and Effectiveness Consulting
- Large-scale Change Management
- Value Chain Management
- Executive Development
- Conflict Transformation
- Greenfield Operations
- Leadership/communication skills
- Human Resources Operations/Life-cycle HR
- Risk Mitigation/ER
- Compensation & Benefits
- Global HR and Payroll Ops.
- Global Mobility Programs
- HR Practice Leadership
- Global Training & Dev.
- Workforce Excellence

CORE ACCOMPLISHMENTS

- In response to rapid market expansion, led the incorporation, operational set-up and service capabilities across 8 new countries over 18 months, including: matrix service delivery for client solutions, and compliant Payroll, Invoicing and HR operations (including contracts, benefits administration, procedures, policies and handbooks.)
- Increased employee engagement by 38% through multi-faceted approach including implementation of company-wide culture change program as well as program to strengthen core management skills through mentoring, coaching and training, targeting and stay interviews.
- Reduced production staffing costs by over 30 percent ($600K plus savings over three years) through implementing Human Resources Solutions program targeting operational efficiencies, implementing job skill matrices, culture-fit interviews, as well as staff reorganization

PROFESSIONAL EXPERIENCE

01/2012 to 01/2016

Board of Directors Board Member, HR/OD Consultant
Community School for Creative Education CSCE - Oakland, CA

- CSCE is a not-for-profit, community K-8 charter school in the San Antonio area of Oakland, Ca.
- CSCE's mission is bringing Waldorf inspired curriculum focused on the integration of the arts with teaching strategies designed to allow the students to achieve high levels of performance in standardized testing and traditional scholastic environments.
- Volunteer board member representing the Human Resources/OD needs as well as a parent voice, I am involved in recruiting/hiring, staff planning and compensation, budgeting, employee relations, policy development and HR operations oversight.

11/2007 to present

Sr. Director
PRO Unlimited Global Solutions - Global

PRO Unlimited, a Global Contingent Workforce Management Solution, delivers a full range of staffing and human resources services related to the procurement, selection, engagement and tracking of contingent (non-employee) workers including Contingent workforce and Supplier Management, Worker Classification, Life-cycle Tracking, Co-employment, HR Compliance, Headcount & Expense Tracking, proprietary software and

international RPO services.

- HR operations executive, in the contingent workforce service and software industry, leading the full spectrum of human resources operations and compliant client HR service delivery in 14 countries.
- Responsible for all FTE staff HR and Development, as well as the intellectual capital knowledge management, training development, and organizational development functions for an FTE and contingent workforce of 13,000 employees globally, generating annual revenue of over $100 million.
- Manage 8 HQ direct staff and serve as HR practice leader for over 300 on-site HR staff.
- Provide internal and client tailored HR solutions as well as extensive risk management services across N. America, EMEA and APAC with heavy emphasis in the US, Canada, Hong Kong, Japan, Singapore, India, UK and the EU.
- Work within 10 industry verticals including: High Tech, Energy, Global Finance, Bio-Pharm, Publishing and Manufacturing.
- Direct talent pipeline and life cycle of employment from recruitment to separation including all transactional aspects as well benefits, compensation, payroll, disability/leaves, ER, EEO/ADA, FLSA, Audit, Employee/leadership training and development, performance management, compensation, due diligence/ mergers and acquisitions.

04/2007 to 11/2007 **Director**

SUNIC Consulting - Sacramento, CA

- Consulting Coaching Training Company Business partnership delivering organizational consulting and executive coaching for private, small to-medium sized businesses, not-for-profit, CBO's and public sector companies, as well as individuals.
- Built on 15 years of experience of organizational development consulting, coaching and HR strategies to improve strategic initiatives, organizational goals, improve HR management systems and providing training and development.
- Created innovative solutions for operational improvements for clients in multiple industries; collaborated with client project teams and senior management to implement and provide training on new processes in order to deliver on identified strategies related to employee relations, risk mitigation, communication, team dynamics, and conflict resolution/transformation issues.

08/1998 to 04/2007 **SR HR Consultant**

KAISER PERMANENTE/PERMANENTE MEDICAL GROUP - California

Kaiser Permanente, the largest non-governmental, not-for-profit healthcare organization provides high quality, affordable, integrated healthcare services currently serving 8.6 million members in nine states and the District of Columbia.

- Senior Physician Human Resources/Organizational Effectiveness Business Partner Senior HR Professional for the physician executive leadership and finance, led HR functions as well as spearheaded physician training and development programs at local medical centers while increasing retention, and providing leadership for lifecycle employment, disability management and employee and labor relations.
- Provide expertise and HR services to the leadership teams at medical centers' throughout Northern California employing up to 1000 physicians at each site, collaborating with four seasoned staff members and physician leadership partners.
- Strategic focus on retention for highly diverse population, Leadership and Organizational Development, full spectrum Training Programs, Change Management and Executive Development.
- Led highly successful multi-disciplinary healthcare delivery and technology change program across department lines within management and labor environments, impacting service, staffing and cross-functional program initiatives.
- Reduced turnover by 47 percent; increased employee satisfaction and patient interaction scores by 20 percent through a long-term leadership development program with interventional coaching that drove increased communications strategies, improved leadership team dynamics and functional outcomes, gained diversity alignment with

strategic staffing initiatives.
- Created intercultural leadership and coaching standards for senior physician leaders from around the world to overcoming specific diversity challenges in leadership pipeline.

01/1997 to 08/1998

Implementation and Training Manager
STATE OF OREGON - DELUXE CORPORATION
Led the Training Program for the mandatory statewide technology change initiative. From Content development, adaption into 8 languages, hiring, training and managing teams of trainers. Managed "go-live" in each region.

EDUCATION

May 2011

Masters of Science: Organizational Development
University of San Francisco - San Francisco, Ca
4.0 GPA

2017

PhDc: Organizational Development
Benedictine University - Lisle, Illinois
PhD program for Executives - focus: complex adaptive systems in dynamic markets.

1996 thru 2006

Masters of Arts- coursework: Intercultural Relations
University of the Pacific/Antioch University - California
Program in conjunction with the Intercultural Communications Institute of Portland, Or.

1994

Bachelor of Arts: Organizational Communications
Antioch University - Santa Barbara, CA

PROFESSIONAL AFFILIATIONS

Global Professional in Human Resources (GPHR) Certification- December 2011 *Society for Human Resource Management, Member *Master Practitioner, NeuroLinguistic Programming Continuing Education: Internal Corporate HR, Investigations, Team Development - 1998 thru 2006; Negotiation I and II, Meierding Mediation Center - 2005, 2006; Mediation Training, Laura Farrow, Attorney at Law - 2004; Conducting Workplace Investigations, San Francisco Conference - 2000, 2003, 2005; Models & Methods and Interest-Based Negotiation, Harvard School of Public Health - 1999; Canadian; UK Payroll--2007

SKILLS

Change Management, Coaching, Communication, Consulting, Human Resources, Leadership, Organizational Development, Performance Management, Risk Management, Strategic Planning, Training Programs

WILHELMENIA WILSON

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El Cerrito, CA 94530

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Professional Profile

Self-motivated, innovative visionary, creative, confident, results driven education and transformational change leader/ professional. Experienced in management of adult education and training programs. Knowledge of educational program development and management, including developing budgets, analyzing statistics, and reporting results. Skilled in team building and team development within organizations and communities. Adept in team and organizational change management methodologies and tools. Experience managing instructional design, curriculum development and training operations. Experience managing the rollout of education/training programs from national implementations to local /department deployments including managing curriculum/courseware development/rollout of enterprise software applications and programs including product, sales/customer service organization support, and other corporate and community education/training needs.

Expertise in managing multiple projects and tasks while providing direction for education initiatives. Experience managing/leading peer and community groups, permanent and contracted staff. Excellent presenter with the ability to communicate effectively across organization levels, articulate vision, values, goals, business partner/customer requirements, and streamline processes while improving quality.

Professional Experience

July 2015 – Present - Kaiser Permanente – Center for Health Systems Improvement, Care Management Institute, Oakland, CA
Principal Consultant: Scope of Responsibility: Provide leadership for operational support of Kaiser Performance Improvement programs. Primary Consultant for Improvement Advisor inter-regional program. Currently partnering with Senior Director to integrate Risk, Patient Safety, Care Experience, Performance Improvement and Human Center Design training programs under the umbrella of the Improvement Institute. Facilitate, direct and lead program office and interregional activities to achieve improvement program capacity goals. Plan, organize and direct operation of performance improvement programs and execute strategic initiatives identified by leadership. Consult with internal and external stakeholders on execution of improvement initiatives in collaboration with local leaders, staff physicians, labor partners, regional and national colleagues and senior leaders at all levels to align KP quality, safety, performance and business strategies

September 2011 – July 2015 - Kaiser Permanente Information Technology (KPIT), Oakland, CA
Lead Business Consultant / I.T. Trainer: Scope of Responsibility: Provide leadership for Northern California IT Trainer Peer Group. Develop and move forward strategic approach for future state model for information technology training. Support onboarding for trainers through mentoring, training and providing other support as needed. Act as liaison between Peer Group and NCAL IT leadership. Manage Information Technology training for East Bay Service Area, which includes two Northern California Medical Centers. Support Northern California regional training organization as team lead for various application programs. Coordinate and deliver new hire information technology training for doctors, nurses, and business support organizations.

August 2005 – August 2011- Kaiser Permanente, Oakland, CA
Senior Business Consultant / I.T. Trainer: Scope of Responsibility: Manage Information Technology training for East Bay Service Area, which includes two Northern California Medical Centers. Support Northern California regional training organization as team lead for various application programs. Coordinate and deliver new hire information technology training for doctors, nurses, and business support organizations.

August 1999 to May 2002 - Critical Path, Inc., San Francisco, CA
Director of Education/Training: Scope of Responsibility: Promoted based on value added integration of multiple training departments requiring merge through acquisition. Aligned courses to meet cross organizational staff and customer training needs while addressing the issues and priorities of multiple stakeholders (Product Marketing, Engineering and Customer Support). Managed staff of 3 curriculum developer/trainers, as well as consultant and vendor relationships. Created instructional design standards, and curriculum development guidelines. Designed and implemented train the trainer sessions to support international corporate staff and large enterprise clients (KPMG, Nokia).
Challenge: Standardize course delivery and development methods for 6 companies acquired by Critical Path over 6-month time period. This involved creating uniform curriculum development methodology, instructional design standards, training products and processes.

Contributions**:**

- Created integration strategy that successfully and efficiently aligned multiple training departments into one effective Education Services Department; including developing business cases and supporting financial projections. Hired, trained, and managed instructor led, web based and eLearning developers and trainers.
- Developed streamline process to support the development of customized training courses for channel partners and strategic clients.
- Managed on-line courseware developers. Instrumental in streamlining courseware development cycle.
- Successfully managed curriculum development vendors and contractors to produced high quality instructor led and train the trainer course materials.

March 1999 –August 1999-Amplitude, San Francisco, CA (Critical Path acquired Amplitude 8/99)
Educational Specialist: Scope of Responsibility: Developed and managed staff and customer training initiatives. Outlined and validated training products. Managed instructional design, curriculum development and training administration functions. Worked in conjunction with Product Marketing, Engineering, Professional Services and Customer Support to ensure that course design and delivery supported business needs and priorities. Delivered customer and staff training engagements. Developed and implemented pricing model for training.
Challenge: To design, develop, organize Educational Services function. Develop instructional design standards, curriculum design methodologies and processes for course development, and document management. Recruit and manage curriculum development staff/consultants with the objective of improving customer satisfaction issues.

Contributions:
- Collaborated with Director of Professional Services Organization (PSO) to develop and implement PSO engagement and training procedures.
- Developed, managed and delivered train the trainer seminars to global enterprise clients and channel partners.
- Created and implemented instructional design standards and curriculum development processes.
- Consistently delivered high quality training that supported and often salvaged critical client relationships Implemented document management systems and documented procedures.

September 1998 – February 1999 - PeopleSoft, Pleasanton, CA
Curriculum Developer: Scope of Responsibilities: Developed courseware. Updated courses for subsequent product releases. Tasked with the development of PeopleSoft Treasury and the maintenance of retail financial courseware.

November 1997 – August 1998 - Intrepid Systems, Alameda, CA (PeopleSoft acquired Interpid in August 1998) ***Curriculum Developer/Trainer Specialist:*** Scope of Responsibilities: Initiated curriculum development effort for start-up enterprise software company. Member of Educational Service Team which was tasked with the developing instructional design standards, designing training methodologies, processes and procedures. Developed curriculum for financial modules of software product. Conducted training for staff and customers. Organized and conducted curriculum peer review meetings.
Contributions:
- Developed knowledge and ability to construct instructional design.
- Acquired strong writing and self-editing skills as well as instructional design skills by developing 3-course retail sector financials curriculum including stock audit, stock ledger and accounts payable
- Developed process, evaluation criteria for beta testing and modification of courseware.
- Chaired Curriculum Review Team, responsible for reviewing instructional design and drafts of courses to assure they met business quality requirements and instructional design standards.
- Assisted in design and management of build out of training labs.

January 1994 – October 1997 - Vocational Concepts, Oakland, CA,
Director of Education: Scope of Responsibilities: Managed instructors, career development, financial aid and front office staff. Worked collaboratively to develop program offerings. Piloted offerings at agency and in partnership with various community-based organizations, and public service agencies. Developed funding proposals including budget forecasts, program statements, and staffing outlines. Recruited instructors. Supervised professional teaching, and student support staff. Trained and managed instructors, training administrators and curriculum developers. Managed contracts for special projects with education providers. Provided leadership in the development of Information Technology and Warehousing Operations community advisory committees.

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CLIENTS AND PROJECTS INCLUDED:

University of California at Berkeley Extension, Worldwide Programs, Berkeley CA. Contracted to support international program development and facilitation.

China TV – Managed contract between Government officials from China and University of California in producing one hundred eighty hours of continuing education for professionals in mainland China. Courses included Emergency Preparedness, Finance, Taxation, Constitutional Law, and Intellectual Property Law.

Seminarium - Managed contract to provide continuing education courses for professionals in South America. Processed agency requests, negotiated contracts with providing agencies and UC Berkeley professors, edited and created visuals for curriculum to meet specifications of providing agencies, coordinated travel arrangements.

State of California Department of Rehabilitation. Conducted computer skills and coordinated shipping and receiving training on-site at Adult Rehabilitation Center in Oakland, CA.

Bay Area Services Network: Conducted Life Skills seminars for re-entry prisoners at San Quentin. Facilitated training seminars for SQTV which were aired to inmate population periodically.

Community/Civic Leadership

June 2017 – Present – Human Relations Commission, El Cerrito, CA
Commissioner: Selected to serve 2-year term as Commissioner on the El Cerrito Human Relations Commission. Review and give opinion on human relations policies within the City of El Cerrito. Review annual affirmative action report for staffing of city positions. Review and give advice on human relation related grievances filed within the City of El Cerrito. Review diversity and conflict resolution curriculum utilized in West Contra Costa County School District and present recommendations to the El Cerrito City Council. Give opinion on human relation education offered in schools. Managed annual collaboration between Human Relations Commission, NAACP and St. Peter CME Church to coordinate the community wide Martin Luther King Jr. Day celebration. Support other diversity and inclusion initiatives and events.

August 2014 – August 2015 - St. Peter CME Church, El Cerrito, CA
Director, Board of Christian Education
Along with the Assistant Director and Pastor, develop the Christian education and training agenda for local church. Responsible for collaboratively outlining and supporting the educational agenda for children, youth, young adult, adult, one-church-one school, and Sunday school departments. Serve a liaison between regional and national Boards and local church.

2010 – Present – Community Engagement Initiatives, Antioch, CA
Founder and President, Board of Directors – CEI is a grassroots nonprofit organization organized with a mission to support organizations, communities and families by providing strategies, methods, tools and space to co-develop approaches and operations hat make transformative change possible. CEI functions as a collective impact backbone organization supporting collective impact initiatives and towards achieving greater impact by defining a common shared agenda, methods for collect data and measuring results, mutually reinforcing activities and continuous communication strategies and platforms. A central core value of the organization is to leverage technology to achieve efficiency. CEI focus includes community health equity, child development, education and economic development.

2011 – Present – Mental Health in the African American Community, Atlanta, GA
National Board Member: MHAAC is a non-profit grassroots program that provides mental and behavioral health education, awareness, support and referral services for African American families and the professionals serving them. Our initiative is designed to educate primary healthcare providers, employers, consumers and the community at large on some of the early warning signs of mental illness and strategies that can be used to address related problematic issues and concerns. Also, we aim to identify and implement approaches that can be used to overcome socio-cultural stigma that is pervasive in the African American community concerning mental illness.

2006 – 2008 - St. Peter CME Church, El Cerrito, CA
President, Board of Christian Education
Along with the Director and Pastor, develop the agenda for church education for the local church. Responsible for outlining and supporting education for children, youth, young adult, adult, one-church-one school, and Sunday school departments. Serve a liaison between regional and national Boards and local church.

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2005 – 2009 - We Work With Kids, Inc, Richmond, CA
Board Member: Serve as a board member for local non-profit organization licensed by Community Care Licensing to provide 24-hour non-medical care and supervision to children in a structured environment. Group Homes provide social, psychological, and behavioral programs for troubled youths.

1998 – 2000 - URBAN Voice, Oakland, CA
Board Member: Served as board member for local non-profit organization whose mission is to make computer technology training available to low-income residents of the East Bay and thereby bridge the digital divide. Assisted with operational planning, developed curriculum for course in Life Skills. Course was successfully piloted in the program. Course is currently being utilized in several community based programs working to move low-income residents from welfare to work.

September 1996 – December 1999 Soccer In The Streets (SITS)
Program Director
Started local chapter of national non-profit organization – Greater East Bay Area SITS. Initiated programs at two sites in Oakland, and one site in Richmond. Collaborated with local community-based organizations, schools, and departments of recreation to stimulate interest, and connect with targeted population; at risk youth. Developed grant proposals and budgets for each program. Recruited coaches and organized local coaches training certification clinics through national office. Recruited, organized and trained volunteer staff. Coordinated kick-off celebrations which included players from the then San Jose Clash professional soccer team, and sponsors including Kellogs, Nike, and Wells Fargo Bank. Sponsered by San Jose Clash to participate in soccer clinics with Olympic World Champion Mia Hamm.
Contributions:

- Produced formal kick-off celebration for non-profit in conjunction with Sobrante Park Consortium.
- Provided international level coaches training for director and national level soccer training for volunteer coaches
- Conducted SITS Kick-off celebrations in Oakland and Richmond
- Conducted Soccer 101 and 102 programs at San Antonio and Arroyo parks in Oakland.

Education/Professional Development

St. Mary's College of California – Moraga, CA – Masters in Leadership. May 2014
ITIL Foundation Certification - Global Knowledge, San Francisco, CA - 2010
PeopleSoft University, Pleasanton, CA - Software Training – Accounts Payable, Treasury - 1998
Darryl Sink - Curriculum Development and Training Techniques – 1997
California State University at Hayward, Hayward, CA - Courses in Non-Profit Management - 1996
Georgia State University, Atlanta, GA. Accounting – BBA – 1984

References and additional information available upon request.

AMPS

HONOR HARD WORK

Appendix O

Amethod Public Schools Inc.
Public Charter Schools

Board Policy 9000-00
Conflict of Interest
Approved (Rev. 2010, 2018)

Purpose

The purpose of the conflict of interest ("COI") policy is to protect Amethod Public Schools ("AMPS") (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 as applicable to charter schools in CA.

Article I: Definition of Terms

- ***Interested Person***

Any director, principal officer, or member of a committee with governing board delegated powers, who has a direct or indirect financial interest, as defined below, is an interested person.

- ***Financial Interest***

A person has a financial interest if the person has, directly or indirectly, through business, investment, or family:

a) An ownership or investment interest, other than de minimis, in any entity with which the Organization has a transaction or arrangement,

b) A compensation arrangement with the Organization or with any entity or individual with which the Organization has a transaction or arrangement, or

c) A potential ownership or investment interest, other than de minimis, in, or compensation arrangement with, any entity or individual with which the Organization is negotiating a transaction or arrangement.

Article II: Designated Employees

Employees of AMPS Charter Schools, including governing board members and candidates for election and/or appointment to the governing board, who hold positions that involve the making or participation in the making, of decisions that may foreseeably have a material effect on any financial interest, shall be "designated employees." The designated positions are listed in "Exhibit A" attached to this policy and incorporated by reference herein.

Article III: Procedures

- **Duty to Disclose**

In connection with any actual or possible conflict of interest, an interested person must disclose the existence of a financial interest and be given the opportunity to disclose all material facts to the directors and members of committees with governing board delegated powers considering the proposed transaction or arrangement.

- **Determining Whether a Conflict of Interest Exists**

A financial interest is not necessarily a conflict of interest. A person who has a financial interest may have a conflict of interest only if the appropriate governing board or committee decides that a conflict of interest exists. After disclosure of the financial interest and all material facts, and after any discussion with the interested person, he/she shall leave the governing board or committee meeting while the determination of a conflict of interest is discussed and voted upon. The remaining board or committee members shall decide if a conflict of interest exists. Notwithstanding anything herein, a conflict of interest shall not exist and no review or action by any governing board or committee shall be necessary for one or more grants in an aggregate amount of Five Thousand Dollars ($5,000) or less in any single calendar year, from the

Organization to an organization that is tax exempt under Section 501(c)(3) of the Internal Revenue Code, where a financial interest as described herein exists.

- **Standards of Conduct- No Board Member or Key Employee shall:**
  Engage in conduct that constitutes a conflict of interest, which shall be defined as use by a Board Member or employee of authority of his/her office or employment of any confidential information received through his/her position for the private pecuniary benefit of himself/herself, a member of his immediate family, or a business with which the Board Member or employee or a member of his/her immediate family is associated. "Immediate family" is defined to mean a parent, grandparent, spouse, child, brother or sister and domestic partner.
- **Procedures for Addressing a Conflict of Interest**
  a) An interested person may make a presentation at the governing board or committee meeting, but after the presentation, he/she shall leave the meeting during the discussion of, and the vote on, the transaction or arrangement involving the possible conflict of interest.

  b) The President or chairperson of the governing board or committee shall, if appropriate, appoint a disinterested person or committee to investigate alternatives to the proposed transaction or arrangement.

  c) After exercising due diligence, the governing board or committee shall determine whether the Organization can obtain with reasonable efforts a more advantageous transaction or arrangement from a person or entity that would not give rise to a conflict of interest.

  d) If a more advantageous transaction or arrangement is not reasonably possible under circumstances not producing a conflict of interest, the governing board or committee shall determine by a majority vote of the disinterested directors whether the transaction or arrangement is in the Organization's best interest, for its own benefit, and whether it is fair and reasonable. In conformity with the above determination it shall make its decision as to whether to enter into the transaction or arrangement.

- **Violations of the Conflicts of Interest Policy**
  a) If the governing board or committee has reasonable cause to believe a member has failed to disclose actual or possible conflicts of interest, it shall inform the member of the basis for such belief and afford the member an opportunity to explain the alleged failure to disclose.

  b) If, after hearing the member's response and after making further investigation as warranted by the circumstances, the governing board or committee determines the member has failed to disclose an actual or possible conflict of interest, it shall take appropriate disciplinary and corrective action.

Article IV: Records of Proceedings

The minutes of the governing board and all committees with board delegated powers shall contain:

a) The names of the persons who disclosed or otherwise were found to have a financial interest in connection with an actual or possible conflict of interest, the nature of the financial interest, any action taken to determine whether a conflict of interest was present, and the governing board's or committee's decision as to whether a conflict of interest in fact existed.

The names of the persons who were present for discussions and votes relating to the transaction or arrangement, the content of the discussion, including any alternatives to the proposed transaction or arrangement, and a record of any votes taken in connection with the proceedings.

Article V: Compensation

(a) A voting member of the governing board who receives compensation, directly or indirectly, from the Organization for services is precluded from voting on matters pertaining to that member's compensation.

(b) A voting member of any committee whose jurisdiction includes compensation matters and who receives compensation, directly or indirectly, from the Organization for services is precluded from voting on matters pertaining to that member's compensation.

(c) A voting member of the governing board or any committee whose jurisdiction includes compensation matters and who receives compensation, directly or indirectly, from the Organization, either individually or collectively, is prohibited from providing information to any committee regarding compensation.

Article VI: Annual Statements

Each director, principal officer and member of a committee with governing board delegated powers shall annually sign a statement which affirms such person:

a) Has received a copy of the conflicts of interest policy,
b) Has read and understands the policy,
c) Has agreed to comply with the policy, and
d) Understands the Organization is charitable and in order to maintain its federal tax exemption it must engage primarily in activities which accomplish one or more of its tax-exempt purposes.

Article VII: Periodic Reviews

To ensure the Organization operates in a manner consistent with charitable purposes and does not engage in activities that could jeopardize its tax-exempt status, periodic reviews shall be conducted. The periodic reviews shall, at a minimum, include the following subjects:

a) Whether compensation arrangements and benefits are reasonable, based on competent survey information, and the result of arm's length bargaining.

b) Whether partnerships, joint ventures, and arrangements with management organizations conform to the Organization's written policies, are properly recorded, reflect reasonable investment or payments for goods and services, further charitable purposes and do not result in inurnment, impermissible private benefit or in an excess benefit transaction.

Article VIII: Anti-Nepotism

Consistent with the principle that employees and prospective employees shall be hired, evaluated, and advanced on the basis of individual merit, without reference to considerations of any factors not involving professional qualifications and performance, the following restrictions, designed to avoid the possibility of favoritism based on family or personal relationship, shall be observed with respect to personnel:

a) No one with supervisory responsibility shall hire or recommend for hire any related person.
b) With respect to the concurrent service of related persons within the same department, neither related person shall be permitted, either individually or as a member of the faculty or as a member of a committee, to participate in the evaluation, advancement, or salary decisions of the other related person.

The definition of "related persons" includes: parent and child; siblings; grandparent and grandchild; spouses and registered domestic partners; aunt/uncle and niece/nephew, and step-parent and step-child.

AMPS

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Appendix P

AMPS
HONOR HARD WORK

Amethod Public Schools | Career Path

Advance your career at AMPS through our Career Path program

The purpose of the Amethod Public Schools Career Path is to put **great teaching first.** We believe that this is the ultimate path to providing our students the highest opportunity in life. The Career Path provides our teachers and aspiring school leaders with a coordinated pathway for leadership growth, development and increased compensation. It provides opportunities to take on new leadership roles and responsibilities and participate in differentiated training while continually advancing their teaching effectiveness. The progression through the career path will be evidence based on a teaching portfolio, which promotes a strong talent pipeline for the organization and most importantly, our students.

The application process and selection criteria outlined below serves as the basis for all selection and placement decisions.

Application Overview and Instructions

Application window will be from January 18 through March 17, 2018 A teacher may proactively pursue their own development through engagement and commitment to the learning process and through mentorship with other AMPS colleagues and leaders. Teachers may self-apply and work with their site director to submit their application. Discussions about a growth plan should be happening throughout the year during PGPs and a decision can be made to apply during the application window.

SUBMISSION DUE FOR INTERNAL CANDIDATES: MARCH 17, 2018.

Minimum Requirements* by Level (Please review carefully and be prepared to provide evidence that the minimum requirements are met):

*Note: Based on teacher feedback, we have eliminated the Teaching Experience requirement.

Level	Minimum Requirements
Emerging	• 1+ year as a credentialed AMPS teacher • There is no application for this level

Achieving	• Preliminary California Teaching Credential in process • Evidence of PGP progress to goals • 2 consecutive years of strong student achievement data results (most recent two years)
Distinguished	• Cleared California Teaching Credential In Process • Evidence of PGP progress to goals • 2 consecutive years of strong student achievement data results if applying from Achieving career stage (most recent two years); at least 4 consecutive years, if first time applying)
Master or Leader Path	• Cleared California Teaching Credential • Evidence of PGP progress to goals • 2 consecutive years of strong student achievement data results if applying from Distinguished career stage (most recent two years); at least 5 consecutive years, if first time applying

Application Materials and Guidance

To apply, candidates will use the application starting on page 4. This application will allow a teacher to submit a portfolio encompassing multiple components, providing a comprehensive picture of the teacher's growth, results and impact. **Be sure to state a clear connection to how your work resulted in better teaching and learning (see examples linked below).**

Required Component	Artifacts/Materials
PGP	• All annual PGP with year-end narratives, if available • 1-3 video clips of your teaching practice (< 10 minutes) that show growth evidence of your prioritized PGP growth areas • Other evidence of growth from year to year • Tip: Prioritize PGP goals from Domains 1-4 to submit in your application.
Student Work and Achievement (see examples for guidance)	Can Include: • NWEA or CAASPP growth • Interim assessment growth • Evidence of student work and growth (DDI, Action plans, Student Samples) • Other data growth or achievement • Student/Teacher attendance (as a data point for strong student culture)

Additional Leadership Responsibilities and outcomes/results (see examples for guidance)	Can Include: • Facilitated PD sessions and effectiveness results. • Teacher mentorship or coaching assignments • Team expert • Student activity leader (clubs, academic programs, after school programs) • Other site based or organizational leadership roles or responsibilities
360 Feedback and stakeholder input	Results from 360 degree survey. (360 Degree Feedback is a system or process in which employees receive confidential, anonymous feedback from various stakeholders)

Application Review

We want to make sure the candidates are reviewed in a fair and comprehensive manner. This is a process to encourage teacher development and growth, so if candidates are not accepted into the next level of the career path, they should take the feedback provided, work towards addressing the areas of improvement and reapply the following year.

To ensure fairness, applications will be reviewed by multiple members of the AMPS Instructional Leadership Team (ILT), members of the home office and external stakeholders to provide a varied range of input. Each application will be reviewed by a team of 2-3 people. They will individually assess the portfolio application and then come together to calibrate assessments.

For those who choose to pursue the leader level path (Dean or Site Director), there will be additional in person interviews with home office and site leadership.

Application Decision

Asked to reapply next year: If a candidate is asked to reapply next year, they will be provided comprehensive feedback on the areas needed for improvement and will work with their site director, dean or coach to develop an action plan for the following year.

Acceptance: Candidates will be notified of their acceptance in writing and brought together for an orientation with other cohort members to discuss next steps.

Frequently Asked Questions

Q. Once a teacher reaches the next highest level, is it a permanent placement?
No, this is not a tenure system. This is an evidence-based system and if evidence shows a regression of performance, a team member can be demoted like in any other profession.

Q. What happens if a teacher transfers to another school, especially if the school is a different level (middle to elementary)? Do they have to start over at the emerging level?
No, a transfer to another AMPS school does not mean a teacher loses their level. They move to the school at their current level. As stated above, only evidence showing a regression in performance can be cause for demotion.

Q. What happens when a teacher applies and does not earn the promotion?
They will receive detailed feedback on the areas of their portfolio they need to strengthen, will be provided supports as part of their PGP and will be encouraged to apply the following year.

Q. What salary raise will teachers be eligible for as they remain at a specific level?
AMPS has committed to all staff members a cost of living raise every year. Q. How long does a teacher have to move into the achieving level?

It is expected that AMPS teachers is able to move to the achieving level within three years. Some teachers will not want to move up the ladder and that is ok. As long as they are effective per their PGPs, student academic growth and alignment to the values, they can simply receive the annual cost of living raises.

Q. What happens if I get to the achieving level and I am fine staying there and don't want to take on the requirements of the next level?
Similar to above, as long as evidence shows the performance necessary to remain at the achieving level, a teacher can stay there. Not all teachers will want to take on leadership responsibilities or move to a master teacher or leader track. That is ok, focus on teaching and educating your students.

Q. I know I want to move up in the Career Path, but I'm not sure how to take on additional leadership responsibilities. What are some ways that I can facilitate Professional Development, mentor another teacher, or become a student activity leader?
If you know you would like to move up in the career path, discuss with your site director or dean different opportunities at your school site for leadership responsibilities. If there is something you are interested in, start a club. If you are an expert in a teaching practice, ask to lead a Professional Development.

AMPS Career Path Application Instructions

Please complete the sections below (feel free to add rows and expand spaces as you type) and gather the necessary required materials.

To submit your full application, please do the following:

1. Create a Google Folder titled Last Name, First Name_Career Path (i.e. Cordero, Peter_Career Path).
2. In this folder, create sub folders titled as below:
    a. PGP/Classroom Practice.
    b. Student Work and Achievement.
    c. Other Artifacts/Evidence.
3. In the main folder, include this completed application and your resume.
4. In the PGP/Classroom Practice subfolder, submit your PGPs (with any supporting observation notes) and your classroom video(s) along with lesson plan document
5. In the Student Data sub-folder, place your Data Artifacts/Evidence/Backup as described below in section C.
6. In the Other Artifacts/Evidence sub folder, place any additional items you feel are material to your application.
7. Share your folder with Carlon Myrick at careerpath@amethodschools.org.

NOTE: If you have applied in prior year, you do not have to redo everything. You can update your application and add new materials to the appropriate sub-folders or repackage as you see fit to reflect new data, artifacts and materials.

AMPS Career Path Application

Candidate's Name:	
Current Career Level: (Emerging, Achieving, Distinguished, Master)	
Career level for which you are applying: (If applying for a leader role, Dean or Site Director, please note)	
Please submit resume as part of your application	

A. PGP & Videos

Please provide the following materials:

Component	Materials
PGP	• All PGPs with areas of strengths and improvement • Evidence of growth in focus areas
Video Clip(s)	Provide no more than three (3) 10 minute video clips focused on a section of a lesson plan and AMPS teaching domains. Include a copy of the accompanying lesson plan. Be sure you highlight on the lesson plan: 1. What part of lesson to which the video aligns. 2. What AMPS teaching domain(s) the video is demonstrating. Whenever possible, be sure that the highlighted teaching domains align with your PGP priority area(s).

B. Student Work and Achievement Data (examples)

In this section, you will provide evidence of student academic achievement and growth. Be sure to demonstrate growth trends in your summary and data presentation.

1. *Data Narrative:* Provide a brief summary (no more than one page) of the evidence you are providing and the progress you and your students have achieved.

2. *Data Artifacts/Evidence/Backup:* Please provide evidence of student growth and achievement in a concise and easy to follow format. It can be excel sheet, PowerPoint presentation, word doc write up with tables. No more than 10 pages. Be sure to demonstrate growth trends.

Student Work and Achievement	Include any of the following that applies: • Evidence of student work and growth (DDI, Action plans, Student Samples). • CASSPP Data Trends/Growth • NWEA or other interim assessment growth • Other data growth or achievement • Student attendance • Other pertinent data you'd like to highlight

C. Additional Leadership Responsibilities (examples)

Summarize the additional roles or responsibilities you have taken on within your site or for the organization, including any professional development facilitation or leadership roles (formal or informal). Provide the positive impact they have achieved.

Role, Responsibility, Activity	Result or Outcome

D. 360 Feedback Results

The link below is a short survey that will allow stakeholders to provide feedback on your teaching and leadership strengths and areas of opportunity. You will need at least five stakeholders to respond.

You must select stakeholders who are connected with you professionally. The following stakeholder groups must be represented:

- Peers
- Leader
- Parents

Simply email the link to your chosen stakeholders and they can respond online anonymously. https://www.surveymonkey.com/r/2017Path

E. [Optional] Other Measurable Results or Notable Accomplishments (50-word limit)

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Appendix Q

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Job Description
Site Director

Amethod Public Schools (AMPS) is mission and values driven organization. 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. Our day to day work is embodied with a set of core values: **Students First, Be Adaptable, Perseverance, Take Responsibility, and Commitment to Distinction.** We are looking for team members who exude these values and a passion for our mission.

POSITION SUMMARY

The Site Director serves as the educational leader and chief administrator of the staff and students at the school site. The Site Director is responsible for the execution of the instructional program, development and leadership of the staff, operation of the school plant, development and monitoring of the school budget. The Site Director will oversee the total school program to provide a quality educational environment that meets the need of all students. The Site Director will serve as a member of the administrative team dedicated to cultivating excellence throughout the school and community.

ESSENTIAL DUTIES AND RESPONSIBILITIES

Curriculum Development, Supervision, and Evaluation

- Serves as a curricular leader; understands school curriculum, ensures teaching of the written curriculum, helps staff use curriculum resources
- Participates in and/or leads curriculum development activities commensurate with school and district goals
- Provides opportunities and encouragement for staff to increase professional expertise
- Identifies curricular and extra-curricular needs by analyzing current programs and student achievement
- Works in collaboration with staff to develop the master schedule
- Regularly uses the results of student assessment data to identify problems and implement program improvements and/or pacing.
- Provides continuous supervision and evaluation of the regular and special education programs and operational activities within the school
- Interpret and implement the approved curriculum program and ensure that instruction aligns with state standards

Talent Management

- Lead teaching professionals, teacher assistants, secretaries, and classroom volunteers
- Effectively execute the AMPS Professional Growth Plan Evaluation Process (PGP) process for all staff.
- Provides orientation for newly assigned staff members and assists in their professional development
- Responsible for recruiting, screening, hiring, training, and evaluation of the school personnel

- Makes personnel assignments based on knowledge of employee abilities, qualifications, past performances, and school needs

Establishing an Effective Workplace and School Culture

- Fully implements and ensures adherence to the AMPS Methods and Non Nogotiables for School Culture
- Develops and maintains positive staff morale
- Protects instructional time by minimizing interruptions to the instructional process
- Coordinates teacher and student schedules to promote maximum learning and minimize conflict
- Maintains high visibility in the school
- Provides for adequate supervision and acceptable student behavior at all school functions planned and operated by school personnel

Student Assessment and Data Driven Culture

- Excellence in assessment; emphasizes student achievement as the primary outcome of schooling
- Creates and maintains a culture where the team systematically assesses and monitors student progress using objective and verifiable information
- Works with staff to systematically identify and respond to at risk students; makes referrals to appropriate community agencies when needed
- Provides meaningful information to parents/guardians and others regarding student progress
- Maintains policies and practices for grading, reporting, and promoting

Professional Development

- Provides opportunities for teachers to share and demonstrate successful practices, differentiating based on individual needs of the team
- Helps teachers implement objectives for themselves and students
- Keeps abreast of changes and developments in the profession by attending professional meetings, reading professional journals, and discussing problems of mutual interest with others in the field
- Assumes responsibility for his/her own professional growth and development. Views self as a role model for expected staff behavior. Perceives self as a change agent; works for self and organizational renewal
- Provide leadership in the development, direction and innovation of educational programs designed to meet the needs of students groups, including English learners and Special Education
- Effectively utilizes the expertise of school personnel, including self, in staff development

Student, Staff and Community Relations

- Interact, listens and responds appropriately to staff, student, and community concerns
- Promotes and ensures a culture of urgency by celebrating progress while maintaining a focus on continued improvement;
- Guides conversations with parents around information regarding academic metrics
- Solicits information from school personnel and community in gauging the school climate

- Promotes the improvement of student and staff self-images. Models and facilitates good human relations skills; effectively interacts with others
- Maintain communication with the appropriate central office administrators informed of school activities and problems such as transportation, special services, discipline, etc.
- Ensures the the community is informed about school activities through newsletters, news releases, and attendance at parent meetings, etc.

Decision Making and Problem Solving

- Considers research, alternatives and consequences in the decision making process
- Effectively delegates decision-making and problem solving to appropriate personnel Makes decisions in a timely fashion and maximize decisions effectiveness by follow up actions
- Establish an effective school administrative organization with clear lines of responsibility including the necessary delegation of authority. Identifies problem areas and seeks solutions before crisis situations develop

Building Management, Record-keeping, and Financial Management

- Delegates and monitors the adherence to rules and procedures for student and staff safety
- Monitors plant, office, and equipment maintenance. Promotes timely repair of school facilities and equipment
- Effectively copes with crises and emergencies
- Ensures the maintenance of accurate student and fiscal records.
- Prepares accurate budgets and effectively monitors expenditures
- Anticipates future building and equipment needs; plans appropriately to remedy
- Works with the Dean of Students to ensure operational integrity.

QUALIFICATIONS

Required knowledge, skills & abilities:

- Demonstrated commitment to students and learning
- Demonstrated knowledge of curriculum development and program design
- Excellent communication, presentation and interpersonal skills with demonstrated ability to write clearly and persuasively
- Excellent organization, time management and follow-up skills; high sense of urgency; demonstrated ability to successfully
  handle multiple projects concurrently; ability to work as a team
- Strong community-building skills
- Entrepreneurial passion

Education and Experience

- Demonstrative track record of producing high levels of growth in academic student achievement on standardized state testing
- Valid Administrative Services Credential or enrolled in a Administrative credential program
- Five or more years of successful educational experience

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Job Description
Teacher

Amethod Public Schools (AMPS) is mission and values driven organization. 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. Our day to day work is embodied with a set of core values: **Students First, Be Adaptable, Perseverance, Take Responsibility, and Commitment to Distinction.** We are looking for team members who exude these values and a passion for our mission.

POSITION SUMMARY

We recognize that the number one factor impacting student achievement is quality, presence, and effectiveness of every teacher within the classroom. We find it crucial to recruit, develop, support and retain great educators as the key to the success of our students and the network as a whole. By providing our teachers with individualized professional development and training, ongoing support as they develop their teaching skills and creating career advancement opportunities through our innovative Career Path System, we aim to foster professional growth and a commitment to education.

ESSENTIAL DUTIES AND RESPONSIBILITIES

Student Achievement & Character Development

- Set and hold students to extremely high academic and behavioral standards
- Relentlessly demonstrate and embody the schools core values and ensure that students are challenged
- Believe in measurable student academic growth to increase individual student's achievement

Core Instructional Excellence

- Assess every student's mastery of the content and diagnose areas of student misunderstanding
- Demonstrate strong content knowledge
- Prepare questions, model responses and practice effective instructional delivery
- Lead students through guided and independent practice and regularly check for understanding
- Ensure academic rigor by asking increasingly difficult questions, accepting only high quality student responses and posting examples of high quality work
- Use engagement strategies (e.g., rapid fire questioning, choral responses, tracking, non-verbal responses, etc)
- Meet needs of range of students, providing extra support, or variation of work

Classroom Culture

- Implement effective classroom management
- Create positive, engaging , achievement-oriented and structured learning environment where students are excited about and invested in their academics;
- Set and reinforce clear expectations and routines that are aligned with the school's overall vision
- Discuss, teach, and reinforce character skills.

Planning and Data Analysis

- Set measurable, ambitious yet attainable goals for the year and for each interim assessment cycle

- Use data from interim assessments, quizzes and informal assessments to inform and guide instruction
- Understands and knows standards and how standards are assessed
- Objectives based lessons; develop and implement specific strategies to ensure that each student achieves gains

Student Supervision, Safety and Well-being

- Be responsible for creating and maintaining a safe and productive learning environment for all students
- At all times, act in a manner in alignment with AMPS Core Values and any individual site norms to promote respect and professionalism among students and colleagues
- Be proactive in addressing issues to student safety and well-being (e.g., bullying, etc.)

QUALIFICATIONS

Required knowledge and skills:

- Strong classroom management and presence
- Demonstrated mastery of subject matter
- Unyielding commitment to students, self and school's constant learning and development
- Relentlessness - doing what it takes to ensure success
- Team player for the school yet competitive for the class
- Highly organized
- Belief in Amethod's mission, educational model, PATH , and Core Values
- Strong work ethic, no excuse, and go getter attitude.

Educational Background and Work Experience:

- Two years of teaching experience with a record of high student achievement (preferred but not absolutely necessary)
- Bachelor's degree from a competitive college or university
- Experience working with youth
- Willingness to seek certification if not already certified

To Apply: Please email the following to careers@amethodschools.org:
Cover Letter • Resume • Undergrad/grad Transcripts (unofficial ok) • 3 references

OR

Apply at our website at www.amethodschools.org/careers

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Appendix S

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Job Description
Dean of Instruction

Amethod Public Schools (AMPS) is mission and values driven organization. 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. Our day to day work is embodied with a set of core values: **Students First, Be Adaptable, Perseverance, Take Responsibility, and Commitment to Distinction.** We are looking for team members who exude these values and a passion for our mission.

Position Overview

The Instructional Dean serves as the educational leader of the staff and students at the school site. In collaboration with the Site Director, he or she is responsible for the execution of the instructional program development and leadership of the staff. The Instructional Dean will oversee the instructional program to provide a quality educational environment that meets the need of all students. The Instructional Dean in conjunction with the School Leader will serve as a member of the administrative team dedicated to cultivating excellence throughout the school and community. They will have the leadership responsibility of coaching and managing the school's teachers.

Essential Duties and Responsibilities:

Student Assessment and Monitoring

- Excellence in assessment; emphasizes student academic achievement as the primary outcome of schooling.
- Systematically assesses and monitors student progress using objective and verifiable information.
- Works with staff to systematically identify and respond to at risk students; makes referrals to appropriate community agencies.
- Helps maintain policies and practices for grading, reporting, and promoting.
- Assists in training and supporting teachers and leaders in using student information and assessment systems (e.g., Illuminate Education)

Assessment Coordination

- Assists in coordination of statewide and school wide assessments such as: *CAASP/SBAC/CELDT/CAHSEE/ Benchmark Assessments.*
- Coordinates development and execution of grade level performance tasks for SBAC/CAASSP.
- Assists in analyzing students' work with individuals or groups of teachers, and then brainstorms next steps for adjusting instruction.
- Assists staff in the use of various types of programs such as online software, curriculum resources, etc.

Staff Instructional Leadership and Support

- Assists Site Director in staff classroom observations and instructional coaching and demonstrates aptitude in the process.
- Assists Site Director with recruiting, screening, hiring, training, and evaluation of the school personnel.
- Assists Site Director in developing and maintaining positive staff morale.
- Assists Site Director in providing orientation for newly assigned staff members and assists in their professional development.
- Conducts data analysis alongside Site Director and assists in preparation and delivery of professional development related to data analysis and assessments.
- Collect and analyze survey data on efficacy of PD sessions.

Professional Development

- Keeps abreast of changes and developments in the profession by attending professional meetings, reading professional journals, and discussing problems of mutual interest with others in the field.
- Assumes responsibility for his/her own professional growth and development. Views self as a role model for expected staff behavior. Perceives self as a change agent; works for self and organizational renewal.
- Provide leadership in the development, direction and innovation of educational programs designed to meet the needs of students groups, including English learners and Special Education.
- Helps teachers implement objectives for themselves and students.
- Provides opportunities for teachers to share and demonstrate successful practices.

Desired Education and Experience

- Demonstrative track record of producing high levels of growth in academic student achievement on standardized state testing
- Valid Administrative Services Credential preferred, but not necessary
- Five or more years of successful educational experience

Required knowledge, skills & abilities:

- Demonstrated commitment to students and learning
- Demonstrated knowledge of curriculum development and program design
- Excellent communication, presentation and interpersonal skills with demonstrated ability to write clearly and persuasively
- Excellent organization, time management and follow-up skills; high sense of urgency; demonstrated ability to successfully handle multiple projects concurrently
- Has the ability to work as a team
- Strong community-building skills

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Amethod Public Schools

EMERGENCY HANDBOOK

2018-2019



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Preparation

Prior preparation is most helpful when faced with an emergency situation. Site-specific emergency drills conducted for the range of different emergencies that can occur is one concrete way to prepare for real disasters. Each school, and more specifically each classroom, must have emergency backpacks. **Every school must designate a Safety/Emergency Coordinator.**

A. Safety Coordinator (SC)

Each site must designate a safety coordinator. The safety coordinator is the team member at your site who is responsible for making sure that the safety plan and emergency procedures are followed. Additionally, the SC will plan, schedule, supervise and record the results of all emergency drills in accordance with CA state law and the AMPS safety manual. The SC will make sure that all teachers are provided with the latest information, training, and supplies necessary to respond effectively to any emergency situation. Additional responsibilities include, maintaining emergency radios, checking fire extinguishers, assigning emergency/crisis responsibilities and duties to staff members, participating in the School Safety Team, and acting as the school's liaison to emergency response personnel. Schools must also designate a stand-by Safety Coordinator for those instances when the Safety Coordinator is absent or incapacitated.

B. Drill Scheduling

Drills to be held throughout the year:

A. Fire

- Elementary schools (Monthly)
- Middle schools (Once every semester)
- High schools (Once every semester)

B. Earthquake

- Elementary schools (Once each school quarter)
- Middle schools (Once every semester)
- High schools (Once every semester)

C. Lockdown

- Elementary schools (Once each school quarter)
- Middle schools (Once every semester)
- High schools (Once every semester)

For After School Programs

- Fire- once a semester
- Earthquake- once a semester
- Lockdown- once a semester

All drills must be scheduled at the **beginning** of the year. This is so that drills are prioritized as the school year becomes busier. After a drill, the Emergency Drill Report Form (Appendix A) must be completed, and scanned to mlong@amethodschools.org. Details on drills and evacuations will be discussed on page twelve.

C. Facility Preparation

All classrooms, hallways and offices shall have a LED emergency exit sign, smoke/fire alarms (w/battery backup), and evacuation chart posted in a prominent location. In addition, **floor plan of building should be accessible near front entrance for emergency responders**.

Classroom Safety Checklist

- Are desks and tables located where they cannot slide and block exits?
- Are tall file cabinets securely anchored to the wall or far enough removed from potentially toppling on people.
- Are computers far enough removed from potentially toppling on people?
- Are storage spaces secured to the wall or attached to each other?
- For freestanding equipment on wheels, are they all secured against overturning or sliding?
- Are all heavy, sharp, or breakable wall decorations securely mounted?
- Do books or materials stored on shelves have adequate restraints to keep them from falling?
- Are fire extinguishers securely mounted and easy to access?
- Are all electrical outlets covered so that internal wires are not visible?
- Are wires or other tripping hazards cleared from walkways?
- Are there any cracked windows?
- Are floors free of hindrances (no cracked tiles?)
- Are emergency exit signs functioning?
- Do all classroom and hallways have exit route maps posted?

D. Must-Haves

1. Student emergency cards must be up-to-date for all students (Appendix H).
2. Epipens, mounted on the wall by each school's front desk
3. Emergency backpack in every classroom containing the following:

- 6 water pouches
- 2 emergency blankets
- 1 tissue pack
- 30 wet wipes
- 1 notepad
- 1 pen
- 1 flashlight
- 2 D size batteries
- 3 light sticks
- 1 marking crayon
- 1 whistle
- 1 pair of leather palm gloves
- 1 Hi-Vis safety vest
- 1 utility bar – 15"
- 2 ice packs
- 34 adhesive bandages
- 5 gauze pads
- 1 gauze roll
- 1 adhesive tape
- 1 pair of vinyl gloves
- Red/Green Card
- 1 clipboard with up-to-date class roster

4. Front Office - There must be ONE backpack at the front office at all times that must contain the following:

- 1 pair of leather palm gloves
- 4 D size batteries
- 4 AA size batteries
- # of mouth covers corresponding with student and staff population
- 1 pair of goggles
- 1 utility cord
- 4 pair of vinyl gloves
- 1 flash light
- 2 bathroom tissue rolls
- 1 first aid kit
- 1 whistle
- 2 light sticks
- 1 radio
- 2 hand sanitizers
- 3 emergency blankets
- 30 antiseptic towelette
- 30 water pouches
- 5 emergency ration bars
- 1 tarp
- 1 build-it-yourself toilet
- 1 utility bar
- 1 clipboard with up-to-date roster of all classrooms and staff

E. Visitors

All visitors must enter through the school's main entrance. All visitors must sign in (appendix B-Visitor Sign-In Log); no exceptions. Visitors must record their name,

reason for their visit, the time they arrived and the time that they depart. Administrative Assistants may request to see a photo ID to verify the identity of the visitor. Every approved visitor must be given a Visitor Badge with his/her name.

The badge must be visible at all times. Visitors must be accompanied by a staff member at all times. This requirement is in accordance with State of California Penal Code [626.8.]. No student is permitted to bring younger siblings to school. Due to liability, visitors that are not approved are not allowed on campus during school hours.

F. Uninvited Visitors

In accordance with FERPA (Family Educational Rights and Privacy Act) Law, student safety and privacy takes precedence above all matters. For example, if someone inquires about a student by asking if a particular student is enrolled, staff CANNOT acknowledge that a student is even on campus. It is important to understand that even if the person says that he/she is a relative we can't confirm or deny that a student is enrolled. You must check the emergency card before any information is considered; if that person is not listed, then no information is to be given out, and a phone call must be made to the student's emergency contact informing them of the situation. It is imperative that you handle the situation as if it was your child that is being asked about.

a) ***Non-students and visitors on campus:*** Students from other campuses or adult visitors are not permitted on campus when school is in session without the Site Leader's permission.
b) ***Disruptive Visitors:*** Disruptive conduct is any type of unacceptable conduct or behavior by a person at a school or school sponsored activity that disrupts classwork or a school-related activity.

   Steps to take:

   1. Tell the individual to leave or else he/she will be reported to law reinforcement for misdemeanor. California Penal Code § 626.7
   2. When a person is intentionally causing significant disruption, withdrawal of consent to remain on campus will be in effect for fourteen days. California Penal Code § 626.4
   3. Workplace violence injunction allows a school, as an employer, to seek a temporary restraining order followed by an injunction for a longer term on behalf of employer.

What is an Incident, Emergency, or a Disaster?

A. Incident

Examples: a student or staff injury, a collision to the facility, power line touching school grounds, etc.

An incident is an occurrence or event, either human-caused or caused by a natural phenomenon that requires action by emergency response personnel to prevent or minimize loss of life or damage to property and/or natural resources. Incidents may result in extreme peril to the safety of persons and property and could create conditions of disaster. Incidents may also be rapidly mitigated without loss or damage. Larger incidents may call for leaders to proclaim a "Local Emergency". They occur in a defined geographical area and require local resources or, sometimes, mutual aid.

Usually a local emergency is not declared and the jurisdictional emergency operations center (EOC) is not activated. Incidents are usually of short duration, measured in hours or, at most, a few days. Primary command decisions are made at the scene along with strategy, tactics, and resource management decisions.

B. Emergency

*Examples: A*nything from a disruption in utilities to a terrorist activity that could affect one child, one school, or the entire organization.

An emergency is any unexpected incident that could possibly put student's or staff's safety at risk. The term emergency is used in several ways. It is a condition of disaster or of extreme peril to the safety of persons and property. In this context, an emergency and an incident could mean the same thing, although an emergency could have more than one incident associated with it. Emergency is also used in Standardized Emergency Management System (SEMS) terminology to describe agencies or facilities (e.g., Emergency Response Agency, Emergency Operations Center). Emergency also defines a conditional state such as a proclamation of "Local Emergency".

Advanced planning and preparation can minimize the risks in any emergency situation. School officials, and sometimes emergency responders, will evaluate the seriousness of each situation and determine the best action to respond quickly, safely and appropriately.

C. Disaster

A disaster is defined as a sudden calamitous emergency event bringing great damage, loss, or destruction. Disasters may occur with little or no advanced warning (e.g., an earthquake or flash flood) or they may develop from one or more incidents (e.g., a major wildfire or hazardous materials discharge). The resource demand goes beyond local capabilities and extensive mutual aid and support are needed.

There are many agencies and jurisdictions involved including multiple layers of government. There is usually an extraordinary threat to life and property affecting a generally widespread population and geographical area. A disaster's effects last over a substantial period of time (days to weeks) and local government will proclaim a local emergency.

Emergency Phases

Some emergencies will be preceded by a build-up or warning period, providing sufficient time to warn the population and implement mitigation measures designated to reduce loss of life and property damage. Other emergencies occur with little or no advanced warning, thus requiring immediate activation of the emergency operations plan and commitment of resources. All employees must be prepared to respond promptly and effectively to any foreseeable emergency, including the provision and use of mutual aid.

Prevention/Mitigation Phase: Prevention/Mitigation is perhaps the most important phase of emergency management. Though generally the most cost effective, it is often the least used. Mitigation is taking action to strengthen structures and their contents and also to reduce the potential damage to structures and their contents. Prevention is taking steps to avoid potential problems. Both Prevention and Mitigation require that students and teachers are informed in knowing the actions to take towards minimizing deleterious effects and creating a safer environment so that response costs are lowered and casualties are fewer.

Preparedness Phase: The preparedness phase involves activities taken in advance of an emergency. These activities develop operational capabilities and responses to a disaster. Activities identified in this plan implement the preparedness phase. Here, tasks will be delegated to certain staff so everyone knows what they are responsible for in case of an emergency. The school has planned for:

- Identifying the population of people with disabilities
- Training staff to assist individuals with disabilities
- Determining proper signage and equipment
- Coordinating with emergency response personnel
- Emergency procedures

Response Phase: The response phase is the time when agencies, in our case it is our sites, implement previously prepared plans.

- Pre-Impact: Recognition of the approach of a potential disaster where actions are taken to save lives and protect property. Warning systems may be activated on site and resources may be mobilized. It will be the Safety Coordinator's or the Site Leader's discretion to begin evacuation.
- Immediate Impact: Emphasis is placed on saving lives, controlling the situation, and minimizing the effects of the disaster. Incident command posts may be

activated and emergency instructions may be issued.

- Sustained: As the emergency continues, assistance is provided to victims of the disaster and efforts are made to reduce secondary damage. Response support facilities may be established. The resource requirements continually change to meet the needs of the incident.

Recovery Phase: Recovery is taking all actions necessary to restore the area to pre-event conditions or better, if possible. Therefore, mitigation for future hazards plays an important part in the recovery phase for many emergencies. There is no clear time separation between response and recovery. In fact, planning for recovery should be a part of the response phase.

Emergency Disaster Procedures and Drills

The plan addresses the schools' and staffs' responsibilities in incidents, emergencies, and disasters.

If a disaster occurs during school hours or the organization's CEO (or CEO designated individual) declares an emergency during the school day, all students will be required to remain at school or at an alternate safe site under the supervision of the school Site Director or other personnel assigned by the Site Director until regular dismissal time. Students can be released only if it is considered safe or until released to an authorized adult whose name appears on the student's Student Emergency Card (Appendix H).

During a declared emergency, those students who have not been picked up by their parents or other authorized persons may be taken by school personnel to another site where consolidated care facilities can be provided. If students are on their way home from school, they are to continue home. This information will be given to the media stations and must be posted at the school site to keep parents informed during emergencies.

Staff should plan and be willing to stay at school grounds or an alternate safe site during a major community emergency.

Personal preparedness is suggested: each staff member should develop a plan to reunite with their own families after the emergency.

The following plan will:

- Describe and detail procedural steps necessary to protect lives and property during lockdown, fire, earthquake, as well as outages and bomb threats, including coordination requirements, unified training and response exercises.
- Guide school staff on how to respond to medical emergency situations
- Indicate how to communicate within the site, to other schools, and parents, in different emergency situations

Objectives:

- Protect the safety and welfare of students, employees and staff.
- Provide for a safe and coordinated response to emergencies.
- Protect facilities and properties.

- Enable organization to restore normal conditions with minimal confusion in the shortest time possible.
- Provide for interface protocols and coordination between sites and the local emergency operations center (EOC).
- Provide for interface and coordination between sites and the county or city EOC in which they reside as best as possible.

A. Role of Staff and Emergency Response Teams

School staff are considered disaster service workers and are subject to disaster service activities assigned to them. (Government Code 3100). When the school year starts, staff should be asked to fulfill one of the following roles for the school year, in case of an emergency.

Classroom teachers should be paired-up so that if one teacher is part of an Emergency Response Team, the partnering teacher should supervise the additional class of students.

All school staff should be organized into Emergency Response Teams.

(original plan written by *Contra Costa County Community Awareness & Emergency Response; http://www.cococaer.org/prepare_sip.html*)

The most important part of the school emergency plan is to account for all students, their safety and well-being, and release them as soon as possible to their parent or designated guardian. Documentation is a key element for all team activity. **These teams should be set up at the beginning of the school year to ensure the readiness of the school site** to respond to an armed assailant, a major earthquake, or other catastrophic event.

1. **Emergency Operations Team.** The Site Director or designee should head this team. The Emergency Operations Center Team will coordinate the formation and actions of the other teams. They will communicate directly with Emergency Response personnel and the Home Office. All activities from the other teams should be reported to the Emergency Operations Team. A person on this team should be designated as responsible for communication. This team should also be working to shut off utilities if needed.

2. **Search and Rescue Team.** One of more groups of staff and/or parent volunteers (a team of adults) designated to "sweep" through the school building quickly. They are to rescue trapped or injured students and staff. The members of this team should be ready to administer First Aid and be trained in fire suppression. This team's effort should be coordinated with the First Aid Team. All activities should be reported back to the Emergency Operations Team.

3. **First Aid Team**. This team of staff will be administering First Aid to the injured. They are to establish a First Aid treatment area. They are responsible for obtaining and maintaining sufficient first aid supplies on site at all times. This team's efforts should be coordinated with the Search and Rescue Team. All activities should be reported back to the Emergency Operations Team.

4. **Student Release Team.** This team of staff is crucial to the timely and accurate release of students to their parents. This team should set-up a system of verifying and documenting the individual picking up students and the time of release. In addition, the team should plan out the physical space and traffic flow for parent check-in and reunification with student. Generally, a school admin assistant should lead this team. Students can be released after authorization received from Site Director/ Safety Coordinator.

Emergency Response Team	Group Members
Emergency Operations Team	Leader: _____ Member 1: _____ Member 2: _____
Search and Rescue Team	Leader: _____ Member 1: _____ Member 2: _____

First Aid Team	Leader: _____ Member 1: _____ Member 2: _____
Student Release Team	Leader: _____ Member 1: _____ Member 2: _____

B. Drills and Procedures

Drills should be led by the Safety Coordinator and Site Director. Students should be briefed and participate in a walkthrough before the time of actual drill so they know what to expect.

It is important to note that drills ARE NOT FREE TIME. Teachers should stress the seriousness of the practice, and report any issues ranging from student behavior to timing of drill to their Safety Coordinator and Site Director.

The Site Director or Designee shall schedule and record each drill conducted on the Emergency Drill Report form (Appendix A), maintain a copy in the office and send a copy to mlong@amethodschools.org to be maintained on AMPS Dropbox.

C. Fire Drills

Designated evacuation routes shall be posted in rooms and made clear to both staff and students. Teachers shall be prepared to select alternate exits and direct their classes to these exits in the event that the designated evacuation route is blocked.

A. Standards for a Successful Fire Drill

- The fire alarm (or other designated means of communicating fire drill) can be heard by all staff and students.
- Orderly evacuation begins immediately and is completed within five minutes of

the initial alarm, with minimal congestion at exit gates.

- Teachers and students are staged in an orderly fashion away from fire lanes. Students remain with their teacher at all times
- Teachers have taken roll once in the evacuation area using their class rosters. Any missing students are immediately reported to the Site Director/ Safety Coordinator.
- Upon sounding of the all clear, students and staff return to their appropriate classroom and the teacher takes roll again. Missing students are reported to the attendance clerk in the office.
- Front Desk Administrative Assistant or Designated Personnel carries out school-wide emergency backpack containing school-wide roster, student medication, and emergency contact cards.

B. In the event that a fire is detected within a school building, use the following procedures:

- The Site Director or designee will order an evacuation. If the fire alarm doesn't work, call 9-1-1 and notify the Facilities Manager at the Home Office- 510-436-0172 ext. 102.
- Teachers will supervise the evacuation of the classrooms to the designated areas according to the emergency exit plan posted in every classroom and office.
- Teachers will close doors (but leave unlocked where possible) upon evacuating
- Teachers will take their emergency backpacks to the evacuation site and take roll immediately upon arrival to safe area.
- Teachers will report any missing student(s) to the emergency leader (Site Director or Designee)
- The Emergency Operations Team shall assist by shutting off gas valves, electricity, etc., or other if necessary for evacuating, putting out the fire, etc.
- The Safety Coordinator, Site Director or Designee shall open necessary gates for fire truck and other emergency vehicle access when appropriate. The Designee will also keep access entrances open for emergency vehicles.
- The Emergency Operations Team can take initiative to put out a fire
- Notify students and staff when it is safe to return to the school site under the direction of the fire department and in consultation with the Executive Director or designee.

C. Fire outside of School site: The Site Director or designee shall:

- Determine the need to execute an evacuation if nearby fire poses an immediate threat to the students or the building.
- Notify the fire department by calling 911.
- Notify the Facilities Manager- 510-436-0172 ext. 102.
- If school has evacuated, notify students and staff when it is safe to return to the school site under the direction of the fire department.

All staff should know their classroom's closest exit and secondary exit, as well as the location of the fire extinguisher and alarm pull closest to their classroom.

Note- Never attempt to fight a fire larger than a wastebasket size. Even a small fire can generate enough smoke to cause serious injury. Never attempt to fight a fire by yourself. Call for help. Always stay between the fire and the exit.

Fire Extinguisher Use Instructions:

P Pull safety pin from handle
A Aim at the base of the fire
S Squeeze the trigger handle
S Sweep from side to side

If your clothes (or someone else's) catch on fire, STOP, DROP AND ROLL!

D. Earthquake Drills

Whenever an earthquake alarm or notification is sounded, all students and staff shall immediately begin Drop, Cover, and Hold On procedures

A. Standards for a successful Earthquake Drill

At the sound of the alarm, everyone shall DROP, COVER, and HOLD ON:

- DROP: each student and staff member takes cover under a sturdy table or desk, dropping to his or her knees, with backs to the windows.
- COVER: this means once under a desk or table, the person must protect head with the arms by gripping the back of their neck with arms and tucking forward to keep the head covered.
- HOLD ON: This means stay under the furniture, holding the position, even if with one hand one must hold onto the furniture and be prepared to move with it. Stay in this position for at least one minute, or, in a real situation, until shaking stops.

B. In the event of a real earthquake:

- If inside the building but outside of the classroom, drop to the ground and take cover under any available desk, table or bench. If in hallway, drop next to an inside wall in a kneeling position and cover the back of the neck with your arms.
- If outside, move away from overhead hazards such as power lines, trees and buildings; drop to the ground and cover the back of the neck. Do not enter building until is it safe to do so.
- Remain in DROP position until ground movement ends. Be prepared to DROP, COVER, and HOLD ON during aftershocks.

C. After ground movement stops:

Staff must carry out the following tasks:

- Organizing evacuation, without forgetting emergency backpacks that include up-to-date rosters
- After arrival to safe area, account for all students and provide first aid to injured persons
- Organize rescue teams, in accordance with Emergency Response Team plans, to locate missing persons
- Emergency Operations Team should assist in extinguishing small fires
- Emergency Operations Team should be checking damage to utilities; shutting off main power, gas and water
- Establish communication with emergency assistance and Home Office
- Send out School Messenger Broadcast to notify parents of meeting place

D. Release of Students

- Student release Team should begin release students to parents after receiving authorization from Site Director or Designee
- Student release
- Students not picked up or able to go home must be placed in welfare shelters, transportation to shelters will be authorized by Executive Director, Site Director, police, fire or community emergency services

E. Lockdown Drills

A lockdown alert is sounded (in manner designated for the specific school site). Some sites have a bell system, others an intercom, and some have neither. Each Safety Coordinator and Site Leader needs to designate a means by which to alert all staff of a lockdown. These lockdown alerts will be used in instances such as an armed intruder on

campus. Staff members have a very limited amount of time in which to commit to a course of action. Immediately assess both the situation and the surrounding environment and respond to the situation based upon training and drills. Remember, the lockdown response is a partnership with local law enforcement.

When the lockdown alarm goes off:

- Students and staff go into classrooms/buildings or run to off-site evacuation areas
- Lock doors
- Cover windows
- Turn off lights
- Stay low and quiet
- Build barricades to block entry
- Have students and staff stay away from doors and windows.
- Silence cell phones
- No one may leave room until given the all clear by law enforcement or Safety Coordinator/ Site Director.

Clear Card Procedure: should be used for ALL emergencies (Fire, Earthquake, Lockdown)

- Safety Coordinators will implement a card notification for the lockdown procedure that will assist emergency responders during these chaotic situations.
- The process is for the attending classroom staff to slide a color coded card under the door to alert responders if there is an injured person within the class that needs immediate attention.
- It will also serve to notify responders if there is an all-clear in a specific room thereby freeing the responders to make sure that those classrooms with injured persons receive prompt attention.

The Card system will be the following:

- Green Card: Means there are no severely injured persons in the classroom, all persons within the class are mobile, and conscious
- Red Card: Means that there is at least one seriously injured person who cannot move due to injury or circumstance. The Red card may also mean that there is an unconscious person in the room

During a real lockdown (when an armed intruder is present on school grounds)

- Call 9-1-1

- Administration notifies Home Office.
- If possible, staff should place a red card under the door/in a window if you have a serious injury in the classroom.
- Prepare students and yourself for a quick evacuation.
- Follow directions of administration or law enforcement if and when they arrive
- Teachers will take their emergency backpacks to the evacuation site and take roll immediately upon arrival to safe area.
- Teachers will report any missing student(s) to the emergency leader (Site Director or Designee)

During a hostage situation:

- Staff and students should sit quietly if the situation is in their presence and try to remain calm. Staff should set the example if the armed intruder is in their presence by doing whatever possible for the staff member and students to survive
- If gun fire starts, staff and students should seek cover or begin rapid movement procedures.
- Do not engage in a conversation or try to persuade the intruder to leave your classroom or school.
- If the intruder speaks to you or to your students, then answer him or her. Do not provoke him or her.
- Don't try to take matters into your own hands.
- Students should be told not to whisper to one-another, laugh, or to make fun of the intruder. Any whispering or laughter may be perceived by the intruder as directed at him or her.
- Students should know to respond on their own when threatened. Incidents can swiftly occur which leave no time for signals.
- If students are outside and are unable to find access to a room, they should, depending on the situation, initiate "take cover" position or run in a zigzag fashion to the staging areas and stay calm. If and when possible, call 9-1-1 and/or executive administration

Shelter-in-Place

Shelter-in-Place may be directed if there should be a danger in the community that could present a danger to the school community or a situation at the school that could harm students or staff if they are outdoors. Incidents could include gas leaks, chemical spills, fugitive nearby, or a predator in the neighborhood. In the event of an airborne chemical or biological release, it is safest for students and staff to remain indoors at the

school site and “shelter-in-place” procedures apply.

The following steps should be followed when instructed or when an alerting system triggers a Shelter-in-Place:

- Shelter: Go inside the nearest building or classrooms, remain there and lock the door. You are looking for enclosed protection from the outside. Teachers should quickly check halls and get students into classrooms. Teachers will keep all students in the classroom until the emergency is resolved or directed to evacuate by the Site Director and/or public safety responders.
- Shut: Close all doors and windows. The tighter and more complete the seal the better. Close as many windows and doors between the outside and your shelter-in-place room as possible.
- Listen: Remain quiet to hear critical instructions from school officials. If there is no direction, continue instructional/work activates until the situation resolves or you are directed to do otherwise.
- Additional steps for teachers and staff (if appropriate):
- Advise students to cover mouth and nose with a damp cloth; tissue, or handkerchief to protect from any airborne hazards.
- A school official (or student if no official present) should close all vents and turn off ventilation systems. The goal is to keep inside air in and outside air out. Air conditioners and heating systems bring outside air in.
- Turn off all motors and fans. Still, non-moving air is best. Turn off anything that creates wind, generates extra heat, or could generate sparks.
- Advise students to remain sheltered until the “all-clear” signal is given by a school or emergency official.

F. Emergency Campus Evacuations

An evacuation should NEVER be automatic. There may be more danger outside the building than there is inside. If administrative directions are not forthcoming, the teacher will be responsible for assessing the situation and determining if an evacuation is required. Predetermined evacuation areas should be in open areas, without overhead hazards and removed from potential danger spots (covered walkways, large gas mains, and chain-linked fences with electric shock potential).

Make it clear that a post-earthquake route might differ from a fire evacuation route, and that appropriate non-hazardous alternate routes may be needed. Practice evacuation using alternate routes to the assembly areas.

Please use this template to know where your school may go in case of an evacuation and during drills

Sites	Site Evacuation Center	Off-Site Evacuation Center
OCA 4215 Foothill Blvd. Oakland, CA 94601	Black Top	Cesar Chavez Park Foothill Blvd & Bridge Ave, Oakland, CA 94601 Cardenas parking lot 1630 High St, Oakland, CA 94601
OCHS 2433 Coolidge Ave. Oakland, CA 94601	Grassy Meadow in front of Cafeteria	Walgreens Parking Lot 3232 Foothill Blvd, Oakland, CA 94601 Peralta Hacienda Park 2465 34th Ave, Oakland, CA 94601
DCA 2000 Dennison St. Oakland, CA 94606	Black Top lot	Buttercup Grill parking lot 1000 Cotton St, Oakland, CA 94606 Empty Lot at Corner of Embarcadero and Dennison
RCA 1402 and 1450 Marina Way South Richmond, CA 94804	Lucretia Edwards Shoreline Park	Craneway Pavilion (1414 Harbour Way S, Richmond, CA 94804; for lockdown or fire Marina Bay Yacht Club parking lot – 1340 Marina Way S, Richmond, CA 94804 Marina Park- if above 2 not ideal, third option; Regatta Blvd & Marina Bay Parkway
BJE 1450 Marina Way South Richmond, CA 94804	Lucretia Edwards Shoreline Park	Craneway Pavilion (1414 Harbour Way S, Richmond, CA 94804; for lockdown or fire

		Marina Bay Yacht Club parking lot – 1340 Marina Way S, Richmond, CA 94804 Marina Park- if above 2 not ideal, third option; Regatta Blvd & Marina Bay Parkway
JHHS 1402 Marina Way South, Richmond, CA 94804	Marina Bay Yacht Club parking lot	Craneway Pavilion (1414 Harbour Way S, Richmond, CA 94804; for lockdown or fire Marina Bay Yacht Club parking lot – 1340 Marina Way S, Richmond, CA 94804 Marina Park- if above 2 not ideal, third option; Regatta Blvd & Marina

Leaving the building is appropriate for, but not limited to, the following emergencies:

- Fire
- Bomb threat
- Chemical accident
- Explosion or threat of an explosion following an earthquake
- Other similar occurrences that might make the building uninhabitable or when teacher/supervisor has ascertained that leaving is the best option.

In addition to planning for daily ingress/egress routes and emergency evacuation routes, the school must plan for assisting students, staff and visitors with disabilities. The school map (specific to each site) identifies evacuation areas and ingress/egress routes. Campus map are posted.

A. If it is necessary to evacuate the entire campus to another school or relief center, the Site Director must:
    - Cooperate with emergency authorities in enlisting students/staff with cars to help transport evacuees,
    - Notify the Facilities Manager at 510-436-0172 ext. 102
    - Direct the evacuation and assure all students/staff are accounted for as they depart and arrive.

B. All staff members will:

- Upon emergency alert, secure work area and depart/report to assigned area.
- Perform duties as pre-assigned by the Site Director in cooperation with emergency services personnel.
- Do not re-enter the building without permission or request of emergency service authorities.
- Remain in the general assembly areas and calm students if not assigned another duty.
- When signaled to re-enter safe areas of the school, quickly do so.
- Upon safe re-entry, report anything amiss to the Safety Coordinator or Site Director.

C. Teachers Checklist in Evacuations:

- Assemble students for evacuation using designated routes and account for all students.
- Secure room.
- If possible, leave a note on the door advising where the class evacuated to if other than the standard assembly area.
- Upon arrival at the assembly area, account for all students.
- Secure medical treatment for injured students.
- Report any students missing or left behind because of serious injuries to Safety Coordinator or Site Director.
- Stay with and calm students.
- If signaled to re-enter school, assure students do so calmly and account for all students.
- Check room and report anything amiss to the Safety Coordinator or Site Director
- Debrief students to calm fears about the evacuation.

D. Accountability

Students are to remain with their teacher in the evacuation area. Teachers shall take their emergency backpacks that must include their class roster on a clipboard and take roll once in the evacuation area and be prepared to identify missing students to the command post and first responders.

The Site Director or designee shall keep a copy of each drill conducted on the emergency drill report form and file a copy in the office.

E. Radio/ Walkie-Talkie Usage

Every staff member is expected to pick-up a radio/walkie-talkie in the morning from the front office and return radios to the charging stations at the end of the day. Make sure that the radio is turned off when returned so that it will be able to charge in the charging stations. Each staff member is responsible for making sure that his/her radio is charged daily.

For each site, the Site Director and /or Safety Coordinator will advise on the designated channel to tune in to.

- It's very important that ALL staff remain on the designated channel.
- Keep in mind that most situations will not require a walkie-talkie.

If you need or would like to avoid this scenario, please begin communication with "Request alternate line". At this request the site administrator will be notified and respond promptly with a line option. Once that line is secured and both parties have switched over, communication can begin.

In most cases, staff will use radios during emergency situations. ALL Amethod School Sites must create codes for the following situations:

- Fire Inside Building
- Fire Outside Building
- Unidentified person on school grounds
- Unidentified person in classroom
- Injured student
- Injured staff
- Violent Student- assistance needed
- Student Leaving Campus
- Call an ambulance
- Gun in sight
- Lockdown

Please have one trusted student in your classroom trained to use the walkie talkie and made aware of the emergency protocol and the location of all required equipment in case there is an emergency where you are incapacitated.

H. Natural Disasters: Storms

Preparing for Storms

Sites should be aware of changing weather conditions and address facility issues quickly.

Keep an eye out for:

- Roof leaks, puddles, rising water, and backflow from sewer lines
- Faulty/unprotected electrical
- Clogged or slow drains
- Leaves and debris on the ground and in drains

Submit repair and maintenance requests as soon as you see an issue.

During Storms

Schools should know and have practiced both lockdown and evacuation procedures in the unlikely event either are necessary.

- Stay informed on storm conditions and follow instructions of local government officials and emergency responders
- Know how to turn off your site's gas and electricity at the main switch and valve.
- Keep students away from windows during extreme weather conditions
- If the power is unstable, unplug computer carts, laptops, monitors, printers, and copiers to prevent damage from power surges.

Storm Closures and Early Releases

In very rare cases, sites may need to close early or close for the day if storm forecasts are predicting extreme weather that would be dangerous to travel to and from the school, or if there is indefinite power outages, complete plumbing shutdowns, or severe flooding on site.

The CEO or Designee will make all final school closure decisions. Once it's decided to close a school, Site Leaders should message the details out to parents as soon as possible using School Messenger, memos (day prior), as well as posting on web and social media sites.

Storm Resources

For downed power lines or if you smell natural gas, leave the area immediately and then call 9-1-1 or PG&E at 1-800-743-5000.

For water service emergencies (e.g. no water service, broken hydrants, broken water main pipes), contact EBMUD at 1-866-403-2683.

For life threatening emergencies, call 9-1-1 from a landline.

I. Contacting Parents during Emergency

Parents play an invaluable role in preparing their children for emergencies. Listed below are some of the ways parents can help children understand if/when an emergency occurs at school, teachers and school officials are trained to handle the situation. Reassure students that parents will be contacted by the school and they will be reunited with them as soon as it is safe to do so.

At the beginning of the school year, administration must provide parents with a Student Health/Emergency Card. These are to be returned immediately. In case of a declared emergency, students will be released ONLY to persons designated on this form. Parents are responsible for ensuring that information on the Student Health/Enrollment Card is current at all times. Parents are asked to share with the schools the responsibility for informing students of what they should do in case of a severe earthquake or other major emergency.

Parents need to give specific directions to each student to follow the policy outlined by the school and to follow the directions of school personnel. School authorities will do everything possible to care for each student while he/she is under school supervision.

A. School must make sure:

- Emergency contact information is current and correct. Parents must Contact the school immediately whenever a phone number or contact person changes
- Students must know their parent or guardian's name, address and phone numbers. If there is only one parent or guardian, student should have contact information for a second responsible adult
- Explain that cell phones should not be used during an emergency unless directed to do so by a teacher. Emergency responders will depend on cell phones for communication. If students and parents are trying to contact each other, cell phone circuits may become overloaded, interfering with the ability of emergency personnel to communicate vital information.
- Parent must know that In case of an emergency in which the student cannot go to their home, they must make sure there is another place he or she can go and be safe while waiting for a family member to pick them up

B. Communication with parents

- During an emergency, parents should not call the school. It is essential to keep phone lines open so school officials can make outgoing emergency calls. If students are ill or injured, the parents of those students will be notified first.
- Parents should not to go to the school to "help." By doing so, parents can inadvertently create traffic jams that may block emergency responders from getting to the scene or leaving if necessary to transport injured staff or students to emergency medical facilities.

C. Parents/families should:

- Remain calm, follow procedures, and cooperate with school and public safety officials.
- Remain close to the phone listed as your emergency contact number.

Parents should understand that emergency pickup procedures are different than routine pickup procedures. In the event that parents are notified to pick up their child at school or at the designated family reunification site, an identification card must be provided. If someone else picks up a student, be sure it is someone who is listed on school records as an authorized individual and they are in possession of a photo ID. Students will not be released to anyone who is unauthorized or who cannot provide appropriate identification.

J. Emergency Communications

When emergencies occur, communication is key to ensuring appropriate parties are notified regarding the extent of the incident and what needs to be done. Below is a checklist as to how emergency communications may be conducted at your school.

* Contact the Home Office for the most up-to-date School Reach account information.

A. Parent Notification (Incident)

Our first priority is to ensure all students are safe, accounted for, and under adult supervision. As soon as it is possible to do so, the Site Administration and/or Site Director will communicate information to parents and the community.

This can be completed via the School Messenger System.
https://authem.schoolmessenger.com/customer/amethodschools/login?
Helpdesk phone number: 1-800-920-3897

B. Internal communications will be via public address systems, radios, emails, message runner, telephone and cell phones.

C. External communications will be via the main communications network and news bulletins, as needed, by appointed personnel only.

Emergency Numbers

Oakland Region

	Number	Example of Situation
Emergency	*Landline* – 911 *From Cell phone*- 510-777-3211 *If all circuits busy*- 510-777-7777 Fire: 510-444-1616	Medical or emergency help, fire or explosions, violent crimes (assaults, robbery, gun shots), auto accidents involving injury, person with weapons, odor of gas, and other similar problems
Non-Emergency	510-777-3333 Call off Fire False Alarm- 510-444-3322	Property crimes that occurred previously, drug activity/trafficking, auto accidents with no injury, abandoned vehicles, loud parties, and any incident not life-threatening.
Gas Leaks, Downed Power Lines	1-800-743-5000	If you smell natural gas, see downed power lines, or suspect another emergency situation, leave the area immediately and call 9-1-1. Then, call PG&E at 1-800-743-5000.

Richmond Region

	Number	Example of Situation
Emergency	*Landline* – 911 From Cell phone: *Fire*/Emergency Dispatch- 510-233-5223 *Police/Non-emergency*- 510-233-1214	Medical or emergency help, fire or explosions, violent crimes (assaults, robbery, gun shots), auto accidents involving injury, person with weapons, odor of gas, and other similar problems
Gas Leaks, Downed Power Lines	1-800-743-5000	If you smell natural gas, see downed power lines, or suspect another emergency situation, leave the area immediately and call 9-1-1. Then, call PG&E at 1-800-743-5000.

Additional Safety Resources

In addition to the forms located in this handbook, additional forms related to student safety are located on AMPS Google Drive in the AMPS Safety folder:

- Gallagher Koster Form (English and Spanish)
- Student Field Trip Form (English and Spanish)- for day trips
- Student Voluntary Activity Waiver (English and Spanish)- for afterschool club sports
- Student Transportation Permission Form- for students driving themselves or parents driving other students to and from school-related events
- Volunteer Waiver Form- for individuals acting as volunteers in our schools
- Sudden Cardiac Arrest Parent Student Form (English and Spanish)- for all high school students participating in BACSAC Sports

Administering Medication

School staff members are not authorized to administer over the counter medication, for example: Tylenol, Advil, or Benadryl, etc.

Administrative Assistants may administer medication only if the following criteria are true:

1. The medication has been prescribed for the student by a doctor

2. The parent and physician have given written authorization by completing the required school medication authorization forms. (Appendix C & D)

3. Students are not allowed to transport medication that will be administered by school administration. Parents are responsible for dropping off medication to the main office.

4. Medical authorization forms must be filed in the Medication binder. Each form is must be filed together with a medication data entry log (Appendix E). Students must sign and date the medication data log every time they receive a dose of medication.

5. Students with long-term illnesses such as asthma must also sign the medication data entry log every time they receive a dose from their inhaler. Assistants must create a specific tab in the medication binder for those students who take medication on a long term basis. All medication must be stored in the main office.

6. Any student who is observed with any type of medication which includes over the counter medication, in any form (pill, syrup, etc) must be escorted to the office immediately. Assistants will confiscate the medication and contact parents. Medication will only be released to a parent.

7. Students with Diabetes – If a student with this condition requires insulin, it is crucial that parents come in and train staff on how to supervise the administration of this medication. The parent must provide medical documentation on the quantity and the conditions by which the medication should be administered.

   Each diabetic student must have an individual red folder with copies of all medical instructions, completed AMPS medication forms along with the student

medication data entry log. The student must log in every time medication is taken.

8. All medication must be returned to parents before any school break (Thanksgiving, Winter, Spring, and at the end of the year). Administrative Assistants must sign off on the medication form after medication is returned to parents. When school resumes after a break or when a new school year begins another medication form must be completed and submitted to the school office by the parent.

9. Administering over the counter medication should follow the same guidelines as prescribed medication. We will never provide medication, but students can be assisted in taking medication during school hours when there is written authorization from their health care provider and parent/guardian.

10. All medications, with the exception of those medications that individual students have been authorized to carry and self-administer, must be kept in a locked medication cabinet or medication container and be available only to persons authorized to administer medications. All medications be stored at school in the manner required to maintain their effectiveness and be locked in a location that is protected from persons not designated to administer medications. Refrigerators that are used for medication storage be kept locked, and their use be reserved exclusively for medication storage.

Medical Injuries and Emergency Situations

A. Injury Reporting

Staff must use common sense when dealing with any injury situation. If a student is injured in any way he/she must be sent to the office immediately. All injuries, even minor ones, must be documented.

All students should have an emergency card on file at the school (appendix H).

1. Major Injuries - For "major injuries," complete the Student Accident Call-In Report (appendix G).

The following are considered "major injuries." In the event of any of the following, school staff **must** fill out the CharterSAFE Student Accident Report before 5pm of the day of injury, or as soon as possible if injury occurred after 5pm (Appendix G):

- Head Injuries
- Eye injuries
- If ambulance/paramedics are called
- Broken bones
- Loss of limbs
- Sprained ankles
- Deep cut that may need stitches
- Neck or spine injuries

To decide if you should call an ambulance, use this rule of thumb: If this were my child, would I call an ambulance?

Once completed, this form must be scanned to the Home Office (mlong@amethodschools.org).

In the case of major injuries, inform parent that Student Accident Insurance is available to cover what is not covered by their own insurance, and provide them with the Gallagher Koster/ BMI Benefits form with top section completed by school.

2. Minor Injuries - For minor injuries, conversations and care should be documented using the Minor Accident Log (appendix F). There is no need to report these injuries to the Home Office, but please keep on file at your school

site. Examples of minor injuries:

- Scraped knee
- Injuries that only require ice pack/band aid
- Illness unrelated to an injury such as stomachache
- Cramps
- Headaches
- Bruises etc.

In all cases, the supervising staff member must complete an injury report and alert the front office. Administrative Assistants are responsible for notifying parents. Parents will determine the severity of the injury and determine if it necessary that the student to leave for the day. All conversations must be documented.

B. Emergency Situations

There are times when school staff will have to administer first aid or coordinate with emergency responders. Calmly and carefully assess the medical emergency you are faced with. Take only those measures you are qualified to perform. You should always wear latex or rubber gloves to prevent contact with bodily fluids.
All staff that interact daily with students need to complete First Aid and CPR training, and renew the certification every 2 years. This course is provided through AMPS during the month of August and AMPS Talent Department can be contacted for further information on certification expiration dates and renewals.

C. At School during Accident

Provide First Aid, refer student to the family's choice of medical provider, or if needed call 911, and always contact parent/legal guardian. Inform parent that Student Accident Insurance is available to cover what is not covered by their own insurance, and provide them with the Gallagher Koster/ BMI Benefits form with top section completed by school.

D. First Aid Reminders

A. Rescue breathing Performing CPR

1. Gently tilt the head back and lift the chin to open airway
2. Pinch the nose closed
3. Give two slow breaths into the mouth
4. Breathe into victim for over 1 second.
5. If you are doing the procedure correctly you should see the chest rise and fall
6. If chest does not rise, then provide 30 chest compressions. Rate of compression should be at least 100 compressions/ minute
7. If victim's chest still does not show rise and fall, then complete more cycles of 2 breaths and 30 compressions until:
    - Victim shows obvious signs of life such as breathing
    - A higher trained responder or professional rescuer takes over
    - You become too exhausted to continue and there is no one else to assist
    - The scene becomes unsafe
    - An AED becomes available

B. Bleeding

1. Apply direct pressure to the wound
2. Maintain the pressure until the bleeding stops
3. If bleeding is from an arm or leg, and if the limb is not broken, elevate it above the level of the heart
4. If limb appears to be broken, minimize any movement, but take what measures are necessary to stop the bleeding

C. Treatment for Shock

1. Do whatever is necessary to keep the person's body temperature as close to normal as possible
2. Attempt to rule out a broken neck or back
3. If no back or neck injury is present, slightly elevate the person's legs.

D. Choking

1. Stand behind the person
2. Place the thumb side of one of your fists against the person's abdomen, just above the navel and well below the end of the breastbone.
3. Grasp your fist with your other hand, give an abdominal thrust.
4. Repeat until the object comes out
5. If required, begin rescue breathing.

E. Suicide Threats and Attempts

Do's:

1. Listen to what the person is saying and take her/his suicidal threat seriously, many times a person may be looking for just that assurance.
2. Observe the person's nonverbal behavior. In children and adolescents, facial expressions, body language, and other concrete signs often are more telling than what the person says.
3. Ask whether the person is really thinking about suicide. If the answer is "YES," ask how she/he plans to do it and what steps have already been taken. This will convince the person of you attention and let you know how serious the threat is.
4. Get help by contacting an appropriate staff member who should then call authorities (police, mental health, fire department, etc.) Never attempt to handle a potential suicide by yourself.
5. Stay with the person. Take the person to the authorities once they arrive and stay with that person for a while. The person has placed trust in you, so you must help transfer that trust to the other person.

Don'ts:

1. Don't leave the person alone for even a minute.
2. Don't act shocked or be sworn to secrecy.
3. Don't underestimate or brush aside a suicide threat ("You won't really do it; you're not the type"), or to shock or challenge the person ("Go ahead. Do it"). The person may already feel rejected and unnoticed, and you should not add to the burden.
4. Don't let the person convince you that the crisis is over. The most dangerous time is precisely when the person seems to be feeling better. Sometimes, after a suicide method has been selected, the person may appear happy and relaxed. You should, therefore, stay involved until you get help.
5. Don't take too much upon yourself. Your responsibility to the person in a crisis is limited to listening, being supportive, and getting her/him to trained professional.
6. Under no circumstances should you attempt to counsel the person.

E. Working with the News Media

Only pre-assigned personnel will meet with the media in a designated area so as not to disrupt the educational process. News media personnel are not to be on school grounds, except in designated areas. Be sure to set aside the designated person and location. Site Directors must designate an individual for this task.

Staff members are to refer any news media personnel that appear on campus to:

1. View the AMPS Website (www.amethodschools.org)
2. Call the Home Office 510-436-0172

Students with Special Needs

A. General Information for Student in a Wheelchair

In the event of a building emergency, all elevators (where applicable) will automatically shut off, which will prevent wheelchairs from exiting in the usual manner. Any faculty who has a student with a disability in their class will be sent notification by the Special Education Director or Director of the Site. *(Is this true?)*

Faculty may need to assist in orchestrating safe exit for student. In preparation for such evacuation, classroom staff should help student familiarize him/herself with possible building exits. In the event of an emergency, the student should be able to give clear, concise directions for a safe exit depending on his/her physical condition.

B. The Five General Categories for Disabilities

Mobility Impairments

1. Wheelchair Users

People with mobility disabilities may use one or more devices, such as canes, crutches, a power-driven or manually operated wheelchair, or a three-wheeled cart or scooter, to maneuver through the environment. People who use such devices have some of the most obvious access/egress problems. Typical problems include maneuvering through narrow spaces, going up or down steep paths, moving over rough or uneven surfaces, using toilet and bathing facilities, reaching and seeing items placed at conventional heights, and negotiating steps or changes in level at the entrance/exit point of a building.

A Teacher/Tutor or Administrator should be chosen ahead of time and assigned to properly assist a student that is in a wheelchair, out of the school, following the evacuation plan. The assigned adult should know how to properly lift the student in and out of the chair in accordance to Federal and State Special Education Guidelines.

2. Ambulatory Mobility Disabilities

Generally speaking, if a person cannot physically negotiate, use, or operate some part or element of a standard building egress system, like stairs or the door locks or latches, then that person has a mobility impairment that affects his or her ability to evacuate in an emergency unless alternatives are provided.

3. Respiratory Impairments

People with respiratory impairments can generally use the components of the egress system but may have difficulty safely evacuating due to dizziness, nausea, breathing difficulties, tightening of the throat, or difficulty concentrating. Such people may require rest breaks while evacuating.

All inhalers or respiratory aids should be readily accessible and available for use during the times of evacuation. Administrative Assistants or designee should carry these items during an evacuation.

Visual Impairments

This category includes people with partial or total vision loss. Some people with a visual disability can distinguish light and dark, sharply contrasting colors, or large print but cannot read small print, negotiate dimly lit spaces, or tolerate high glare. For assistance while in transit, walking, or riding, many people with visual impairments use a white cane or have a service animal. There is a risk that a person with a visual impairment would miss a visual cue, such as a new obstruction that occurred during the emergency event, that could affect egress.

A person should be designated in each of the student's classes that will know to physically have the student take the elbow or arm of a person with hearing and follow them using the evacuation plan.

Hearing Impairments

Generally speaking, if a person cannot receive some or all of the information emitted by a standard building egress system, like a fire alarm horn or voice instructions, then that person has a hearing impairment that could affect his or her ability to evacuate in an emergency unless alternatives are provided.

A person should be designated in each of the student's classes that will know to physically have the student take the elbow or arm of a person with hearing and follow them using the evacuation plan.

Speech Impairments

Speech impairments prevent a person from using or accessing information or building features that require the ability to speak. Speech impairments can be caused by a wide range of conditions, but all result in some level of loss of the ability to speak or to verbally communicate clearly.

The only "standard" building egress systems that may require a person to have the

ability to speak in order to evacuate a building are the emergency phone systems in areas of refuge, elevators, or similar locations. These systems need to be assessed in the planning process.

If a student is unable to communicate through use of voice, there should be an adult assigned to assist the student during times of evacuation. The assigned adult and student should practice evacuation plans.

Cognitive Impairments

Cognitive impairments prevent a person from using or accessing building features due to an inability to process or understand the information necessary to use those features.

Cognitive impairments can be caused by a wide range of conditions, including but not limited to developmental disabilities, multiple sclerosis, depression, alcoholism, traumatic brain injury, chronic fatigue syndrome, stroke, and some psychiatric conditions, but all result in some decreased or impaired level in the ability to process or understand the information received by the senses.

All standard building egress systems require a person to be able to process and understand information in order to safely evacuate a building.

In such cases, there will need to be several adults who are preassigned and trained to assist students with cognitive impairments on how to properly evacuate the building, using the evacuation plan. The adults should routinely practice the emergency plans so the students will at least be familiar with the process (as the cognitively impaired may react to alarms, loud noises and flashing lights). Students with these types of disabilities may need to wear headphones or earplugs to help them exit the building safely.

C. Other Impairments and Multiple Impairments

In addition to people with permanent or long-term disabilities, there are others who have temporary conditions that affect their usual abilities. Broken bones, illness, trauma, or surgery can affect a person's use of the built environment for a short time. Diseases of the heart or lungs, neurological diseases with a resulting lack of coordination, arthritis, and rheumatism can reduce a person's physical stamina or cause pain. Other disabilities include multiple chemical sensitivities and seizure disorders. Reduction in overall ability is also experienced by many people as they age. People of extreme size or weight often need accommodation as well.

It is not uncommon for people to have multiple disabilities. For example, someone could have a combination of visual, speech, and hearing disabilities. Evacuation

planning for people with multiple disabilities is essentially the same process as for those with individual disabilities, although it will require more steps to develop and complete more options or alternatives.

***Any of the aforementioned that disables the student for longer than six months requires that the student should have a 504 plan, which will address emergency contact information and special needs. Contact Janae Jones at jjones@amethodschools.org to coordinate and execute Section 504 Plans.

Special Equipment

A.AEDs- For High School Sports Teams

What is an AED?

According to https://www.nhlbi.nih.gov - *An automated external defibrillator (AED) is a portable device that checks the heart rhythm and can send an electric shock to the heart to try to restore a normal rhythm. AEDs are used to treat sudden cardiac arrest (SCA).*

SCA is a condition in which the heart suddenly and unexpectedly stops beating. When this happens, blood stops flowing to the brain and other vital organs.

SCA usually causes death if it's not treated within minutes. In fact, each minute of SCA leads to a 10 percent reduction in survival. Using an AED on a person who is having SCA may save the person's life.

Why do we need AEDs?

To be in compliance with AB 1639- The Eric Paredes Sudden Cardiac Arrest Prevention Act, we are required to:

-obtain signatures of pupil and pupil's parents acknowledging that they have received an information sheet on sudden cardiac arrest symptoms and warning signs each school year before the pupil participates in an athletic activity governed by the California Interscholastic Foundation (CIF)

-BACSAC is a member of CIF

-have coaches of our athletic activities complete a sudden cardiac arrest training course every other school year

-stated in this course is the use of AEDs

-have coaches remove from participation a pupil who passes out or faints while participating in or immediately following an athletic activity

AED Do's and Don'ts

Do	Don't
-View HeartSine Samaritan 350P video (https://www.youtube.com/watch?v=_99hQA-1Mz8) to view how to use this specific AED	-Leave it where anyone can just grab it- these AEDs cost $1245.
-Keep in secure, central location	-Forget to bring it back from games; coach/assistant coach should always be responsible for remembering to bring it back
-Maintain a sign-out log every time AED is signed-out and returned	-Let students play with the AED or open any of the components (including traveling kit containing scissors and other accessories)
-Bring to all BACSAC sports practices and games	
-Assign a specific individual (coach or assistant coach) per sport to be responsible for signing AED in and out	
- Check for AED maintenance- green light blinking	
-Let Ms. Marie Long know if you have any questions about your AED	
-Have a meeting with athletic coaching staff on AED protocol (storage, sign-in/out, usage)	

B. Epipens

Regarding Senate Bill 1266 Emergency Epinephrine Auto-injectors**,** (a) "School districts, county offices of education, and charter schools shall provide emergency epinephrine auto-injectors to school nurses or trained personnel who have volunteered pursuant to subdivision (d), and school nurses or trained personnel may use epinephrine auto-injectors to provide emergency medical aid to persons suffering, or reasonably believed to be suffering, from an anaphylactic reaction."

All of our school sites are supplied with epipens stored in yellow boxes mounted on the wall in the school's office. All staff should know of the epipen location and their availability for use.

Appendix A – Emergency Drill Report

DRILL SCHEDULING - Drills to be held throughout the year, at least:

1. Lockdown
    - Elementary schools (Once each school quarter)
    - Middle school (Once a semester)
    - High School (Once a semester)
2. Fire
    - Elementary schools (Monthly)
    - Middle school (Once a semester)
    - High School (Once a semester)
3. Earthquake
    - Elementary schools (Once each school quarter)
    - Middle school (Once a semester)
    - High School (Once a semester)

Drill Type (Fire, Lockdown, Earthquake):		
Date:		
Name of School:		
Address:		
Time Required to Empty School:		
Number of Pupils:		
Has provision been made to manage disabled children?	Yes	No
Remarks:		
Signature of Lead Administrator: _____Date:_____		

The original Drill Report shall be completed on **THE DAY OF THE DRILL,** scanned and emailed to mlong@amethodschools.org.

APPENDIX B – VISITOR LOG

AMPS VISITOR LOG					
Name	Date	Time In	Time Out	Reason For Visit	Office Initials

Appendix C – Parent/Guardian Medication Permission Form

PARENT/GUARDIAN INFORMATION
FOR THE ADMINISTRATION OF MEDICATION AT SCHOOL

We do not encourage students to have medication at school, but if your child is under the care of a physician and must take medication for a specific medical diagnosis or condition, we wish to assist you as needed. A medically untrained person most often performs this function. Consequently, it would be best, with the help of your physician to work out a schedule to give medication outside school hours.

All medication brought to school must be stored in the office and be administered only after this fully completed permission form is on file. Students are not permitted to have medication on their person at the school, walking to and from school, or on the school bus. This practice provides safety of all students on campus. The only exception is when a student's wellbeing is in jeopardy, such as for asthma.

In compliance with California Education Code 49423, when an employee of the school or a school district gives medication to a student the employee must be acting in accordance with the written direction of a physician and with the written permission of the child's parent or legal guardian. These authorizations must be renewed whenever the prescription changes and at the beginning of each school year. The prescription label on the container is not acceptable as a physician's statement.

The following will apply:

1. Medication must be brought to school by the parent or adult representative
2. Medication must be brought to school in the original pharmacy container.
3. Over –the counter drugs must also be in the original container and have a completed form on file.
4. This form must be renewed whenever the prescription and/or dosage changes and at the beginning of each school year.
5. Parent or adult representative must pick up unused medication at the end of the school year or when the medication order expires. Unclaimed medication will be disposed of safely.
6. Medication that needs to be carried by a student for emergency use, such as an asthma inhaler or Epipen, is permitted only if the specific Inhaler/Epipen Form is completed and on file in the school office.

PERMISSION TO ADMINISTER OVER THE MEDICATION DURING SCHOOL HOURS

(This form must be the completed by the parent/guardian and contain their signature before any medication can be administered)

I give permission for my child to receive over the counter (OTC) or prescribed medication at the school from the types listed on the attached page. I, or an adult representative whom I designate, will bring all OTC medication to school in its original container. I understand the dosage to be administered will not exceed the dosage recommended on the container unless an increased unless an increased dosage is approved in writing by my child's physician. I understand additional OTC medications that are not on the list must me approves in writing by a physician before they can be administered to my child. I agree to, and do hereby hold the school, organization or District and its employees harmless from any and all claims, demands, causes of action, liability or loss of any sort of or arising out of acts or omissions of the school or its employees with respect to this medication.

Student Name: _____ Teacher Name: _____

Name of Medication: _____ Exp. Date: _____

Reason for Medication: _____

Dosage:_____@_____

_____ # of pills Received (If applicable): ____

Parent/Guardian Signature:_____

Staff Signature:_____ Date Received:_____

# of Pills Remaining (If applicable): _____

Picked up by (Name): _____ OR Disposed of on (Date): _____

Staff Signature:_____

Appendix D – Physician's Recommendation for Medication

This form is to be completed and signed by a licensed physician, then signed by the parent of guardian and returned to the school office. Medication must be in its labeled pharmacy container with no more than one week's supply of medication.

Pupil's Name: _____ Birth date: _____

School Site: _____ Teacher_____ Grade: _____

The law allows any person to assist in carrying out a physician's recommendations. The school recognizes the desirability of following a physician's recommendation as nearly as possible at school, just as a parent does at home. The fact that this is a service of accommodation which the school is not legally required to perform is recognized by all parties signing this form and, in so signing, they agree to hold the school, its officers, employees, or agents, harmless from liability, suits, and claims, of whatever nature or kind, which might arise out of these arrangements.

Medication	Tablet/Capsule/Liquid	Amount/Doses	Approx. Time
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

Precautions/SideEffects_____

_____

Important: Please discontinue this request as of the following date: _____
After this date, changes or continuance of these arrangements must be secured by filling out a newly-dated copy of this form. In case of long-term medication, this authorization must be renewed at the beginning of each school year.

_____	_____	_____
Physician's Signature	License No.	Date
_____		
Address	City	State
_____	_____	
Parents Signature	Date	
_____		
Address	City	State

Any pupil who is required to take, during the regular school day, medication prescribed for him by a physician, may be assisted school personnel IF the school district receives: (1) A written statement from such physician detailing the method, amount, and time schedules by which such medication is to be taken, and (2) A written statement from the parent/guardian of the pupils indicting the desire that school personnel assist the pupil.

Appendix E- MEDICATION DATA ENTRY LOG

Prescribed Medication Data Entry Log				
It is the parent/guardian responsibility to supply the school with all prescribed medication. Parent/guardian must deliver the medicine to school. All medicine should be counted and recorded on the medicine log when delivered to school. Parent/guardian must verify the count/inventory by signing the medication date entry log.				
Delivered: _____				
Medication Name: _____			Tablet/Capsule/Liquid/Other: _____	
Inventory/Quantity: _____			Instructions:_____	
Parent/guardian signature:_____				
Students Name:	_____			
DAY	DATE	MEDICATION	TAKEN AT	Notes:

Appendix F – Minor Accident Log

Date: _____ Time: _____ Student Name: _____
Report taken by: _____

Description of incident and care given:

_____

_____

_____

_____

Date: _____ Time: _____ Student Name: _____
Report taken by: _____

Description of incident and care given:

_____

_____

_____

_____

Date: _____ Time: _____ Student Name: _____
Report taken by: _____

Description of incident and care given:

_____

_____

_____

_____

Appendix G – Accident Call-In Report

Amethod Public Schools employees who are present at an activity or facility are primarily responsible to report accident or injuries related to Amethod Public Schools activity. Staff or members involved (or to whom the injury was reported) must perform the essential function of documenting the accident for purposes of prevention of future injuries and for managing any claims that may result.

An Accident Call-In Report must be completed for student's injury. All accident and injuries should be reported to the Home Office immediately. Below find instructions on how to submit a report to the Home Office.

Reporting an Injury Report:

- Accident Call-In Report form must be completed by the employee. [Students or outside parties are NOT to fill out the report].
- Report must be completed and submitted to Amethod Public Schools Home Office by 6:00PM day of injury. If occurred after 6:00 PM report is due next day by 6:00 AM
- Submit Report via email to Marie Long at mlong@amethodschools.org
- Based upon the nature of the accident/incident Amethod Public Schools will investigate and may provide recommendations or request additional information

The student injury/accident report will help to identify where, when, how, and why students get hurt during school. By using this information, we can pinpoint risk factors at individual sites and improve safety and prevention guidelines that will help minimize physical impact on students.

Student Safety is Top Priority at AMPS!

For questions or further assistance please contact Marie Long at Home Office
(This form is confidential and should NOT be given to parents or students.)

charterSAFE

Student Accident Call-In Report

(This form is confidential and should NOT be given to parents or students.)

STUDENT INFORMATION

Name of injured student: _____

Age of student: _____ Date of birth: _____ Grade: _____

SCHOOL INFORMATION

Charter School Name: _____

Address: _____ City/State/Zip: _____

School contact's name: _____ Title: _____

Telephone: _____ Email: _____

INCIDENT INFORMATION

Describe the incident in detail:

_____

_____

_____

Date of accident or incident: _____ Time: _____ AM_____ PM_____

If incident did not occur at the site address listed above,

Address of incident: _____City/State/Zip: _____

Specific body part(s) injured:

_____ _____ _____

Type of injury or illness:

_____*Scrape* _____*Burn* _____*Fracture* _____*Cut* _____*Sprain/strain* _____*Other*

Was on-site nurse contacted? _____*Yes* _____*No* Date and Time: _____

Was medical treatment recommended? _____*Yes* _____*No* Was treatment refused? ____*Yes* ____*No*

What type of medical treatment was given?

_____*First Aid* _____*Clinic* _____*Emergency Room* _____*Paramedics* _____*Hospitalization* Did paramedics transport student? _____*Yes* _____*No* Date and Time: _____

Was parent/guardian contacted? _____*Yes* _____*No* Date and Time: _____

PARENT/GUARDIAN INFORMATION

Name: _____ Name: _____

Address: _____ Address: _____

City/State/Zip: _____ City/State/Zip: _____

Telephone: _____ Telephone: _____

Email: _____ Email: _____

Was parent/guardian provided a Gallagher Koster Student Accident Claim form? _____*Yes* _____*No*

If no, why not? _____

WITNESS INFORMATION

Name: _____ Name: _____

Address: _____ Address: _____

City/State/Zip: _____ City/State/Zip: _____

Telephone: _____ Telephone: _____

REPORTING INFORMATION

Name of person to whom the accident or incident was reported: _____

Date the accident was reported to this person: _____ If the accident was not reported immediately, why not? _____

_____

PREVENTION INFORMATION

Check any of the following possible causes that may apply: _____*Running/jumping* _____*Trip/slip/fall* _____*Disregard of instructions* _____*Improper equipment usage* _____*Inattention* _____*Act of other* _____*Horseplay* _____*Other (please explain):*

_____

_____

If athletic or playground injury, what type of surface was the student on when the injury occurred?

_____

What steps have been taken or recommended to prevent a recurrence?

_____

_____

Please call in to hotline to make a report.
(877) 263-9904

Do not fax or email report; the JPA will receive a copy from the hotline.

If the family wishes to file a Student Accident claim, the school should complete Part I of the ***Gallagher Koster/BMI Benefits claim form*** and sign it, then provide the parent/guardian with the Gallagher Koster/BMI Benefits claim form and the claim instruction sheet. Also, provide the ***Student Injury card*** to the family to take with them to the medical provider.

The Student Accident Insurance (SAI) provided by CCS JPA covers medical expenses arising from student injuries. The family's health insurance is primary, but if there is no health insurance, the SAI becomes primary. SAI is a no-fault insurance coverage and claims do not impact the school's loss ratio. If parents are made aware of the coverage immediately following an incident, the likelihood of a lawsuit is reduced. The SAI covers students only when they are injured on campus or participating in a school-sponsored off-campus activity.

Appendix H – Student Emergency Card

Student Name_____ Birth Date_____

Sex_____ Grade_____ Primary Language_____

Address _____ City_____ Zip_____ Phone # _____

Parent/Guardian: _____Parent/Guardian: _____

Occupation: _____Occupation: _____

Employer: _____Employer: _____

Address: _____Address: _____

Telephone: _____Telephone: _____

List 3 emergency guardians who have agreed to take temporary care if a parent cannot be reached:

Name: _____ Relationship: _____ Phone #_____

Name: _____ Relationship: _____ Phone #_____

Name: _____ Relationship: _____ Phone #_____

List any serious medical condition or allergies:

_____

Name of Doctor: _____ Phone #: _____

Name of Dentist: _____Phone #: _____

Name of Hospital: _____ Phone #: _____

Insurance Carrier/Policy #

_____

AUTHORIZATION FOR EMERGENCY MEDICAL TREATMENT

The undersigned, as parent/legal guardian of, _____a minor, hereby authorize the principal or designee, into whose care the student has been entrusted, to consent to any X-ray examination, anesthetic, medical or surgical diagnosis, treatment, and/or hospital care to be rendered to the student upon the advice of any licensed physician and/or dentist. It is understood that this authorization is given in advance of any required diagnosis, treatment, or hospital care and provides authority and power to the Amethod Public Schools ("District") to give specific consent to any and all such diagnosis, treatment, or hospital care which a licensed physician or dentist may deem necessary. This authorization is given in accordance with Section 49407 of the California Education Code, and shall remain effective until revoked in writing and delivered to the District. I understand that the District, its officers and its employees assume no liability of any nature in relation to the transportation of the student. I further understand that all costs of paramedic transportation, hospitalization, and any examination, X-ray, or treatment provided in relation to this authorization shall be my sole responsibility as the student's parent/guardian.

Parent Signature: _____Date: _____

APPENDIX I STUDENT TRANSPORTATION

AMPS Student Transportation				
Transportation Options	**Limitations**	**Additional Notes**	**Forms Needed**	**Additional Parameters**
AMPS Vans	Cannot exceed 10 passengers	Require drivers to provide a copy of their driving record from the DMV at least once a year- liability is much greater is we have a driver with DUI, reckless or multiple moving violations	Form INF 1101 for CA DMV	Safety Coordinators collects forms from Drivers (Coaches, Teachers); Admin Assistants have all forms available at Front Desk; INF 1101 Form needs to be submitted to gpena@amethodschools.org for verification (48 hr notice needed)
			Volunteer and Employee Waiver Form	
Rental Vehicle	Cannot exceed 10 passengers	Rent vehicle under AMPS name. Vehicle automatically included in under CharterSafe liability auto insurance. School is recommended to purchase the collision/loss damage waiver from the rental company because there is a $500 deductible per occurrence for auto physical damage (**no need for Personal Accident or Supplemental Liability Insurance**). The employee driving the vehicle would be covered under AMPS workers' compensation and the students would be covered under the student accident insurance.	Form INF 1101 for CA DMV	

Parent drives own student	Parents may not drive other students	If parents are driving their own student, they must complete the **Student Transportation Permission Form**.	Student Transportation Permission Form	
Uber/Lyft/Taxi	Staff must accompany student	Uber cannot be requested by minors- under the age of 18; teacher needs to accommodate student because this service provider may or may not have adequate coverage		
HopSkipDrive, Dolightful (Kango), and Zum	Provides rides to minors	Licensed carrier that provies rides to minors		
Non-parent drives students in their own vehicle	Not recommended	If parents are asked/ volunteer to drive other students, they need to complete a **volunteer waiver form**, **driver private vehicle application**, **clear a background check**, **TB clearance**, and have **adequate proof of insurance coverage** ($300,000 of liability or at least $100,000); Charter Safe does not recommend allowing drivers with minimum financial responisilbity limits ($15,000/$30,000, $5,000) to drive since school will have to pick up excess liability costs should driver be at fault in accident. **And the students being driven by a non-parent must also have a completed Student Transportation Permission Form.**	Volunteer and Employee Waiver Form	Diver Private Vehicle Application

Students who drive themselves	Student must be 18 years old, have a driver's licence and proper insurance coverage to drive self and sibling	Both parent and student must complete Student Transportation Permission Form	Student Transportation Permission Form	
Contact Carly Weston at CharterSafe; cweston@chartersafe.org; (818) 394-6547				
Contact CPUC Transportation Enforcement Branch at 800-894-9444 to verify a company's operating authority				

AMPS

HONOR HARD WORK

Appendix U

DCA 3 YEAR CASH FLOW

2019/20
Actual & Projected

	Jul Forecast	Aug Forecast	Sep Forecast	Oct Forecast	Nov Forecast	Dec Forecast	Jan Forecast	Feb Forecast	Mar Forecast	Apr Forecast	May Forecast	Jun Forecast	Forecast	AP/AR
Beginning Cash	**1,698,405**	**$1,732,348**	**$1,621,274**	**1,523,396**	**$1,607,580**	**$1,618,851**	**$1,643,849**	**$1,655,121**	**$1,770,796**	**$1,813,269**	**$1,924,376**	**$2,024,145**		
Revenue														
LCFF Entitlement	$ 159,605	$ 159,605	$ 159,605	$ 287,289	$ 287,289	$ 287,289	$ 287,289	$ 287,289	$ 287,289	$ 287,289	$ 287,289	$ 287,289	3,064,420	127,684
Federal Revenue	13,727	13,727	13,727	54,908	-	13,727	-	68,635	-	68,635	13,727	-	260,812	13,727
Other State Income	39,001	70,202	70,202	70,202	39,001	39,001	39,001	39,001	70,202	70,202	78,003	117,004	741,026	39,001
Local Revenues								35,769			35,769		71,539	-
Donations/Grants													-	-
Total Revenue	**212,334**	**243,535**	**243,535**	**412,400**	**326,291**	**340,018**	**326,291**	**430,695**	**357,492**	**426,127**	**414,788**	**404,293**	**4,137,796**	**180,412**
Expenses														
Compensation & Benefits	186,276.05	186,276.05	186,276.05	186,276.05	186,276.05	186,276.05	186,276.05	186,276.05	186,276.05	186,276.05	186,276.05	186,276.05	2,235,313	-
Books & Supplies	26,393.01	52,786.01	39,589.51	26,393.01	13,196.50	13,196.50	13,196.50	13,196.50	13,196.50	13,196.50	13,196.50	26,393.01	263,930	-
Services & Other Operating Expe	115,546.76	115,546.76	115,546.76	115,546.76	115,546.76	115,546.76	115,546.76	115,546.76	115,546.76	115,546.76	115,546.76	115,546.76	1,386,561	-
Capital Outlay													-	-
Total Expenses	**328,216**	**354,609**	**341,412**	**328,216**	**315,019**	**315,019**	**315,019**	**315,019**	**315,019**	**315,019**	**315,019**	**328,216**	**3,885,804**	**-**
Operating Cash Inflow (Outflow)	**(115,882)**	**(111,074)**	**(97,878)**	**84,184**	**11,271**	**24,998**	**11,271**	**115,676**	**42,472**	**111,107**	**99,769**	**76,078**		
Revenues - Prior Year Accruals	149,825													
Ending Cash	**$1,732,348**	**1,621,274**	**1,523,396**	**1,607,580**	**1,618,851**	**1,643,849**	**1,655,121**	**1,770,796**	**1,813,269**	**1,924,376**	**2,024,145**	**$2,100,223**		

DCA 3 YEAR CASH FLOW

2020-21
Actual & Projected

	Jul Forecast	Aug Forecast	Sep Forecast	Oct Forecast	Nov Forecast	Dec Forecast	Jan Forecast	Feb Forecast	Mar Forecast	Apr Forecast	May Forecast	Jun Forecast	Forecast	AP/AR
Beginning Cash	**2,100,223**	**$2,160,147**	**$2,043,812**	**$1,941,004**	**$2,024,648**	**$2,034,766**	**$2,058,845**	**$2,068,963**	**$2,185,005**	**2,226,328**	**$2,337,461**	**$2,436,663**		
Revenue														
LCFF Entitlement	$163,801	$163,801	$163,801	$294,842	$294,842	$294,842	$294,842	$294,842	$294,842	$294,842	$294,842	$294,842	$3,144,980	131,041
Federal Revenue	$13,962	$13,962	$13,962	$55,848	$0	$13,962	$0	$69,809	$0	$69,809	$13,962	$0	$265,276	13,962
Other State Income	$39,007	$70,213	$70,213	$70,213	$39,007	$39,007	$39,007	$39,007	$70,213	$70,213	$78,014	$117,021	$741,132	39,007
Local Revenues		$0	$0	$0	$0	$0	$0	$36,116	$0	$0	$36,116	$0	$72,231	$0
Donations/Grants													$0	$0
Total Revenue	**$216,770**	**$247,975**	**$247,975**	**$420,902**	**$333,849**	**$347,811**	**$333,849**	**$439,774**	**$365,054**	**$434,864**	**$422,933**	**$411,863**	**$4,223,619**	**$184,010**
Expenses														
Compensation & Benefits	$191,738	$191,738	$191,738	$191,738	$191,738	$191,738	$191,738	$191,738	$191,738	$191,738	$191,738	$191,738	$2,300,852	$0
Books & Supplies	$27,053	$54,106	$40,579	$27,053	$13,526	$13,526	$13,526	$13,526	$13,526	$13,526	$13,526	$27,053	$270,528	$0
Services & Other Operating Expe	$118,467	$118,467	$118,467	$118,467	$118,467	$118,467	$118,467	$118,467	$118,467	$118,467	$118,467	$118,467	$1,421,607	$0
Capital Outlay													$0	$0
Total Expenses	**$337,258**	**$364,311**	**$350,784**	**$337,258**	**$323,731**	**$323,731**	**$323,731**	**$323,731**	**$323,731**	**$323,731**	**$323,731**	**$337,258**	**$3,992,986**	**$0**
Operating Cash Inflow (Outflow)	**-$120,488**	**-$116,335**	**-$102,809**	**$83,644**	**$10,118**	**$24,079**	**$10,118**	**$116,043**	**$41,323**	**$111,133**	**$99,202**	**$74,605**		
Revenues - Prior Year Accruals	180,412													
Ending Cash	**2,160,147**	**$2,043,812**	**1,941,004**	**2,024,648**	**2,034,766**	**2,058,845**	**$2,068,963**	**2,185,005**	**2,226,328**	**2,337,461**	**2,436,663**	**2,511,268**		

DCA 3 YEAR CASH FLOW

2021-22
Actual & Projected

	Jul Forecast	Aug Forecast	Sep Forecast	Oct Forecast	Nov Forecast	Dec Forecast	Jan Forecast	Feb Forecast	Mar Forecast	Apr Forecast	May Forecast	Jun Forecast	Forecast	AP/AR
Beginning Cash	**2,511,268**	**$2,571,106**	**$2,450,415**	**$2,343,589**	**$2,428,759**	**$2,439,777**	**$2,464,997**	**$2,476,015**	**$2,594,510**	**$2,636,738**	**$2,749,974**	**$2,850,675**		
Revenue														
LCFF Entitlement	$169,409	$169,409	$169,409	$304,935	$304,935	$304,935	$304,935	$304,935	$304,935	$304,935	$304,935	$304,935	$3,252,644	$135,527
Federal Revenue	$14,202	$14,202	$14,202	$56,806	$0	$14,202	$0	$71,008	$0	$71,008	$14,202	$0	$269,829	$14,202
Other State Income	$39,013	$70,223	$70,223	$70,223	$39,013	$39,013	$39,013	$39,013	$70,223	$70,223	$78,025	$117,038	$741,241	$39,013
Local Revenues		$0	$0	$0	$0	$0	$0	$36,469	$0	$0	$36,469	$0	$72,937	$0
Donations/Grants													$0	$0
Total Revenue	**$222,623**	**$253,833**	**$253,833**	**$431,964**	**$343,948**	**$358,150**	**$343,948**	**$451,424**	**$375,158**	**$446,166**	**$433,631**	**$421,973**	**$4,336,651**	**$188,741**
Expenses														
Compensation & Benefits	$197,376	$197,376	$197,376	$197,376	$197,376	$197,376	$197,376	$197,376	$197,376	$197,376	$197,376	$197,376	$2,368,518	$0
Books & Supplies	$27,729	$55,458	$41,594	$27,729	$13,865	$13,865	$13,865	$13,865	$13,865	$13,865	$13,865	$27,729	$277,292	$0
Services & Other Operating Expe	$121,689	$121,689	$121,689	$121,689	$121,689	$121,689	$121,689	$121,689	$121,689	$121,689	$121,689	$121,689	$1,460,266	$0
Capital Outlay													$0	$0
Total Expenses	**$346,794**	**$374,524**	**$360,659**	**$346,794**	**$332,930**	**$332,930**	**$332,930**	**$332,930**	**$332,930**	**$332,930**	**$332,930**	**$346,794**	**$4,106,075**	**$0**
Operating Cash Inflow (Outflow)	**-$124,172**	**-$120,691**	**-$106,826**	**$85,170**	**$11,018**	**$25,220**	**$11,018**	**$118,494**	**$42,228**	**$113,236**	**$100,701**	**$75,179**		
Revenues - Prior Year Accruals	184,010													
Ending Cash	**$2,571,106**	**2,450,415**	**2,343,589**	**2,428,759**	**2,439,777**	**2,464,997**	**2,476,015**	**2,594,510**	**2,636,738**	**2,749,974**	**2,850,675**	**2,925,854**		

AMPS

HONOR HARD WORK

Appendix V

DCA Charter Renewal Five Year Forecast

	2019/20	2020/21	2021/22	2022/23	2023/24
	Preliminary Budget - DCA	Preliminary Budget - DCA	Preliminary Budget - DCA	Preliminary Budget - DCA	Preliminary Budget - DCA
SUMMARY					
Revenue					
LCFF Entitlement	3,192,104	3,276,021	3,388,171	3,498,709	3,586,148
Federal Revenue	274,539	279,238	284,030	288,919	293,905
Other State Revenues	780,027	780,139	780,254	780,371	780,491
Local Revenues	71,539	72,231	72,937	73,657	74,392
Fundraising and Grants	-	-	-		
Total Revenue	**4,318,209**	**4,407,629**	**4,525,392**	**4,641,656**	**4,734,936**
Expenses					
Compensation and Benefits	2,235,313	2,300,852	2,368,518	2,438,389	2,522,399
Books and Supplies	263,930	270,528	277,292	284,224	292,751
Services and Other Operating Expenditures	1,386,561	1,421,607	1,460,266	1,499,518	1,539,724
Depreciation	-	-	-	-	-
Total Expenses	**3,885,804**	**3,992,986**	**4,106,075**	**4,222,131**	**4,354,873**
Operating Income excluding Depreciaton	432,405	414,642	419,317	419,526	380,063
Operating Income including Depreciaton	**432,405**	**414,642**	**419,317**	**419,526**	**380,063**
	10%	9%	9%	9%	8%
Fund Balance					
Beginning Balance (Unaudited)	2,330,835	2,763,240	3,177,882	3,597,199	4,016,725
Operating Income (including Depreciation)	432,405	414,642	419,317	419,526	380,063
Ending Fund Balance	**2,763,240**	**3,177,882**	**3,597,199**	**4,016,725**	**4,396,788**
Ending Fund Balance as a % of Expenses	***71%***	***80%***	***88%***	***95%***	***101%***

Detail

Enrollment Summary		0	0	0	0	0
	K-3	0	0	0	0	0
	4-6	110	110	110	110	110
	7-8	220	220	220	220	220
	9-12	0	0	0	0	0
	Total Enrolled	**330**	**330**	**330**	**330**	**330**
Staffing	1100 - Teacher	16	16	16	16	16
	1148 - Education Specialist	1	1	1	1	1
	1300 - Site Leadership (Site Directors)	1	1	1	1	1
	1300 - Site Leadership (Deans)	2	2	2	2	2
	1311 - SPED Admin (Home Office)					
	2100 - Classified Tutors and Instructional Aides	3	3	3	3	3
	2103 - SPED Tutor	1	1	1	1	1
	2300 - Home Office Staff					
	2400 - Classified Clerical (site admin assistants and other staff)	4	4	4	4	4
	2905 - After school staff	4	4	4	4	4
		32	**32**	**32**	**32**	**32**
ADA %						
	K-3	96%	96%	96%	96%	96%
	4-6	96%	96%	96%	96%	96%
	7-8	96%	96%	96%	96%	96%
	9-12	96%	96%	96%	96%	96%
	Average	**96%**	**96%**	**96%**	**96%**	**96%**
ADA						
	K-3	0.0	0.0	0.0	0.0	0.0
	4-6	105.6	105.6	105.6	105.6	105.6
	7-8	211.2	211.2	211.2	211.2	211.2
	9-12	0.0	0.0	0.0	0.0	0.0
	Total ADA	**316.8**	**316.8**	**316.8**	**316.8**	**316.8**

Demographic Information

Prior Year

REVENUE

LCFF Entitlement

	SUBTOTAL - LCFF Entitlement	3,192,104	3,276,021	3,388,171	3,498,709	3,586,148
8100	**Federal Revenue**					
8181	Special Education - Entitlement	39,600	39,600	39,600	39,600	39,600
8220	Child Nutrition Programs	95,040	96,941	98,880	100,857	102,874
8291	Title I	122,792	125,248	127,752	130,308	132,914
8292	Title II	17,107	17,449	17,798	18,154	18,517
8293	Title III					
8298	Implementation Grant	-	-	-		
8299	All Other Federal Revenue	-	-	-		
	SUBTOTAL - Federal Income	274,539	279,238	284,030	288,919	293,905
8300	**Other State Revenues**					
8381	Special Education - Entitlement (State)	165,370	165,370	165,370	165,370	165,370
8382	SPED - Reimbursement (Mental Health)	16,157	16,157	16,157	16,157	16,157
8520	Child Nutrition - State	5,603	5,715	5,830	5,946	6,065
8545	School Facilities Apportionments	363,370	363,370	363,370	363,370	363,370
8550	Mandated Cost Reimbursements	5,069	5,069	5,069	5,069	5,069
8560	State Lottery Revenue	61,459	61,459	61,459	61,459	61,459
8590	All other state revenue	-	-	-	-	-
8596	ASES	163,000	163,000	163,000	163,001	163,002
	SUBTOTAL - Other State Income	780,027	780,139	780,254	780,371	780,491
8600	**Other Local Revenue**					
8690	Other Local Revenue	34,608	35,300	36,006	36,726	37,461
8699	All Other Local Revenue					
8781	All Other transfers from Districts or Charter Schools	36,931	36,931	36,931	36,931	36,931
	SUBTOTAL - Local Revenues	71,539	72,231	72,937	73,657	74,392
8800	**Donations/Fundraising**	-	-	-		
TOTAL REVENUE		**4,318,209**	**4,407,629**	**4,525,392**	**4,641,656**	**4,734,936**

EXPENSES

Compensation & Benefits

1000	**Certificated Salaries**					
1100	Teachers Salaries	893,563	915,902	938,800	962,270	991,138
1103	Teacher - Substitute Pay	-	-	-		
1148	Teacher - Special Ed	62,512	64,075	65,677	67,319	69,338
1300	Certificated Supervisor & Administrator Salaries	268,960	275,684	282,576	289,641	298,330
1311	SpEd	126,844	130,015	133,265	136,597	140,695
	SUBTOTAL - Certificated Employees	**1,351,879**	**1,385,676**	**1,420,318**	**1,455,826**	**1,499,500**
2000	**Classified Salaries**					
2100	Classified Instructional Aide Salaries	138,683	142,150	145,703	149,346	153,826
2103	Classified - Special Ed	59,886	61,383	62,917	64,490	66,103
2300	Classified Supervisor & Administrator Salaries	-	-	-		
2400	Classified Clerical & Office Salaries	135,741	139,134	142,613	146,178	150,563
2905	Other Classified - After School	172,303	176,610	181,025	185,551	191,117
	SUBTOTAL - Classified Employees	**506,611**	**519,277**	**532,259**	**545,565**	**561,610**
3000	**Employee Benefits**					
3300	OASDI-Medicare-Alternative	148,578	156,100	164,002	172,305	181,882
3400	Health & Welfare Benefits	161,953	170,152	178,766	187,816	198,255
3500	Unemployment Insurance	20,225	21,249	22,324	23,455	24,758
3600	Workers Comp Insurance	23,812	25,017	26,284	27,615	29,149
3700	Retiree Benefits	22,255	23,382	24,565	25,809	27,243
3900	Other Employee Benefits	-	-	-	-	-
	SUBTOTAL - Employee Benefits	**376,822**	**395,899**	**415,941**	**436,998**	**461,289**
		20%	21%	21%	22%	22%

4000	**Books & Supplies**					
4100	Approved Textbooks & Core Curricula Materials	34,671	35,537	36,426	37,336	38,457
4200	Books & Other Reference Materials	10,401	10,661	10,928	11,201	11,537
4320	Educational Software	26,400	27,060	27,737	28,430	29,283
4325	Instructional Materials & Supplies	6,600	6,765	6,934	7,107	7,321
4326	Art & Music Supplies	5,201	5,331	5,464	5,600	5,768
4330	Office Supplies	15,467	15,853	16,250	16,656	17,156
4335	PE Supplies	3,300	3,383	3,467	3,554	3,660
4345	Non Instructional Student Materials & Supplies	4,497	4,610	4,725	4,843	4,988
4350	Uniforms	18,604	19,069	19,546	20,034	20,635
4410	Classroom Furniture, Equipment & Supplies	6,600	6,765	6,934	7,107	7,321
4420	Computers (individual items less than $5k)	16,500	16,913	17,335	17,769	18,302
4430	Non Classroom Related Furniture, Equipment & Supplies	8,456	8,668	8,884	9,106	9,380
4710	Student Food Services	93,019	95,344	97,728	100,171	103,176
4720	Other Food	14,215	14,570	14,935	15,308	15,767
	SUBTOTAL - Books and Supplies	**263,930**	**270,528**	**277,292**	**284,224**	**292,751**
5000	**Services & Other Operating Expenses**					
5210	Conference Fees	9,600	9,840	10,086	10,338	10,648
5220	Travel and Lodging	9,304	9,537	9,775	10,020	10,320
5305	Dues & Membership - Professional	4,920	5,043	5,169	5,298	5,457
5400	Insurance	23,678	24,269	24,876	25,498	26,263
5515	Janitorial, Gardening Services & Supplies	38,138	39,091	40,068	41,070	42,302
5520	Security	23,678	24,269	24,876	25,498	26,263
5535	Utilities - All Utilities	49,500	50,738	52,006	53,306	54,905
5600	Rentals, Leases, & Repairs	20,749	21,268	21,799	22,344	23,015
5610	Rent	458,556	472,313	486,482	501,077	516,109
5611	Prop 39 Related Costs	-	-	-		
5615	Repairs and Maintenance - Building	25,369	26,003	26,653	27,319	28,139
5631	Deferred Rent					
5803	Accounting Fees	9,552	9,791.26	10,036.04	10,286.94	10,595.55
5809	Banking Fees	700	717	735	753	776
5812	Business Services	431,821	440,763	452,539	464,166	473,494
5815	Consultants - Instructional	22,400	22,960	23,534	24,122	24,846
5820	Consultants - Non Instructional - Custom 1	33,825	34,671	35,537	36,426	37,336
5824	District Oversight Fees	35,537	36,426	37,336	38,270	39,418
5833	Fines and Penalties	2,312	2,369	2,429	2,489	2,564
5836	Fingerprinting	1,579	1,618	1,658	1,700	1,751

5843	Interest - Loans Less than 1 Year					
5845	Legal Fees	6,041	6,192	6,347	6,506	6,701
5848	Licenses and Other Fees	4,428	4,539	4,653	4,769	4,912
5851	Marketing and Student Recruiting	2,472	2,534	2,597	2,662	2,742
5852	CAM Fees	-	-	-		
5857	Payroll Fees	8,668	8,884	9,106	9,334	9,614
5860	Printing and Reproduction	3,464	3,551	3,639	3,730	3,842
5861	Prior Yr Exp (not accrued)					
5863	Professional Development	20,172	20,676	21,193	21,723	22,375
5866	Special Ed Admin and other fees	10,532	10,795	11,065	11,342	11,682
5869	Special Education Contract Instructors	42,281	43,338	44,422	45,532	46,898
5874	Sports	8,884	9,106	9,334	9,567	9,854
5875	Staff Recruiting	3,995	4,094	4,197	4,302	4,431
5877	Student Activities	17,769	18,213	18,668	19,135	19,709
5878	Student Assessment	4,736	4,854	4,975	5,100	5,253
5880	Student Health Services	2,706	2,774	2,843	2,914	3,001
5881	Student Information System	2,310	2,310	2,368	2,427	2,500
5887	Technology Services	14,850	15,221	15,602	15,992	16,472
5893	Transportation - Student	6,934	7,107	7,285	7,467	7,691
5900	Communications	24,348	24,957	25,581	26,221	27,007
5915	Postage and Delivery	755	774	793	813	837
	SUBTOTAL - Services & Other Operating Exp.	**1,386,561**	**1,421,607**	**1,460,266**	**1,499,518**	**1,539,724**
6000	**Capital Outlay**					
6100	Sites & Improvement of Sites	-	-	-		
	SUBTOTAL - Capital Outlay	**-**	**-**	**-**	**-**	**-**
TOTAL EXPENSES		**3,885,804**	**3,992,986**	**4,106,075**	**4,222,131**	**4,354,873**
6900	**Total Depreciation (includes Prior Years)**	**-**	**-**	**-**	**-**	**-**
TOTAL EXPENSES including Depreciation		**3,885,804**	**3,992,986**	**4,106,075**	**4,222,131**	**4,354,873**

AMPS

HONOR HARD WORK

Appendix W

DOWNTOWN CHARTER ACADEMY

DOWNTOWN CHARTER ACADEMY (DCA)

CHARTER RENEWAL PERFORMANCE REPORT

SEPTEMBER 15, 2018

Guidelines

In reviewing your performance report, the Office of Charter Schools is seeking an honest and reflective self-appraisal of strengths and weaknesses of the school's charter, with credible and compelling plans for building on success, maintaining momentum, and making necessary changes for improvement of the school.

- Where appropriate, please be evaluative and state your focus outcomes for students. When descriptive responses are requested, please provide comprehensive, yet concise responses.
- Please rate yourself by placing an "X" in the appropriate box (1-5) which most accurately reflects **your judgment** of overall quality in response to the questions.
- Please note that your ratings given here are intended to provide guidance for the inquiry that will occur during the renewal process, primarily at the time of the Renewal School Site Visit.
- If there are sections where you feel you are not in a position to respond, please consider eliciting responses from more appropriate parties (i.e. governing board president).

A **draft** of this report needs to be submitted to the Office of Charter Schools staff (contact information is available at https://www.ousdcharters.net/contact-us.html) via e-mail in Word format **at least 2 weeks in advance** of the Renewal School Site Visit. **The final draft** of this Performance Report needs to be submitted as an **Appendix in the Renewal Charter Petition**.

1. How effective is your school overall?						
	1	2	3	4	5	
Evaluation: Unsatisfactory				X		Excellent

How do you know?

- CAASPP Students performance and progress Reports
- Interim Assessments
- Parents, students and teachers' satisfaction surveys

What are its notable strengths?

- Academic performance
- T Part of a Charter Management Organization (CMO) Amethod Public Schools
- Experienced central office supports in areas such as HR, finance, instruction and data
- Teacher retention and institutional memory
- Sense of belonging and school culture
- Strong team values and team work

What are the main priorities for improvement?

- Parent involvement: Parent Education Program targets for workshops
- School culture: More focus on equity
- Building stronger and more developed Writing skills
- A focus on building stronger foundation with reasoning in problem solving
- Attendance improvement

2. How well is the school regarded by its students and parents?

	1	2	3	4	5	
Evaluation: Unsatisfactory				X		Excellent

How do you know?

- EOY Parent Survey (17-18)
- End of Year Student Survey (17-18)

What do (a) students and (b) parents most like about the school?

- Tiered academic rigor
- Structure and safety
- A vibrant school culture
- The caring and supportive teachers
- Excellent teaching, engaged instruction

What do they feel needs improvement, and what action is being taken?

- Parents feel that parental involvement needs improvement. We have increased the opportunities for parents to take part on school initiatives and priorities.
- Parents' communication. We are now sending a monthly Parent Bulletin that includes not only announcements but academic information, important dates, and other relevant educational information. We have also launched a new website that contains

important information for parents and the community at large.
- It is clear that lunch program needs improvement. We found and are vetting a new food provider.

3. How well do students achieve?						
	1	2	3	4	5	
Evaluation: Unsatisfactory				X ELA	X Math	Excellent

How do you know?

- CAASPP and NWEA Testing

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

- Math, all grades because of emphasis on problem solving, conceptual understanding. Students receive tutoring from our full time tutors.
- Reading, all grades, curriculum Achieve 3K that improve reading skills. Independent reading program and the Literacy initiative of everyday reading before PE.
- There is a special curriculum for English Learners called Language Live, where students receive small groups instruction.

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

- Writing in all subjects. The action that is being taken is offering professional development in writing across the curriculum for all teachers. In addition, we are going to purchase a program that offers students writing practice at their independent levels and teacher training.

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

- There is a differential attainment according to background. We are forming small instructional groups in each classroom. We are targeting parents to be involved in school initiatives and offering some tools to support their children at home with homework. We are sending in the monthly bulletin about different tools and aids that help with homework and study habits. We are providing training in instructional strategies for English Learners to the Language Live teacher and all classroom teachers.

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

Evaluation:	1	2	3	4	5	
Unsatisfactory			X			Excellent

How do you know?

- CAASPP academic performance scores
- Interim assessments
- Lesson Plans
- Professional Growth Plans PGP
- Classroom observations

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

- Teamwork around building supports for the curriculum. Teachers put their expertise to work together and share their initiatives.
- Institutional memory because teachers' retention is high.
- Strong lessons because lesson plans are reviewed and teachers receive feedback.

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

- Teaching coaching needs improvement. The action that is being taken is to add the Instructional Dean Position and to hire a new site director with coaching experience. Teachers are going to be observed and coach 3 times/month this year.
- Instructional Professional Development. The action taken is to have a professional development budget to train teachers in best instructional practices. Another action taken is the hire of an experienced site director with experience in curriculum and instruction who is willing to train teachers in best instructional practices.

- School leaders and administrators attended a Realy Summer Seminar on Class Observations and Coaching in August 2018.

5. How effective are the professional development opportunities provided to teachers and administrators?

	1	2	3	4	5	
Evaluation: Unsatisfactory			X			Excellent

How do you know?

- Surveys
- Classroom Observations
- Assessment scores
- Professional Growth Plans PGPs

Which are the strongest features of professional development, and why?

- Most of our Professional Development have been aimed at the new teachers' needs. These needs have changed because we have more veteran teachers. We are beginning to differentiate our Professional development so that it includes best instructional practices that respond to the needs of our students as per assessments, tests and other evaluations. Deans of Instruction and Site Directors have been trained in supporting instructional practices.

How are professional development activities selected and evaluated?

- Teachers' surveys.
- Analysis of student data
- Classroom Observations
- AMPS school network data analysis

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

- Teaching writing across the curriculum: We are offering PD on Writing through the Curriculum to all teachers. In addition, we are purchasing a program called, Step Up to Writing, which provides online on-level writing practice for all students.
- Improve instruction for English Learners: We are providing Professional Development for all teachers in October as per the GLAD practices. In addition, we will have an overview training for all teachers on the ELD Standards and ELPAC testing.

- Differentiated Instruction to ensure learning for all students: We are going to allow teachers to observe each other in best practices and differentiated instruction twice this year.
- Academic Discourse training, We will have a training in November for Academic Discourse for all teachers.
- Professional Development: We are going to add Professional Development in instructional practices and curriculum this year.

6. How effective is the assessment of student learning?

	1	2	3	4	5	
Evaluation: Unsatisfactory				X		Excellent

How do you know?

- Use a variety of types of assessments for different purposes. We have used NWEA to show student growth over time, common assessments to get a snapshot of student understanding of grade level standards and classroom assessments to evaluate understanding of covered material.

What are the strongest features of assessment?

- Aligned to common core state standards
- Some are online, which means faster feedback for students

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

- Interim Assessments will be made for use across the charter network, AMPS. These will be common benchmarks to evaluate whether students are learning the standards completely and tests the rigor of the curriculum and instruction.

- We are augmenting the number of assessments per year to get more frequent data.

7. How effective are the strategy and processes that you have put in place to ensure your school enrolls a diverse student population (i.e. representation of English Learners, students with disabilities, or of homeless status)?

	1	2	3	4	5	
Evaluation: Unsatisfactory				X		Excellent

How do you know?

- Our diverse school community: According to student demographic data, our school population has increasingly diversified in the past years.

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

- We have gone to school fairs in diverse neighborhoods for student recruitment.
- We have open enrollment through Enroll Oak.
- We ensure a diverse staff population.
- Our school bulletin and all communications are written in three different languages: Cantonese, Spanish and English.
- The two administrative assistants are bilingual.
- The after-school program coordinator is bilingual (English-Mandarin), our site director is bilingual (English-Spanish).

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

- Moving to the new location has contributed to a change in demographics, which was not the moving purpose, but definitely has added to our diversity.
- Still, we need to attract more African Americans, so we will continue to attend school fairs in predominantly African American neighborhoods.

8. How effective are the leadership and management of the school?

	1	2	3	4	5	
Evaluation: Unsatisfactory				X		Excellent

How do you know?

- End of Year Team Member Engagement Survey.

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

- Our Lesson Plan Templates include the California State Standards. Teachers are coached and evaluated based on a rubric that includes the implementation of CA standards.

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

- Ongoing feedback and lesson observations. Setting instructional goals at the beginning of the year and follow up.

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

- Data Digs lead by school administrators allow teachers to analyze and reflect on student learning and teaching practices. This also allows administrators to make decisions about instructional professional developments that may be necessary and curriculum evaluations can be made.

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

	1	2	3	4	5	
Evaluation: Unsatisfactory		X				Excellent

How do you know?

- In the past, parent involvement has been low at DCA. Parents come to informational meetings, but we have only held two or three per year.

Which are the strongest features, and why?

- Parents trust us to educate their kids. Having parent input is valuable.
- Communications with parents are done in 3 languages responding to the makeup of student demographics.

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

- Parent involvement is one of the goals for the year.
- We will have a Coffee with parents once/month in the mornings, and a Tea with parents once/month in the evenings. We are opening a space in the school for parents. We are sending a monthly bulletin home. We are reminding our students of the importance of parent participation.
- Oral History Day is scheduled for November. Parents will be invited to the classrooms to share their histories.
- International Education Week in November. Parents, teachers, administrators, and members of the community will share their expertise and knowledge of other cultures.
- Multicultural Festival in the Spring. Students will prepare showcases featuring different aspects of their backgrounds and identities to share with the community.

10. How effectively does the school community analyze and use school-wide data for continuous improvement?

	1	2	3	4	5	
Evaluation: Unsatisfactory			X			Excellent

How do you know?

- Teachers and administrators meeting at regular intervals throughout the year to discuss data and analyze data.

To what extent does the staff as a whole discuss and analyze performance data for programmatic improvement and to modify instruction?

- In the past we have analyzed data for NWEA and common assessments. This is about 4 to 5 times a year. Moving forward we anticipate analyzing data more frequently and consistently responding to the needs revealed in the data.

Describe how the school is training administrators and teachers to understand and use assessment data.

- During the AMPS Summit, we all received training in Data Driven Instruction and during professional development for the beginning of the year, teachers sat and analyzed data by subject and set goals for the year.
- We will revisit data periodically to implement the ILP (Individualized Learning Plans) for students and the RTI process (Response to Intervention).

To what extent are parents and students informed of student performance data individually and school wide?

- Students and parents are sent an individualized report each time that students take the NWEA or common assessments.
- In addition, we will report school wide data at parent informational meetings. Parents also have access to a Parent Portal on Illuminate Education where they can track the grades of their student(s) as they are posted each week.

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

- We are in the process of expanding our Interim Assessments. Once these are created we can follow through with the data analysis with our staff. Through classroom observations, we are going to follow up on instructional adjustments accordingly.

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

	1	2	3	4	5	
Evaluation: Unsatisfactory				X		Excellent

How do you know?

- Assessment scores for students with IEPs and English Learners
- Our Student services department has grown considerably over the past 3 years

Which are the strongest features, and why?

- We have appointed professionals to take on different roles so we can support different needs.
- We have services for academic support, counselling, speech therapy, occupational therapy, educational psychologists, these specialized professionals work hand in hand with teachers and school administrators to make sure the needs of our students are met.

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

- The assessments through tiers need to be better communicated to teachers and school administrators. For this, we have scheduled a PD for the beginning-of-the-year for all staff. Additionally, student support team will meet regularly with school administrators to follow up on supports.

12. How effective is your education program at diagnosing and addressing the needs of the following students: English Language Learners, students with disabilities, gifted students, and students in need of remediation?

	1	2	3	4	5	
Evaluation: Unsatisfactory				X		Excellent

How do you know?

- Assessment scores
- Parents feedback
- Student retention
- Low accumulation of referrals

Which are the strongest features, and why?

- Identification of English Learners; students in need of more support and small group instruction available for them
- Identification of process to qualify for advanced math. The program puts students on track to enroll in advanced Calculus in high school.
- RTI process which allows teachers to identify students who are in need of more support, and a SST team is formed to put together a plan.

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

- The referral process for wellness counseling can be improved.
- The school counselor will be more accessible to students by joining their classes on a continuous basis. She is also going to do classroom guidance lessons during the Social Emotional Learning time.
- Narrowing the cycles of the RTI process can help students with disabilities be identified and tested faster.
- The Site director is following up with the Student Support Team Members regularly so that special education services are provided to students in a timely manner.

13. How effective is the governing board of the school?						
	1	2	3	4	5	
Evaluation: Unsatisfactory				X		Excellent

How do you know?

- We have a minimum turn over
- Members serve to their full term

Describe the process for selecting your governing board members. List all current board members, board committees and provide a current resume for each individual as an attachment to this report.

- The board nomination committee has a lasting impact on the organization since the committee's work determines organization oversight for a number of years. The Board Chair will select at least three members to join the nominating committee. The Board Committee will revisit the strategic plan and meet with executive staff to evaluate needs and update matrix of sought out expertise.
- Board members seek out candidates from varied channels such as working with an external provider of candidates, board members networks, and through the advisory group.
- Nominated candidates then visit schools, meet with nominating committee members, attend board meeting, visit with executive administration, and then go through formal nomination from a member of committee for vote.

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

- School leaders regularly present and interact with the Board members.
- We follow the Brown act, so all parents know when meetings are being held within the notification periods regulated by the Brown Act. .
- Translation is offered at r each board meeting.
- Our Board members visit the schools once/quarter to interact with students, teachers and school administrators to feel the pulse of the school.
- Board members, along with staff- participate at the AMPS Summit

Describe the governing board's primary roles and responsibilities. In addition, give an example of a recent issue/policy that the board is working on.

- The Board of Governance is primarily responsible for ensuring that the organization is run in a fiscally sound manner. They approve budgets for all schools and office operations and also shape and approve policies based on best practice and law.
- Board has fiduciary responsibility over site.
- Board works together with CEO and executive staff to oversee priorities and strategic plans of the organization.
-

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

- The board targets representation with a lens on diversity , and relevant professional skill set:
- Members come from the local community

- Currently, the AMPS Board has an attorney, local political representation, an alumni, executive from local college, finance professional, a data systems expert, and HR professional .
- The meeting sites are rotated between both regions we currently serve.

What aspects of the governing board most need improvement, and what action is being taken?

- They would like more interfacing with parents, gaining their perspectives to make them a better board members. We plan to have a FST captains do quarterly presentations with the Board to share the parent perspective.
- Since Board members volunteer their services and are not paid, some are not familiar with governance as a practice. Board members are encouraged to attend training seminars when they are relevant and available and are obligated to attend an annual retreat.
- Continuous training and updates of the current political atmosphere is also critical.
- Board should also focus on raising resources for programs as well.

14. How effective is the school at involving parents, teachers, and community members in the governance of the school?

	1	2	3	4	5	
Evaluation: Unsatisfactory				X		Excellent

How do you know?

- Board members are engaged at various events including graduations, Summit, and with our Family Staff Team (FST) and they would like to have a bigger role in the school.

Which are the strongest features, and why?

- Our FST (Family Staff Team) meets regularly as established by a FST calendar
- Administrators will continue to plan to transparently share goals and data with the FST to help them have a voice in school priorities.
- Current Board Chair is an Alumni from the AMPS system

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

- The FST needs to offer more workshops for families regularly.
- This year we have scheduled meetings that will offer trainings. .
- In addition we will have two opportunities for parents to meet with school administrators and discuss student needs.

15. How effective is the school at ensuring fiscal soundness and legal compliance?

	1	2	3	4	5	
Evaluation: Unsatisfactory					X	Excellent

How do you know?

- The fund balance is projected at $2,460,000

Describe what policies are in place to ensure fiscal soundness and legal compliance.

- We have a quarterly internal audit
- We have a Finance home office team that monitors schools
- We use a back office accounting provider (Edtec)
- Financial procedures are updated as needed
- AMPS has had compliant independent audits over the past 15 years.
- We have internal monthly checks and balances

Which are the strongest features, and why?

- An ongoing operational surplus
- An experienced finance team
- Internal audit checks

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

- Closing each month sooner. We are trying to close the month by the 15th of each month. We have made it a goal for this year.
- Better Attendance

16. What are the most significant aids and/or barriers to raising student achievement?

Which are the strongest features, and why?

- The most significant aids are teachers' commitment to their students' success.
- The very comprehensive tutoring program at our school works hand in hand with classroom teachers.
- The variety of activities options in the afterschool program makes the educational experience enjoyable for our students.

- The Illuminate Ed platform that allows us to see and analyze student data.

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

- The addition of more observation and coaching will be a big improvement for instruction.
- A more comprehensive communication with parents. We now have a parent portal that allows them to access information and we will communicate to them how to use it during Open House. We will have a monthly Bulletin.

CHARTER RENEWAL DATA DOCUMENT

Financial Information *(for Year 5 of current charter term)*

Total Operational Budget	4.096.000	Per Student Revenue	13,299
Total Expenditure	3.593.000	Expenditure Per Student	11,666
Balance brought forward from previous year	1.957.000	Projected balance carried forward to next year	503,002

Special Populations *(for each year of current charter term)*

Subgroup	Number of Enrolled Students in Subgroup					Percent of Enrolled Students in Subgroup				
	Year 1	Year 2	Year 3	Year 4	Year 5*	Year 1	Year 2	Year 3	Year 4	Year 5*
FRPM-Eligible/ Economically Disadvantaged	208	226	174	206	231	82.53%	85.93%	78%	75.73%	76%
English Learners	38	45	40	49	35**	15.07%	17.11%	17.9%	17.88%	11.47%
Students with Disabilities	6	10	13	18	13	2.38%	3.8%	4.94%	6.61%	4.26%

** If official data for this year is not yet available, please provide the most updated unofficial number.*

** * As of September, 2018*

Pupil Mobility

Subgroup	Number of Students					Percent of Total Enrollment				
	Year 1	Year 2	Year 3	Year 4	Year 5*	Year 1	Year 2	Year 3	Year 4	Year 5*
Students who joined the school other than at the usual time of admission	6th, 2 7th, 3 8th, 1	6th, 2 7th, 3 8th, 0	6th, 4 7th, 3 8th, 1	6th, 4 7th, 3 8th, 1	6th, 0 7th, 0 8th, 0	2.4%	1.9%	3.6%%	2.92%	0.00%
Students who left the school other than at the usual time of leaving	6th, 3 7th, 1 8th, 2	6th, 1 7th, 0 8th, o	6th, 3 7th, 1 8th, 1	6th, 3 7th, 1 8th, 1	6th, 0 7th, 0 8th, 0	2.4%	0.38%	2.25%	1.82%	0.00%

** Enter most recent data available.*

Enrollment and Attendance *(for each year of current charter term)*

	Year 1	***Year 2***	***Year 3***	***Year 4***	***Year 5***
Total Enrollment*	249	262	222	274	305
Attendance Rate*	***99.6%***	***99.24%***	***98.91%***	***98.11%***	***TBD***

NOTE: The change in school location affected the attendance rate.

	Year 1	Year 2	Year 3	Year 4	Year 5
Total Enrollment*					
Attendance Rate**					

** As of CBEDs census date. For Year 5, if CBEDs census data has not yet passed, enter most recent enrollment data available. ** Enter year-end attendance rate. For Year 5, enter attendance rate to date.*

Enrollment *(for Year 5 of current charter term)*

Subgroup	Number Enrolled	Percent of Total Enrollment
Asian	208	68.19%
Black or African American	38	12.46%
Filipino	2	0.66%
Hispanic or Latino	48	15.74%

Native American or Alaskan Native	0	0.98%
Native Hawaiian or Pacific Islander	3	-
White	6	1.96%
Two or More Races	0	-
Not Reported	0	-
Male	137	45%
Female	168	55%
Homeless Students	TBD	TBD

Discipline *(for Year 4 of current charter term)*

Subgroup	# of Suspensions	# of Expulsions
School wide	11	0
Asian	6	0
Black or African American	0	0
Filipino	0	0
Hispanic or Latino	5	0
Native American or Alaskan Native	0	0
Native Hawaiian or Pacific Islander	0	0
White	0	0
Two or More Races	0	0
Not Reported	0	0
Male	9	0
Female	2	0
Homeless Students	0	0
English Learners	0	0
Students with Disabilities	0	0

Lottery/Waitlist Information

Year of Current Charter Term	Date of Lottery	Grade Level	# of Applicants	# of Available Spaces	# of Students on Waitlist
EXAMPLE (add rows as necessary to capture all grade levels served)	*4/1/18*	*6*	*180*	*100*	*80*
		7	*115*	*100*	*15*
		8	*105*	*100*	*5*
Year 1	Open enrollment				
Year 2	Public Lottery 3/29/16				
Year 3	Enrollment Oak 3/16/17	6	109	112	3
		7	7	21	0
		8	15	15	0
Year 4	Enrollment Oak 3/ 7/18	6	208	112	96
		7	22	8	14
		8	20	46	0
Year 5	Enrollment Oak. As of 09/25/18	6			0
		7			0

		8		28	0

Graduation Information *(High Schools only)*

	Year 1	Year 2	Year 3	Year 4*
Cohort Graduation Rate				
Cohort Dropout Rate				

** If official data is not yet available for Year 4, please provide preliminary/unofficial numbers.*

Post-Graduation Plans *(High Schools only)*

	Year 1	Year 2	Year 3	Year 4
% attending 4-year college				
% attending 2-year college				
% attending vocational/technical training				
% joined military				
% working exclusively				

Teacher Recruitment/Retention *(for each year of current charter term)*

	Year 1	Year 2	Year 3	Year 4	Year 5
Total # of classroom teachers					
# of new classroom teacher hires					
# of classroom teachers retained from prior year					
# of classroom teachers that left their position prior to the end of the school year (e.g. resigned, quit, terminated)					
# of currently vacant classroom teaching positions (FTEs)					

Teacher Recruitment/Retention (for each year of current charter term)

	Year 1	Year 2	Year 3	Year 4	Year 5
Total Number of classroom teachers	7	10	10	10	12
Number of new classroom teacher hires	6	4	3	2	3
Number of classroom teachers retained from prior year	1 (OCA)	6	7	7	9
# of classroom teachers that left prior the end of school year (resigned, quit, terminated)	2	0	1	1	1
# of current vacant classroom positions (FTEs)	0	0	0	0	0

***ELA* SBAC Proficiency – Percent Meeting or Exceeding Standard** *(for each year of current charter term) Please note, data is only required for subgroups that had at least 11 students with ELA SBAC scores for a given year.*

Subgroup	Year 1	Year 2	Year 3	Year 4
School wide	75%	75%	73.30%	77%
Asian	80%	82%	74.72%	81%
Black or African American	-	-	-	50%
Filipino	-	-	-	-
Hispanic or Latino	54%	43%	59.38%	64%
Native American or Alaskan Native	-	-	-	-
Native Hawaiian or Pacific Islander	-	-	-	-
White	-	-	-	-
Two or More Races	-	-	-	-
English Learners	24%	20%	20%	16%
Students with Disabilities	-	45%	21.43%	22%
Economically Disadvantaged	74%	73%	69.56%	76%

***Math* SBAC Proficiency – Percent Meeting or Exceeding Standard** *(for each year of current charter term) Please note, data is only required for subgroups that had at least 11 students with Math SBAC scores for a given year.*

Subgroup	Year 1	Year 2	Year 3	Year 4
School wide	77%	85%	84.61%	77%
Asian	84%	90%	89.32%	83%
Black or African American	-	-	-	57%
Filipino	-	-	-	-
Hispanic or Latino	52%	59%	59.38%	54%
Native American or Alaskan Native	-	-	-	-
Native Hawaiian or Pacific Islander	-	-	-	-
White	-	-	-	-
Two or More Races	-	-	-	-
English Learners	45%	-	50%	20%
Students with Disabilities	-	63%	64.29%	30%
Economically Disadvantaged	77%	83%	83.70	77%

MPOS AND LCAP GOALS

Measurable Pupil Outcomes (MPOs)

Insert the MPOs for the charter term under review (i.e. 2014-15 thru 2018-19). If the Collective MPOs were adopted, this section should include two sets of charts.

If the Collective MPOs were adopted starting for 2015-16. The first chart should include the data for the former MPOs for the first year of the charter term (2014-15). For each MPO in this chart, include an analysis as to whether the goals were "met" or "not met" and explain why or why not. Specifically, provide the goal, target, instrument, and data achieved/results. If the data achieved/results are unavailable, please indicate as much and provide a brief explanation. For example, if the specific instrument listed is no longer in use, please indicate "no longer available/given". If multiple assessments, grade levels, or subgroups were included in a single goal, please make sure to include the specific target and data achieved/results for each assessment, grade level, and/or subgroup.

The second chart should include the data updates for the Collective MPOs for the subsequent years of the charter term (i.e. 2015-16 thru 2018-19). Some data may not yet be available for 2018-19, but please **be sure to include <u>all available data</u> for each year**.

DOWNTOWN CHARTER ACADEMY MEASURABLE PUPIL OUTCOMES

At Downtown Charter Academy MPO are our targets and taken seriously and thus, MPO's have been met every year.

SUBJECT	MEASURABLE OUTCOMES	METHODS OF ASSESSMENT	ANALYSIS

MATH	1. At least 65% of 7th graders will score proficient / advanced by 3rd year. 2. Students will demonstrate adequate progress towards meeting grade standards in mathematics. 3. 100% of 8th graders will be enrolled in Algebra I or higher. 4. At least 65% of 8th graders will pass the Algebra I CST examination by 3rd year after renewal. 5. The schools overall ELL subgroup API will be higher than the overall district ELL subgroup average by the third year of operation.	· *STAR Test Battery* · *Standards Based Curriculum assessments* · *School Placements and Enrollment* · *Assess 2 Know (Standards Based Assessments)* · *Annual Academic Performance Index determination*	1. STAR Test Battery does not apply anymore. Goal met. SBAC test*. By year 3, 7th grade students scored on or above 81%.* 2. *Goal met as per same results.* 3. *Goal met. All students in 8th grade are enrolled in Algebra 1.* 4. *Goal met and surpassed by 25%. 88% of 8th grade students scored proficient or above proficient in CAASPP. (CST Test does not apply anymore)* 5. *API does not apply anymore. However, as per CAASPP results English Learners scored 5% above OUSD in 2017.* *Assess 2 Know and API tests do not apply anymore.*

English/ Language Arts	1. At least 62 % of 8th graders will score at least proficient/advanced in ELA by the 3rd year after renewal. 2. At least 70% of students at every grade level students will perform at school's passing rate on the school's final interim assessment Battery. 3. At least 60% of 7th graders will receive a passing score on the Writing test by the 3rd year after renewal. 4. The schools overall ELL subgroup API will be higher than the overall district ELL subgroup average. 5. All students will perform at a higher percentage of Proficient and advanced percentages in ELA than that of neighbor middle schools.	· *California State Tests (CST)* · *7th Grade writing exam* · *Asses 2 Know (Standards Based Assessments)* · *Standards Based Curriculum assessments* · *STAR Test battery*	*1.* CST does not apply anymore. Goal met as per SBAC tests. 70.67% of 8th graders scored proficient and advanced in ELA as per SBAC tests. 2. Goal met as per NWEA interim scores. 3. Goal not met. 7th graders scored 57.95% in writing as per SBAC test. 4. API and ASSESS 2 Know do not apply anymore. Goal met as per CAASPP scores. EL students scored in the 20% in ELA and 50% in Math, considerably higher than neighbor public schools. 5% higher in ELA and 38.63% hier in ELA than BHMS. 0.31% higher in ELA and 41.55% higher in Math than UPA. Same score in ELA and 34.85% higher in Math than Roosevelt Middle School. 5. STAR Test battery does not apply anymore. Goal met as per SBAC tests. DCA students scored proficient or above 73.86% in ELA in 2017 compared to the score of 31% in the Oakland Unified School District. 47.75% higher than students in BHMS. 48.79% higher than UPA students.

			49.18% higher than Roosevelt M.S. students.

School Wide	1. The school will achieve an API of 700 by the end of the third year of operation. 2. The school will meet or exceed API Growth Targets in two of the three years prior to renewal. 3. The school will meet or exceed school's annual API growth target each year after the 3rd year after renewal. 4. The School shall meet or exceed a 92% attendance rate. 5. The School shall exceed the overall percentage of proficient or above proficient students who are enrolled in the school of attendance for the area in which the school is located by the third year after renewal. 6. Suspension at a rate lower than the District's average [accounting for similar demographics and grade levels served].	· *Academic Performance Index (API)* · *California Department of Education (CDE) Similar School Ranking* · *Annual Academic Performance Index determination* · *Period two (2) attendance count.* · *CST Data*	1. *API does not apply anymore.* 2. *N/A API. See CAASPP scores page 23 of this report for DCA academic achievement.* 3. *TBD** 4. *Goal met and exceeded 6-7%. Attendance between Year 1-4 fluctuates between 99.6% and 98.11%. See attendance table pg. 19.* 5. *CST does not apply anymore. Results TBD** 6. *Goal not met as per information available. Suspension rate at DCA in year 4 the was 4.01%. See pg. 20 for disaggregated information. However in the OUSD school the overall rate was 3.6% as per OUSD Fast Facts. Rates for individual schools were not available. There have not been any expulsions at DCA.*

SCIENCE	1. At least 65% of 8th grade students will pass the CST Science section by the 3rd year. 2. 100% of students will meet or exceed the state curriculum requirement for middle school science 3. The schools ELL student subgroup will exceed the overall percentage of the district's ELL subgroup proficient/advanced percentage by the second year of operation.	· *AMPS requirements* · *CDE Requirements* · *State Board of Education adopted standards and Frameworks for middle school.* · *California State Tests*	· 1. Goal met as per Interim tests and average grade point. While the State transitions to computer adaptive assessments, SBAC tests contain some content related topics and skills but was not designed to evaluate knowledge or skills in science. *2. We have purchased a science program called KnowAtom that is based on state Standards and Framework and provides ample practice for students to explore science in the physical and biological areas.* *3. Goal met as per CAASPP results. DCA English Learners scored 7% above their OUSD peers in ELA and 40% above their OUSD peers in Math.*

Social Studies/ History	1. The schools ELL student subgroup will exceed the overall percentage of the district's similar ELL subgroup proficient/advanced percentage by the third year after renewal. 2. The schools overall low income subgroup percentage will score above the district neighboring middle school proficient /advanced percentage by the 3rd year after renewal.	· *California State Tests* · *Asses 2 Know Assessments* · *Annual Academic Performance Index determination* · *Grade Point Average*	1. Social Students CA state tests are not available yet. Assess 2 Know and API do not apply anymore. Goal accomplished as per Grade Point Average. Teacher created assessments and project-based performance evaluations are critical to the overall achievement of DCA students. Our curriculum is based on the History and Social Science Framework published in 2017 and has served to design, implement and maintain a coherent course of study as designing assessments that determine what is critical for students to know and understand and include different methods, information, uses and actions. SBAC results partially inform students performance. 2. TBD

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

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

ANALYSIS ON NON ACADEMIC GOALS AND PLAN

As a response to our students needs and values, we have intentionally revised the behavior structures and systems for which students, parents, and teachers have provided input. Our Behavior plan has evolved during the past 4 years. For the 2018-2019 Academic year, this is how it works:

Positive Behavioral Interventions and Supports

What is PBIS?

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

What does that mean at DCA?

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

What does that look like?

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

DCA Core Values - BRIC

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

Social Emotional Learning (SEL) Curriculum

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

Module 1 - Creating a supportive learning community

Module 2 - Developing self-awareness and self-management

Module 3 - Building relationships and resolving conflicts

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

Community time

- Monthly "BRICtuals
- Schoolwide competitions and events
- Multicultural fair
- Weekly morning announcements
- Griffins of the Month

BRIC system for individual and group incentives

Karats

● Teachers will give "karats" to students who demonstrate desirable behavior or an improvement in behavior (above baseline) related to the core values. These expectations will be different for each student… meeting them where they are at on the BRIC spectrum.

● Karats are not a physical reward but should be verbally acknowledged when given out. They will be tracked by grade level on a google sheet (found in the *DCA PBIS* folder)

● There is no quota on the number of karats to give out each day but please remember that this is a tool to reward and encourage positive behaviors and should be used whenever possible.

BRICs - Individual Awards

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

Solid Gold (SG) - Class Reward

- Each month, homeroom classes who collectively reach the minimum number of Karats to achieve "Solid Gold" status, will receive a special class award (free dress, popsicle party, etc.)

- Students who received at least one Karat in the month are eligible to participate in the reward. Students who did not, will have the opportunity to do a "Character Reflection Assignment" in order to participate

- There is no limit to the number of classes who can achieve SG status each month. And there is no limit to the number of times a class may achieve SG status

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

- The SG threshold for September will be 60 Karats.

Continuous Student Achievement Improvement Template

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

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

	Measure	Analysis	Action Plans

Students	· State Tests · Classroom projects and grades · Attendance · Retention Rate · Disciplinary Actions	· Compare with similar schools and to all California schools · Identify root causes of performance increases or decreases in each area	· Create plan for improvement in low performing areas · Set targets for next academic year · Improvement required annually (after first three years of school
Teachers	· Teacher Observations & Evaluations · Student performance · Teacher Satisfaction surveys · Teacher Retention	· Identify strengths & opportunity areas for each teacher · Compare previous scorecards · Analyze staff retention to identify breakdowns *(recruiting, staff development, etc.)*	· Create plan for improvement in low performing areas · Set targets for next academic year
Leadership	· Student performance · Teacher performance · Fiscal management · Community Engagement (Recruitment)	· Compare with previous years, across similar schools · Measure Academic Data · Enrollment	· Create plan for improvement in low performing areas · Set targets for next academic year

Governance	· Performance at individual schools · Employee Retention · New schools opened · Fiscal Management · Organization /Systematic change influenced	· Compare with previous years and targets set by Board · Board Evaluations · Fundraising Goals · Trainings	· Create plan for improvement in low performing areas · Set targets with Board for next academic year

Local Control and Accountability Plan (LCAP) Goals

In regard to the school's LCAP goals that have been in place, please address the following:

- A review of the progress towards the goals included in the charter, an assessment of the effectiveness of specific actions toward achieving those goals, and a description of the changes to the specific actions the charter school will make as a result of the review and assessment.
- A listing and description of the expenditures for the fiscal year in implementing the specific actions included in the charter as a result of the reviews and assessments. (Education Code section 47606.5.)

Please follow the links:

2015-2016 LCAP
2016-2017 LCAP
2017-2018 LCAP
2018-2019 LCAP

FACILITIES AND FUTURE PLANS

FACILITIES ADA – APPLIES ONLY TO NON-OUSD FACILITIES (CURRENT OR PLANNED)
Please respond to the following:
Does your lease extend through the end of your requested charter term? - Yes. If the lease does not extend through the end of your charter term, please describe your plans for a facility solution which includes either: • A letter of intent, signed by the building owner, to lease or sell the proposed facility to your organization; or • A memorandum of understanding, signed by the building owner that describes the status of negotiations with your organization regarding the possible lease or purchase of the building, describes any foreseeable conditions, circumstances or considerations that may affect the decision to lease or sell the building to your organization, specifies any decision making process that may be required before an agreement can be finalized, specifies a date by which a decision to lease or sell is likely

- Our lease is secure through the remainder of the charter term.

Describe the condition of your current facility.

- There is ample classroom space and outdoor space and this year, we have expanded into more upstairs classrooms to accommodate student body growth.
- The facility is in good condition.

What procedures are in place for handling facility repairs?

- AMPS has a facilities manager and a Director of Real Estate who receive repair requests and respond promptly with a team of custodians.

Describe your systems for ongoing maintenance of the facility and if applicable, provide a copy of the contract for provision of maintenance services for the facility.

- The facility is cleaned nightly and ongoing maintenance is monitored by the facilities manager and Director of Real Estate.

FUTURE PLANS
Please respond to the following:
As applicable: Describe any proposals for additional campuses your school may be approved for and/or are considering seeking approval for during this renewal period.
As applicable: Describe any material revisions to your charter and rationale for this renewal period. This request will be considered as part of the renewal process. • Material revisions include, but are not limited to, adding additional grades, potentially growing student enrollment beyond the capacity, changing the school's mission, purchasing a new facility, etc. • In order to have the material revision to your charter approved, your school needs to: ○ State the revision(s) the school's governing board wishes to make to the charter. ○ Describe the reasons for the request(s).

○ Describe the changes in the operations of the school that will be impacted by the proposed revision(s). Indicate how student enrollment, curriculum, staffing,
governance, facilities, and budge may or will be impacted in the current school year and in the subsequent school years. If the revision(s) directly affect(s) the students, explain if and how the proposed revision has been discussed with the parents. • If appropriate, describe how student achievement may be impacted by the proposed revision(s).

OUSD DISTRICT REQUIRED LANGUAGE

Please follow the instructions below:

- Visit the following link to view the most current version of the OUSD District Required Language (DRL): http://www.ousdcharters.net/charter-renewalrevision.html
- Place the DRL for each Element at the beginning of the Element under the Element heading. Use the Element headings provided in the DRL, including the statutory language for each Element.
- As shown here, please highlight all DRL in gray to facilitate easy identification of the DRL within the petition.

- **Do not add, delete, or change any provision of the DRL.**
- **Ensure that all other provisions in the charter petition do not contradict and are otherwise consistent with the provisions of the DRL.**
- Note that Element 11 does not include DRL other than its heading.

Please note that use of the DRL does not constitute an assurance or guarantee that the Board of Education will grant the petition. The Office of Charter Schools will evaluate the Petition according to the criteria set forth in Education Code section 47605, and the Board may deny the petition if it finds any of the following: "(1) The charter school presents an unsound educational program for the pupils to be enrolled in the charter school; (2) The petitioners are demonstrably unlikely to successfully implement the program set forth in the petition; (3) The petition does not contain the [required] number of signatures; (4) The petition does not contain an affirmation of each of the conditions described in subdivision [Education Code §§47605] (d); and (5) The petition does not contain reasonably comprehensive descriptions of all of the [criteria set forth in Education Code §§47605(b)(5)(A)-(Q).]"

The DRL is intended to constitute a minimum threshold for eligibility for submission, not a guarantee that the petition will be granted.

STATEMENT OF ASSURANCES

Please follow the instructions below:

- Visit the following link to view the most current version of the Statement of Assurances:

http://www.ousdcharters.net/charter-renewalrevision.html

- Include the Statement of Assurances in the charter renewal submission*.
- **Do not add, delete, or change any provision of the Statement of Assurances.**
- **Ensure that all other provisions in the charter petition do not contradict and are otherwise consistent with the provisions included in the Statement of Assurances.**

**Please note, this form or other similar form must be signed by a duly authorized representative of the petitioner group and submitted with the petition. A petition will be considered incomplete if it is not accompanied by the Statement of Assurances or does not otherwise contain these assurances.*